



*Roman Road Primary School
Behaviour and Discipline
Principles and Policy
2022 - 2024*

Reviewed by Roman Road Primary School:

October 2022

Adopted by the Governing Body

November 2022

Date next full review is due:

October 2024

Behaviour and Discipline Policy Statement

Every child has the right to an education (Article 28). You have the right to be protected from being hurt and mistreated, in body or mind (Article 19) No one is allowed to punish you in a cruel or harmful way (Article 37) UN Convention on the Rights of the Child

Effective care in school begins with the vitally important work of every class teacher. The most effective method of maintaining good order is for the class teacher to foster a positive relationship with children based on equality, mutual respect and the willingness to listen and empathise.

Teachers show children that they care for their educational progress and social welfare through the quality of their teaching and in the way they handle personal relationships, both inside and outside the classroom. Through good classroom organisation and management, AfL and excellent teaching, teachers provide well-planned lessons which, maintain children's interest, maximise the learning and minimise the potential for disruption. They create learning behaviour.

Where children are provided with a pleasant environment, they respect it and where they have contributed to it they treat it as their own. This applies to buildings, grounds and equipment. Display of children's work not only creates an attractive environment but also contributes to positive self-esteem and the fostering of a sense of ownership of the environment. Furniture, layout and the match of work to abilities also have an impact on behaviour.

The attitude of all staff is of great importance. It is they who, in the end, determine the environment in which good relationships can develop. They are responsible for the behaviour of children within their sight and hearing. Staff model the standard of courtesy that they expect from children. Teachers are sensitive and aware of their own comments to children and about children so that, confrontational situations, with and between children and potentially with parents do not arise.

Teachers emphasise the positive, including praise for good behaviour, as well as good work. Most children react well to praise and there is something worthy of praise in all children.

Rationale

The ethos of the school is crucial in creating an environment where pupils can develop and maintain high standards of behaviour and academic achievement. The quality of the relationships throughout the school is of the utmost importance as they:

- Enable teachers to teach and pupils to learn
- Raise self-esteem
- Provide a harmonious atmosphere
- Keep children safe
- Are accepted and required in the wider society.

Good behaviour assists the school in fulfilling its functions, namely, creating a safe, happy and healthy environment which allows all children the opportunity to develop both academically and personally to the best of their potential.

Governor Statement

Governing bodies must have a behavioural policy in place, which sets out the boundaries of what is acceptable, the hierarchy of sanctions, arrangements for their consistent and fair application and linked rewards for good behaviour. The policy should be communicated to and understood by all including parents and children.

It is a primary aim that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which our children feel protected from all forms of abuse (Article 19) and are able to relax (Article 31).

It is recognised that as a result of COVID 19, some children will continue to experience anxiety /separation issues and have possibly witnessed DV. Staff will take an understanding approach, taking this into consideration, when dealing with any behaviour traits – withdrawal/anger issues

The school has 3 Rules:

We will always use:

Kind hands

Kind feet

Kind words

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community; also to promote good behaviour, rather than merely deter anti-social behaviour and encourage pride in their impressive behaviour.

- To enable all pupils to access a high quality education where they are supported and safeguarded
- To provide an orderly, fair, consistent and safe environment for all
- To provide an environment where effective teaching and learning can take place
- To develop mutual respect and consideration for people and property.
- To encourage self discipline in all pupils helping them to make positive choices and to recognise consequences
- To have a whole school approach to behaviour, providing consistent pupil management.
- To make the school's aims and expectations of children explicit to parents.
- To allow children to feel valued members of a community.
- To introduce children to an acceptable code of social behaviour towards adults and peers.
- To develop children's understanding of the necessity of rules to support community life.

Pupils Need

Regular attendance

To feel valued and safe

To have access to a safe and stimulating environment

To be offered the best teaching of an appropriate, well-balanced curriculum

Realistic expectations

To have good role models

To develop an understanding of right and wrong.

To understand that all people must be treated equally

Opportunities to take responsibility and to make a full contribution to improving behaviour in school.

