



Behaviour and Discipline Policy

Policy Written: Autumn 2017

Latest Review: Autumn 2025

To be reviewed: Autumn 2026

Philosophy

All children need a well ordered, disciplined environment in which to learn and develop their self-control, respect and appreciation of others. We believe that in order to promote good behaviour, and thus work to the best of their abilities, children need to be offered positive role models. They need to feel secure in the knowledge that approaches to their behaviour will be consistent and fair. Children regularly learn about, and are rewarded for engaging in, our 'EverTEN', which support our children's understanding of effective characteristics of learning.

Aims

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure safety by making boundaries of acceptable/appropriate behaviour clear.
- To create a common sense of direction and feeling of purpose for pupils, staff and parents.
- To ensure that our children experience success which can be developed through the National Curriculum and broader curriculum.
- To ensure that our children recognise that they have things to offer as well as being learners.

Objectives

- Expectations of good behaviour are made clear.
- We discourage unsociable behaviour by promoting mutual respect.
- Children are encouraged to take responsibility for their own actions and behaviour.
- Positive behaviour is recognised and rewarded both publicly and private (stickers, team points, special assembly mentions, praise).
- A consistent whole school approach is used when dealing with inappropriate behaviour.

- Parents are involved in any support programmes.
- Children are encouraged to report examples of positive behaviour.
- Where appropriate, the support of other agencies, such as Educational Psychologist, Behaviour Support Service and Learning Support Service is enlisted.

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To obey the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.

Staff responsibilities:

- To offer good role models.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with parents/carers.
- To recognise that each child is an individual and to be aware of their needs.

Parents' responsibilities:

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.

Whole School Ethos – The EverTEN:

We support our children's understanding of effective characteristics of learning, which we call our 'EverTen'. We continually seek opportunities to further develop children's independence, resilience, ambition, kindness, confidence, teamwork, curiosity, enthusiasm, honesty and respect.

Strategies for positive encouragement include:

Staff congratulating children

Celebrating achievements with others, either in class or during Special Mentions Assemblies.

Positive feedback to parents (verbal and written via Class Dojo)

Class Dojo points

Stickers

Presenting good work to the Headteacher or other class teacher

Special Mentions Award

School Council Special Mention Award

Achievement Board

Encouraging good behaviour

Children's good behaviour is noticed, encouraged and often rewarded. Strategies include:

- Emphasis on encouragement and motivating pupil e.g. positive feedback, descriptive praise, give attention for success
- Promoting respect for individuals by:
 - including their culture and background
 - modelling desired behaviour
 - listening to children and communicating that you have heard what they have said.
- Creating safety, both physical and emotional with clear and consistent use of rules and sanctions.
- Raising self-esteem by ensuring pupils experience and recognise their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible,
- Ensuring that feelings are part of the PSHE curriculum and included in assembly themes.

Managing incidents of unacceptable or inappropriate behaviour

We follow the following stepped behaviour code. Each step is displayed in the classroom and referred to when managing unacceptable/inappropriate behaviour.

1. non-verbal warning
2. reminder of expected behaviour
3. final verbal warning and reminder of expected behaviour
4. Consequence one issued: reflection sheet and 5 minutes missed break time
5. Consequence two issued: reflection sheet (if not already completed), 15 minutes missed break time and parents spoken to after school

At any point, a child could move to the Thrive Room and have 'time-out' where they do not face consequences, but can use the time to calm down or consider alternative behaviour choices.

An incident record in terms of behaviour and/or safeguarding is completed on CPOMS, with the DSL 'tagged'/informed.

Managing Behaviour over time:

The headteacher and SENDCO monitors patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally the class teacher retains responsibility for managing behaviour of children in his/her class. The headteacher's involvement will include:

- A formal conversation with the child when the child has had three reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to Thrive lead teacher to identify possible strategies
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENCO to discuss possible SEND
- Liaison with external agencies for support
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Suggested Strategy for resolving conflict

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Use of Force

Key Points Regarding Use of Force

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Conclusion

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be a happy environment, where learning can take place in a harmonious environment, where children enjoy coming to school because they feel safe and secure.

It is up to all of us, Staff, Governors and Parents to ensure that the children of Everton Primary School are educated in a caring, friendly and orderly School. We have to work together to ensure that we achieve these worthwhile goals.