A forum for their views and concerns to be listened to. E.g. School Council

Parents need

To know that their children are safe and are going to be treated fairly

To be welcomed into school as partners in their children's education

To be well informed and involved with their child's life in school

To know they will be expected to take responsibility for the behaviour of their child both inside and outside school.

Staff need

To be able to teach without disruption

To safeguard and protect children

To be supported by a clear and consistent implementation of the behaviour policy.

To work in partnership with parents

To be supported by each other, governors and other agencies

To be valued, consulted and informed

To build positive relationships

To concentrate on and emphasise the positive

Organise and manage their teaching and classroom environments to promote good behaviour.

To help children to develop good learning behaviour which will enable them to become lifelong learners.

Equal treatment which means children are treated according to their needs.

Implementation

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:

PSHE and Citizenship

RSHE

Celebrating achievement

Recognising social progress

Circle work

Links with community and parents

Desired Behaviours and Expectations

To follow school rules

To do your best work and to learn

To allow others to do their best work and to learn

To follow adult directions first time

To keep hands, feet, objects and comments to yourself.

To report incidents immediately to adults for a quick resolution.

To explain any incidents clearly, calmly and truthfully.

To be polite and respectful to others

To move around the school in a calm and quiet manner

To respect the environment both indoors and outdoors

To respect the property of others

To be against bullying and to report it immediately

Rewards

We praise and reward children for good behaviour in a variety of ways:

In order to achieve desired behaviours staff will raise the status of 'good behaviour both to individuals and to the wider group. By encouragement, praise or some tangible reward, (Froggets- both individual and class) all children are made aware of the status offered by acceptable and exceptional behaviour.

Children will be given every opportunity to take responsibility and to make a full contribution to improving behaviour in school. School council should be used as a vehicle for children's views and concerns to be listened to.

FROG Factor certificates are given each week in assemblies

Certificates which reflect our Roman Road Values are given each week in assemblies

Our Head/Deputy Head boy and girl choose a child each to present a certificate highlighting one of our Values.

Certificates are given for good manners from lunch staff and kitchen staff

Certificates are given for perseverance in work – outstanding effort

A weekly attendance trophy is given for the highest attendance in each Key Stage

100% attendance each half term is awarded with a certificate

100% termly attendance is rewarded with a certificate and a small prize

Outside school activities are also celebrated – children are encouraged to bring in certificates and medals from such activities – this encourages other children to widen their experiences outside of school.

Principles

A consistent whole school approach emphasising equality to reinforce and maintain high standards of behaviour

Full, careful investigation of incidents with all involved.

Opportunities to reward, celebrate or reinforce good behaviour

Assessment for learning

A differentiated approach to the specific needs of individuals set within the whole school framework for rewarding positive behaviour.

Excellent relationships with parents in order to support and maintain good behaviour.

Emphasis on rewarding positive behaviour such as:

Carrying out an activity/instruction satisfactorily.

Showing care for the class or school environment.

Showing respect for the authority of any member of staff.

Demonstrate consideration for their peers.

[An unprompted action, to support staff or peers.](#)

Completing a task or demonstrating behaviour beyond adult expectations.

Partner work.

Resisting negative peer group pressure.

Remaining calm and co-operative in difficult situations. (Dealing with anger)

Resisting the urge to retaliate when upset or angry

Sanctions

Principles

Staff will agree on what constitutes unacceptable behaviour within school and a hierarchy of response

When pupils choose not to follow school rules, sanctions should be consistently applied

Sanctions will fit and will be clearly explained to the pupil

The system will not damage relationships

Sanctions will make a clear distinction between minor and more serious offences

Sanctions will be flexible enough to take SEN into consideration

The punishment of the whole group should be discouraged.

Punishing children for parents' shortcomings will not be done

Children shall be treated equally this does not mean treating them the same

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Low level aspects will be managed by the teacher expressing unhappiness with the behaviour and indicating the expected behaviour

If a child continues to disrupt, they may be put into time out with a partner class or in their own break and lunch time for a short period (no more than 10 min.)

Where a child's behaviour has become more disruptive either in the type of incident or in the consistency of this, the child will be spoken to by a member of the SLT or DHT

If the incident(s) are more than just low level and/or are repeated, the DHT or HT may implement detention at break time or lunch time. Detentions will be set for an appropriate period of time depending on the nature of the misbehaviour. (As stated in the DfE Behaviour and discipline in schools advice for schools p.11, parental consent is not required for detentions)

Where issues continue, after-school detentions may be used. However, this will be done in discussion with the parent/carer due to it being after-school hours

During detentions, children may be asked to write lines, letters of apology or continue work

Where misbehaviour is more persistent, the child may be put on report for a period of time in order for senior staff and parents/carers to track the progress of the child towards acceptable behaviour

Other sanctions that may be used are as follows:

Not being taken on a visit (due to risk) Not being able to represent the school in team events
Parents/carers will be informed where this is deemed most appropriate. This may be different for different families which teachers should be sensitive about.

The class teacher discusses the school rules with each class. Examples of what these rules mean in practice are drawn together with the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Pupils' conduct outside the school gates

Schools have the powers to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Where a child is involved in non-criminal bad behaviour or bullying which is witnessed by staff or brought to the attention of the school, punishments may be imposed. Misbehaviour in the following situations would be considered:

Taking part in a school-organised or school-related activity

Travelling to or from school

Wearing school uniform

In some other way identifiable as a pupil at of our school

Where there could be repercussions for the orderly running of the school

Poses a threat to another pupil or member of the public
Could adversely affect the reputation of the school

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom charter consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will record incidents, where appropriate using the school's behaviour file. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from Senior Management.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker the HINT Team or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of Senior Leaders

Senior leaders must establish themselves as an authority figure within the school but particularly within their key stage so that other members of staff have a staged route to support behaviour management.

Senior leaders will give advice and support to new and less experienced staff to support consistent behaviour management.

Senior staff will ensure that the key stage implements school policy and procedures but more importantly will support the general ethos of behaviour management.

Where appropriate, senior leaders may instigate activity to support behaviour management. Assemblies or individual class discussion can be a vehicle for this.

Where children are not doing as expected within the school senior leaders will spend time with a child emphasising appropriate behaviour. This may also involve meeting with the parents.

Where a senior leader is involved in the behaviour management of a pupil, this will be shared on a regular basis with the Head Teacher or Deputy Head Teacher

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Permanent exclusion actions are taken only after the school governors have been notified.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school ethos and rules in the home/school agreement, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary.

Only the Head Teacher (or Deputy Head Teacher acting in the absence of the Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents/ carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/ carers how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions which may be used by teachers at some point in their career that involve a degree of physical contact with pupils.

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.

'Reasonable in the circumstances' means using no more force than is needed.

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Staff can use reasonable force to:

remove disruptive children from the classroom where they have refused to follow an instruction to do so;

prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

restrain a pupil at risk of harming themselves through physical outbursts.

Staff cannot:

use force as a punishment – it is always unlawful to use force as a punishment.

Some staff do have training (Clennell Educational Solutions) on restraint techniques for older children in school. However staff will use de-escalation techniques and standing in the way or holding back a child before any particular ‘trained’ techniques are used.

If there is a more serious incident of reasonable force being used, parents/carers will be informed. They will be told the context in which the incident happened and the outcome. The incident will also be recoded on the school’s behaviour system.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;

When comforting a distressed pupil;

When a pupil is being congratulated or praised;

To demonstrate how to use a musical instrument;

To demonstrate exercises or techniques during PE lessons or sports coaching; and

To give first aid. However, in these cases, adults should not be alone with children. Unnecessary contact should be avoided.

Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps an electronic behaviour system (CPOMS)/some paper copies in a locked cabinet with all incidents recorded. There are separate recording forms where incidents have been discriminatory but these are additional and used to send to the LA with incidents still being recorded on the school system.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of discrimination.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved