Behaviour and Discipline Policy
Scholar Green Primary School

Confirmation that the Behaviour and Discipline Policy in respect of Scholar Green Primary School has been discussed and approved in principle by the Governing Body.

Date: October 25

Committee: FGB 1

Date for review: October 26

STATEMENT OF BEHAVIOUR PRINCIPLES

Mission Statement

At Scholar Green Primary School we will provide every child with a safe and healthy environment in which to learn and develop the skills they need to be effective future citizens.

Our behaviour principles reinforce:

- the rationale for the expectations regarding appropriate behaviour by everyone working within Scholar Green Primary School
- a recognition of self-discipline and responsibility from everyone for their own decisions, actions and the consequences
- our aims in creating an orderly community in which effective learning can take place
- the guiding principles which form the basis of positive relationships between members of the school community and particularly those between staff and pupils
- the rules and expectations that dictate how all pupils are expected to behave in a responsible manner both to themselves and others, showing courtesy and a caring respect for other people all the times. Pupils should also move around school and behave in a calm manner. This way we hope to support our children in becoming confident young learners.
- the expectations that all staff of the school are required to follow the policy, to encourage a positive approach to behaviour management wherever possible, with a strong emphasis on praise, rewards and encouragement.

SCHOLAR GREEN BEHAVIOUR POLICY

The purpose of this document is:-

a) to provide the basis for a `whole school' approach to behaviour management.
b) to be a useful guide for staff both permanent and temporary.
c) to contribute to the good order and wellbeing of the school community.

RATIONALE

The rationale for this policy is:-

- discipline is a key feature of school life about which there should be a clear, shared understanding between headteacher, staff, parents, governors and children.
- the curricular objectives of the school cannot succeed if they are to be impeded by poor discipline.
- shared, consistent whole school values are likely to have a positive effect on individual pupil behaviour.
- a consensus about behaviour management will generate a high morale and sense of purpose amongst staff and pupils, and a well-established policy will also be supportive to new members of staff and new pupils.
- this school believes that unacceptable behaviour is a significant stress factor for both other children and staff.
- the staff of this school are required to follow the policy, which encourages a positive approach to behaviour management wherever possible, with a strong emphasis on praise, rewards and encouragement.

DISCIPLINE

Discipline is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.

In the context of the school, good behaviour is conduct which assists the school to fulfil its function, namely the full development of the potential of all pupils.

Poor behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving badly or when unacceptable conduct disrupts the development process for other members of the school community.

Thus, good behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in school and upon care for its environment.

AIMS

- to create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members irrespective of gender, ethnicity, disability or class and where there is proper concern for the environment.

- to develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.

GUIDING PRINCIPLES

The key to good behaviour is to be found in the relationships between members of the school community and in particular those between staff and pupils. All structures should therefore seek to achieve mutual respect and self-esteem and should enshrine the following principles for staff and pupils.

CONSIDERATIONS

The attitude of all staff is of great importance. It is they who in the end determine the environment in which good staff/pupil relationships can develop. They are expected to set an example to pupils in matters of courtesy, dress, punctuality, commitment and mutual respect.

Staff should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them. Discipline is a collective responsibility and those who ignore bad behaviour because they are not on duty or are not teaching cannot expect to have the respect of pupils or to be able to establish the right relationships in class.

Pupils are more likely to accept a school's code of behaviour if it is clearly understood**, consistently and fairly applied**, and shown to be reasonable, sensitive and effective. The school (and also pre-school) applies the 'Good to be Green' system to promote positive behaviour and deal with breaches of discipline or poor behaviour.

Never threaten sanctions that you cannot or do not intend to carry out.

Prevention is better than cure. It is important for pupils to know that they are under some supervision and that checks are made. It is important to be 'visible' at key times of the day, particularly when large movements of pupils occur, e.g. cloakrooms at the start and end of the school day.

The presence of staff on duty, or of a teacher in the classroom before the lesson is timed to begin, is a more effective way of obtaining good behaviour than punishment of those caught misbehaving when left to their own devices. Teachers are expected to be in their classrooms before the end of any break in order to supervise lining up and entry into the classroom.

Immediate checking by all staff of minor offences, requiring only a look or a quiet word, often prevents more major problems developing.

It is important to make a clear distinction between minor and more serious offences and to separate the mischievous from the malicious.

The school should establish close relationships with external support services.

ROUTINES

Routine procedures are important organisational structures that provide for good order and help to promote good conduct. Children understand them and feel secure within their framework.

We need procedures for:-

- coming in, or going out from class
- movement at the end of assembly
- using the cloakrooms
- registration
- movement through the main corridor
- moving around the classroom
- entering the school hall for lunch
- eating arrangements
- returning to the playground after dinner
- using/sharing pencils, crayons, paints etc.
- attracting the teacher's attention
- going to the toilet
- pupils who finish their work
- wet playtimes
- snack
- tidying up
- who does what and when?

RELATIONSHIPS

The school's ethos is based on the quality of relationships. Good behaviour is most often associated with good relationships and **mutual respect between teachers and pupils**.

Each pupil needs to form a stable relationship with at least one member of staff, usually the class teacher who has a genuine interest in the pupil's progress and future. Teachers need to build relationships with pupils in other classes through informal contact, assemblies, playtimes, school clubs and events, and joining classes together for specific lessons.

In addition, mid-day assistants also need to build purposeful relationships with pupils as we feel at Scholar Green Primary School the key to achieving high standards of behaviour rests with the construction of warm relationships and mutual respect between adults and children.

All informal contact contributes to the ethos of school and to standards of behaviour: -

- we take the opportunity to initiate informal conversations with pupils in and around school.
- we get to know pupils by name and don't `let things go', to ignore misbehaviour is to condone it.
- we enjoy relating to pupils, use humour - it builds bridges.
- we set high standards of speech, manner and dress.

TEACHING AND LEARNING

The use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients of a successful policy on school discipline.

The quality of the teaching and learning in each lesson and each classroom also has direct effects on behaviour. Lively and stimulating teaching is almost always associated with good behaviour. When pupils are given an environment which arouses their curiosity and interest, when the work is well matched to their abilities, and when they are involved in worthwhile activities and encouraged to take some responsibility for their own learning, they respond positively. Attractive and interesting wall displays of pupils' work help to foster a sense of `value' and `belonging'.

Kagan Cooperative Learning and Active Engagement Strategies are used by all teachers to engage pupils and promote cooperation, team building and positive behaviour management strategies.

Good practice in the assessment of pupils' work can also have positive effects on the motivation of pupils and hence on their behaviour. Careful, supportive marking of written work, with an explanation of what needs to be done to achieve improvements, carries a clear message for pupils that their efforts are valued and that their progress matters. Pupils should be involved in self assessment as well as peer assessment.

Boredom, lack of understanding and lack of progress are major reasons why some pupils misbehave.

The opportunity for pupils to attend organised activities outside lesson time has a positive influence towards good discipline, school ethos and pupil/teacher relationships.

PARTNERSHIP WITH PARENTS

Close co-operation with parents is important and every possible effort should be made to encourage their support and understanding. Inviting parents into school for consultation evenings, to help in class and for special events, all help to develop the partnership with parents and make acceptance of a combined responsibility more likely. We try to celebrate achievements with parents.

In matters of discipline where there is cause for concern, parents should be involved at the earliest opportunity so that school and parents can play a positive role in monitoring and addressing any behaviour problems that arise. Scholar Green Primary School has an 'Open-door' policy and positively encourages two –way communications. Parents are encouraged to come into school to discuss any concerns, at the earliest opportunity.

Home School Agreements are given to parents and children when they start school and signed/returned to school.

Meetings are held throughout the year to discuss class expectations and children's progress anad send information home regularly.

RULES AND EXPECTATIONS – THE GOLDEN RULES

All pupils and staff are expected to behave in a responsible manner both to themselves and others, always showing courtesy and a caring respect for other people. Pupils should also move around school and behave in a calm manner. This way we hope to support our children in becoming confident young learners.

The Golden Rules are decided upon as a result of consultation between children and staff. They are a focal point of our Behaviour Policy and the basis for personal, social, and moral education throughout the school. Each class must have the rules clearly displayed. The Golden Rules are:

1. **We are kind to everyone**
2. **We always tell the truth**
3. **We treat things with respect**
4. **We listen to each other**
5. **We always try our best**

Class Rules

Each class teacher can discuss how to make the classroom a fair and safe place for all. Each class follows the 'Golden Rules' ensuring continuity throughout the whole school. The rules will be displayed prominently in the classroom. Specific rules for a particular area may be developed – e.g. role-play area, art and craft, computers etc.

We have very high expectations for behaviour and expect our Golden Rules to be followed by all children.

EXPECTATIONS IN SCHOOL

1. Everyone will always act with courtesy and considerate to others.
2. Always try to understand other people's points of view.
3. Move carefully and quietly about school. Do not run.
4. Always speak politely to everyone without interrupting. There is no excuse for rudeness or disrespect.

We strongly disapprove when children are disrespectful towards their teachers and mid-day supervisors.

5. Help to keep the school clean and tidy.
6. No pupil is allowed to leave the school premises during school hours unless accompanied by an adult – children need to be signed in or out via the reception desk
7. Chewing gum must not be brought to school.
8. Pupils must not play in the corridor, the cloakrooms, nor in or around the toilets.
9. No pupil is allowed to use a mobile phone in school. If they bring a mobile phone to school, for reasons such as walk home alone, they must hand it to the class teacher who will keep it in a safe place. This is likely to apply to upper Key Stage 2 pupils who have permission to walk to and from school unsupervised by an adult, in line with our walking to and from school policy.

EXPECTATIONS IN THE CLASSROOM

1. Enter the room sensibly and sit down at your place.
2. Listen to the teacher and concentrate.

3. In class you make it as easy as possible for everyone to learn and for the teacher to teach.
4. When the class is asked a question, put up your hand to answer, do not shout out.
5. Work sensibly; do not distract or annoy others.
6. Eating and chewing are not allowed.
7. Pupils may drink still water from a transparent bottle or from the drinking fountains.

REWARDS, SANCTIONS

The balance between rewards and sanctions, in both policy and practice, is a useful touchstone of a school's approach to maintaining good standards of behaviour. At Scholar Green Primary School we feel the best results are found where schools lay particular emphasis on rewards. The rewards and sanctions used in school have been decided as a result of consultation between staff, governors and children.

Praise is delivered in formal and informal ways. It is awarded to individuals or to groups; it can be earned for academic achievements, social as well as for ad hoc particular achievements of note. Praise is celebrated in many forms including 'celebration' assemblies, daily assemblies, Headteacher's certificates and stickers, certificates, stickers from class teachers and Midday assistants, praise certificates sent home, team points, class activities and texts to parents.
We employ a range of rewards including stickers, positions of responsibility and Golden Time, the withdrawal of which may be used as a sanction.

REWARDS - THE POSITIVE SIDE OF DISCIPLINE

At Scholar Green Primary School the emphasis of behaviour management is always towards the positive approach of encouragement and praise for children's achievements, not only academic successes but also social successes and appropriate behaviour. Rewards should be used **consistently, positively and fairly**. The 'Good to be Green' system underpins the promotion of positive behaviour and provides a mechanism for dealing with breaches of discipline or poor behaviour.

Rewards include:-

- A quiet word or encouraging smile.
- A written comment on pupil's work, either in general terms e.g.' well done', or in a more detailed way, picking out specific points to commend.
- A stamp, star or merit sticker on the pupil's work.
- A badge or sticker for the child to wear in school.
- A visit to another member of staff for praise
- A visit to the headteacher for praise and a sticker.
- A public word of praise in front of a group, class or whole school assembly.
- The reward of a special responsibility such as being a monitor or a team point
- Specific inclusion of praise on work that is sent home, e.g. praise pads,
- A nomination for a 'Worker of the Week' award.
- A sticker from a mid-day assistant for kind, courteous, well-mannered behaviour.
- Lunchtime team points trophy awarded every Monday morning
- A verbal comment to the child's parents or a text home
- Particular mention of achievement or good behaviour on the school report

Team Points
These are given to children for behaviour, attitude and work. Team points will be shared weekly in an assembly. If a child receives 5 team points they will be given a raffle ticket which ithey will place in there class box. During assembly this will be emptied into their phase box (EYFS, KS1, Lower KS2, Upper KS2) in preparation for a prize draw at the end of term, as well as a larger end of year prize draw. If a child earns 50 team points, they are awarded a privilege card. The pupils can choose their privilege from a range of choices such as an early lunch pass, a non-uniform day or bring a toy from home.

Golden Time

Golden time takes place every Friday. We expect good behaviour and assume pupils will have Golden Time every week, so at the start of the week they have 25mins of time. If a pupil loses some

Golden Time their name will be moved to the 20 minute section and then onto 15mins and so on. Before a pupil receives a yellow card certain steps **MUST** be followed.

- A 'teacher' look of warning.
- A verbal warning (younger pupils may benefit from visually seeing the yellow card in front of them with the understanding that they can earn it back at this stage)
- If the behaviour still persists then the yellow card is placed on the 'Good to be Green' wall and their name moved to 20 mins. It must be made clear why they have lost some of their Golden Time. The yellow card should be removed at the end of the session/lesson to allow for a fresh start.
- Parents will be notified if their child is to lose Golden Time.
- On Friday, any child who has lost Golden Time should spend time with the Head or member of SLT. Every child should go with a post it note saying how much time they have lost.

Written posters are in all classrooms and visual reminders about the yellow card process are on display in all classrooms. Staff should refer regularly to these so pupils are secure with the behaviour process.

Activities are changed regularly using pupil ideas and suggestions; all teachers and teaching assistants run an activity giving pupils a wide variety of activities to choose from. Children sign up for their chosen activity at the beginning of the week so they know what activity they are working towards. The sign-up list is passed round on a rota basis so all classes will be first at some point in the term.

Golden Time ensures that all pupils who behave well will be rewarded for their actions.

EYFS
In Reception, pupils are rewarded with a short golden time on a Friday and 'Good to be Green' charts used, in alignment with the main school policy. Golden is used to talk about the Golden Rules and British Values. However, should pupils require a sanction, they will have some time out in that moment/on the same day. Golden rules are reinforced and pupils are supported with their self-regulation and managing self.

SEND
Pupils with Special Educational Needs and/ or disability may require measures that is additional to and/or different from those of their peers. At Scholar Green we aim to ensure that they feel equally valued within the school community, however adaptions will made, in collaboration with all stakeholders, to ensure that their safety and wellbeing are catered for.

Class Incentives
Staff may also have class incentives such as rewards for reading, towards a trip and/or for completion of challenges. Reading treats are offered at the end of half terms for children who hit their target for reading at home four or more times a week on a regular basis. Measures are put into place to support children of disadvantaged groups.

SANCTIONS

An intention to behave better in the future should be recognised and this is why warning cards are given first with the understanding that no Golden Time has been lost yet. This is an incentive for the pupil.

Humour can also play a vital role in defusing a situation by allowing the teacher to get the message across while also allowing the pupil to 'take it in' without losing self-esteem.

Sarcasm is damaging and should be avoided.

When considering sanctions, the school feels it is important to take into account the individual child and give a corresponding number of warnings on the grounds that it is not sensible to reach the ultimate sanction too soon. Also, particular sanctions are less likely to be effective if over used.

The scale of the sanction imposed should reflect the level of indiscipline but the following should be borne in mind:

Improved behaviour is the object of the sanction

- staff are discouraged from by-passing earlier sanctions so that the next step is always available for use and the school does not find itself forced to take extreme measures through lack of alternatives, e.g. following the Golden Rules

- it is important that all teachers should avoid threats or statements that leave them or more senior staff with no room for manoeuvre

- **in all disciplinary actions we feel it is essential that the pupil understands fully that it is the behaviour which is not acceptable and not the pupil as a person**

Always separate the problem from the person.

Sanctions include:-

- Eye contact or a `look' to register disapproval.
- A verbal reprimand.
- Verbal or non-verbal indications of disapproval.
- A minor penalty, where possible relevant to the offence, such as picking up litter for those who drop it.
- Loss of privileges for a stated period of time, such as membership of a club.
- Loss of status for a specified period of time, such as team leader or being a monitor.
- Loss of free time at playtime or dinnertime. The duration of this sanction being appropriate to the level of misbehaviour and the pupil must be supervised by the member of staff imposing the sanction.
- Time Out. Having to remain in a specified place for a limited time where the child is still under supervision.
- Withdrawal from the class activity and temporary placement in another class or with the headteacher. Ideally if a pupil is sent to another class, appropriate work should be sent with them.
- A requirement to work at a separate desk within the classroom.
- Restitution, repair of wilful damage and/or payment for it.
- A verbal or written apology to the person concerned.
- A piece of written work to be completed during free time or at home, preferably on a subject related to the misconduct.
- Referral to deputy or headteacher.
- **A phone call to the parents from the class teacher.**
- **A meeting with the parents. This also has the advantage of throwing more light on the problems behind the misbehaviour and of providing joint/consistent action between school and home.**
- Temporary exclusion during the midday break.
- Fixed Term or Permanent Exclusion.

Fixed Term and Permanent Exclusions:
Only the Head teacher or an Acting Head teacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. We aim to keep exclusions to a minimum. We will aim to keep exclusions to half days (either side of lunchtime) or 1 to 2 days. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. Please see the school exclusion policy for further details.

Fixed Term Exclusions:

Should incidents occur to warrant fixed term exclusion the Headteacher must inform the parents in writing of the length and type of exclusion and of their right to make representation to the governors Pupil Discipline committee. A fixed term exclusion is a serious issue and will be made if a child is repeatedly defiant, verbally abusive and involved in activities that can be identified as bullying. Under no circumstances will the school tolerate any form of racism. Incidents of racism will be dealt with severely and may result in a fixed term exclusion.

Permanent Exclusions:
A child will only be excluded from school as a last resort but, exceptionally, severe offences can result in an automatic exclusion. A pupil may be permanently excluded if:

- They have been seriously or persistently badly behaved
- They would seriously harm the education and welfare of themselves or other pupils if they stayed in school.

A pupil may be automatically excluded after incidents such as serious actual or threatened violence, sexual abuse or assault, carrying an offensive weapon or supplying an illegal drug. Offences like these will usually require police involvement.

An exclusion will only be applied in **serious** cases of misconduct or for persistent disruptive behaviour and then, only after careful consideration and proper application of the appropriate regulations. This decision can only be made by the head Teacher. Exclusion is seen as an opportunity to reflect and to move forwards, we will not necessarily make exclusion longer for repeat incidents. Any exclusion will involve work being sent home to complete. For any exclusion of more than 5 days the school will provide full time education off the school site.

Governors will review exclusion data termly and will review any pupil exclusion amounting to more than 15 days.

Referral to external agencies with a view to additional support for the pupil in school, will be considered if appropriate.
Please refer to the "Exclusion of Pupils Policy" for further information

INAPPROPRIATE SANCTIONS

Corporal Punishment is forbidden.

Detention outside normal school hours is not used.

General or arbitrary use of the curriculum as a punishment, for example extra mathematics, is not appropriate.

Exclusion from a curriculum activity including P.E., swimming and educational visits is not appropriate unless on the grounds of safety or potential disruption to the good order of the group.

It is not appropriate to stand a child out where they are not near to, and under the supervision of, a member of staff.

It is not appropriate to punish the whole group because of inappropriate behaviour by a few individuals. Such action is likely to create resentment and may invoke an inappropriate group response. Sanctions against the whole group or class should only be imposed when the inappropriate behaviour relates to the whole class.

PHYSICAL CONTROL AND RESTRAINT

(refer to Code of Conduct document and DfE regulations)

Corporal punishment may not be authorised under any circumstances.

Physical control of a pupil may **only** be exercised in order:-

- to prevent harm to the pupil or to others.
- to prevent serious damage to property.
- to exclude a pupil from a classroom or other part of school to which the pupil has been forbidden access for safety reasons, in case of fire for example.

It should never be used as a sanction, or to humiliate the child in front of other children or adults.

All staff should strive to avoid the need for physical control by foresight and diversion. If it should be necessary to employ physical restraint, then only the minimum force required to ensure control should be used. Care should be taken to preserve as much of the child's self respect as possible and to encourage the child to regain self-control.

The physical removal of a pupil from one place to another in order to end a conflict situation or to facilitate resolution of a difficulty may be acceptable, provided that this can be accomplished without risk of injury to the pupil and that the method of removal itself does not constitute a sanction.

At Scholar Green Primary School we have adopted the following DFE 2012 guidance to heads and governors. This guidance advises that:

"School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any item banned by the school rules which has been identified in the rules as an item which may be searched for.
Use of reasonable force: All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.
Allegations of abuse against staff: Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported." (*Ensuring good behaviour in schools 2012)*

At Scholar Green appropriate disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

TEAM TEACH

We pride ourselves at Scholar Green Primary School on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated – we will do our best to help pupils to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when children need more help to calm down – this may require staff physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require physical interventions. At Scholar Green Primary School we have adopted the Team Teach approach to manage challenging behaviour. Nominated Teachers and Teaching Assistants have been trained in the use of this approach.

All incidents where children need to be held to help them to calm down are recorded in school and parents are informed as a matter of course. Children who are likely to need help in this way will have an individual Behaviour Management Plan that will be discussed with parents/carers and

consistently followed by all school staff. We will also ask parents to share this information with other people/agencies supporting your son/daughter.

RESTRICTION OF LIBERTY

The physical restriction of a pupil's liberty is a serious step, and must not form part of the sanctions policy of any educational establishment. This includes locking a pupil in any room or part of the school premises with the intention of preventing the pupil leaving, whether or not there are responsible adults present.

PUPIL SELF-ESTEEM

All staff should be aware of the dangers inherent in any method of control which carries a risk of humiliating a pupil in front of his/her peers, or making a pupil feel isolated from the support of peers or staff. It is also important that staff are able to recognise when an incident is finished in order to avoid over-reinforcing a sanction or demonstration of disapproval. Over reinforcement is likely to leave the pupil with lowered self-esteem and a feeling of injustice, and to lead to further discipline problems.

CONSISTENCY AND FLEXIBILITY

While a consistent `whole school' approach to managing behaviour is the desired aim there will be a need for a degree of flexibility in the application of rewards and sanctions. Hence some of the rewards and sanctions practised at Scholar Green Primary School are unique to the age of the child e.g. rewards and consequences may be slightly different for children in EYFS or with SEND.

VARIETY OF RESPONSES TO MISBEHAVIOUR

The issue of individual judgement is particularly important in selecting a response to misbehaviour. When it appears that a pupil is looking for a response or reaction, ignoring the behaviour can sometimes be effective, particularly if this is operated in conjunction with praise and other positive strategies. Clearly, however, this is not appropriate either if the behaviour poses risks to other people or property, or if there is reason to believe that the behaviour will be escalated in order to produce a response. On the other hand, making it clear that the behaviour has been noticed may be sufficient to encourage the pupil to exercise self-control. This can be registered in a number of ways:-

- by non-verbal communication, e.g., a smile, nod, shrug or raised eyebrows can communicate approval or disapproval.
- by giving the pupil an adult's full attention for a while.
- by verbal appeal, varying from a quiet request to a sharp command. The effectiveness of a direct challenge in a loud voice should not be underestimated, but it should not be necessary to follow this through in every instance.
- by moving closer. This will often be seen by the pupil as an assertion of authority, but discretion should be exercised as in a tense situation it may be seen as a threatening gesture. The demeanour and body language of the member of staff is crucial.

PEER PRESSURE

The use of peer pressure as a means of controlling behaviour must be entered into with care, otherwise moral pressure can degenerate into resentment-led bullying. In general it is better to avoid artificial stimulation of group pressure as a means of control.

PROACTIVE STAFF INVOLVEMENT

Outside the classroom difficult situations are less likely to arise if staff are proactive in engaging pupils' interest rather than simply supervising activities. For this reason supervisory staff should have access to materials and training which will enable them to undertake this role adequately. Here again the issue of judgement and balance is important:-

- encouraging too much excitement can lead to over stimulation, while too passive an approach can leave the pupils feeling bored and uncommitted.

METHODS OF DISTRACTION

When a difficult situation is developing, the use of distraction can be effective in diffusing anger, tension or excitement. This can be achieved in a variety of ways:-

- by breaking the pupil's eye contact by moving away, or by moving between two pupils either in an obvious way or on some apparently unconnected errand.
- by providing a competing focus for attention by movement, sound or both. Calling a pupil's name can be effective provided that the adult is able to follow through when the child answers.
- by providing an alternative activity.
- by using humour. This can be very effective, but requires sensitivity and good timing, and, if misjudged, can aggravate the situation.

RESPONDING TO FRUSTRATION

Misbehaviour can sometimes arise out of a pupil's frustration and inability to cope with the immediate situation. It may be helpful to talk through the situation and help the pupil understand it or sympathetically acknowledge the frustration and powerlessness which the pupil is experiencing. Pupils may need support e.g. special needs, differentiation of work, peer 'buddy'.

CHANGE OF ENVIRONMENT

A change of environment may assist in defusing a difficult situation. This can be achieved by:-

- by removing personnel. This may be the pupil/pupils at the focus of the problem or other pupils/adults. Either way, the style of removal is important and the situation will require care, sensitivity and tact
- by adding personnel. While this is clearly appropriate when the situation is moving from the control of those present, care should be exercised not to escalate confrontation or attach undue significance to the power of the pupil's challenge
- by changing the task where this is the focus of the problem
- by changing the venue e.g. using the 'cool down corner' a designated space for children to support children with their regulation away from others. The cool down corner is a simple space, with little stimulus and low risk of harm. There is also 'The Hub' available for children who have regulated behaviour but need a quite place to sit or to talk about any events/ feelings.

BULLYING

Bullying takes many forms. It can be short term, or long term. Bullying can be PHYSICAL or VERBAL, or even just a look. It can be SILENT or subtle intimidation. It is not always easy to recognise but an open, agreed definition of bullying is crucial.

DEFINITION

Bullying is the wilful, conscious desire to hurt, threaten, frighten or intimidate, someone else.

To do this, the bully must exert some sort of power over the victim, a power not always recognisable to adults. If parents teach their children to stand up for themselves, they may also be teaching them to get their retaliation in first. This immediately brings the values of school and home into conflict.

VIOLENT AND AGGRESSIVE BEHAVIOUR

Any incident which involves violence or where a serious threat of violence is perceived should be recorded and subsequently discussed in order that appropriate conclusions may be drawn. Consideration should be given to alternative strategies that could have been employed to avert the situation. Parents should immediately be informed if any violent or aggressive behaviour has been exhibited by any pupil.

Staff should be aware of the influence of their own body language and the interpretation of other people's body language in the process of violent incidents. This will involve an appreciation of the pupil's cultural background as well as techniques for reducing aggression. Face to face confrontation and physically cornering a pupil are often unhelpful and actually increase the potential for violence.

CLOSED DOOR

Where a pupil is removed to another room as a control measure, staff should be aware of the risks inherent in closing the door, even when there is more than one adult present. While recognising that there may be occasions when it is necessary to ensure the pupil's privacy, staff should always take into account the fact that closing a door may be misconstrued or misrepresented and should be avoided if at all possible (as referred to in the 'Restriction of Liberty' section) – this is keep both you and the child safe.

REFLECTION

After any serious incident the pupil should be offered an opportunity to think through and discuss how it arose. If the pupil wishes to discuss the issue with a member of staff, expressions of disapproval and sanctions should be deferred until this has taken place, since a positive outcome may render them redundant.

MEDIATION

The pupil who has been bullied/hurt should be offered an opportunity to tell the person responsible how they feel, in the presence of a teacher or peer support, and to discuss how the incident arose.

KEEPING A RECORD

A written record is kept of persistent misbehaviour and serious incidents of misconduct and is kept in the pupils cohort file on the school server. Information recorded includes the date, names of people involved, an account of the incident and details of any advice given or sanctions imposed. This record provides factual, objective and accurate information which may be needed for referral at a later date. Records are often in the form of 'STAR' charts (Setting, Trigger, Action, Result). We record information as soon as possible while it is still fresh in our mind as relying on memory alone when describing a pupil's pattern of behaviour is open to question. A log will also be made on the pupil's event log, also saved within their pupil cohort file. This allows the relevant staff members to identify any patterns or triggers and what, if any, action is taken which may be appropriate.

These records are **confidential** and this must be respected. Although the records are for internal use and recorded information is **not** intended for transfer to the pupil's record card, it is nevertheless an important document and the following points should be borne in mind:-

- Relevant information relating to a particular pupil may be referred to and read by those entitled to do so, i.e. the pupil's parents, the Educational Psychologist etc.
- Information relating to other pupils should be excluded and the relevant extracts photocopied for **entitled readers only.**
- Beware of applied psychology and interpretation. Be factual and use plain English. Be positive, honest and unbiased.
- Distinguish clearly between;
    - i) personal observations and experience
    - ii) information repeated to you
    - iii) information overheard or acquired generally
- Quote actual words used if necessary.
- Keep relevant evidence.
- Photograph serious damage.

REPORTING PROCEDURES

All serious incidents of misconduct should be reported to the headteacher or deputy as soon as possible and be recorded. If a pupil should become repeatedly involved in serious incidents of misconduct then involvement of external support agencies will be sought.

The following action may be taken when dealing with pupils whose behaviour is considered to be particularly disruptive or unacceptable. **These procedures will only be initiated after normal**

sanctions have failed to improve the situation, and after parents have already been fully involved and informed about their child's behaviour.

BEHAVIOUR AT LUNCHTIME

Incidents which are a cause for concern should be reported to a teacher, the deputy or headteacher immediately.

This applies particularly to aggressive or bullying behaviour to other pupils; persistent name calling or racist remarks; rude and uncooperative behaviour to the dinner supervisors.

REPORTING PROCEDURE*

It is **very rare** for this procedure to be completed but, in serious cases, this will happen and may reach the final stage of a pupil's permanent exclusion from Scholar Green

1) Behaviour system of warnings, yellow/red cards followed.
2) If step one is repeated within a week, or a serious incident, the headteacher will be informed and parents will be asked to take firm measures at home to support the school and bring about an improvement in the pupil's behaviour.
3) Class Teacher to monitor behaviour and record in the class log
4) If there is further repetition of steps one and two, the SENCO will be contacted to support the class teacher in writing an initial Individual Behaviour Plan which will identify strategies to support the child.
4) If there is further repetition of steps one and two, the SENCO will be contacted to arrange possible support from outside agencies.
5) From this point, if the situation does not improve, the pupil may be excluded from school by the Head Teacher for a fixed period of between 1 and 45 days. The Chair of the Governing Body and the LEA will be notified.
6) If the unacceptable behaviour persists after this, the pupil may be excluded from school permanently pending an investigation by the Governing Body. The Chair of the Governing Body and the LEA will be informed immediately.

* In the event of serious/extreme behaviour then the graduated card response may be bypassed and parents contacted on the day.

PUPILS LEAVING SCHOOL WITHOUT PERMISSION

Staff should take all necessary and reasonable steps to ensure the safety of pupils in their care. However, if a pupil is determined to leave the premises, the powers and duties of staff are limited to persuasion and a reminder of any sanctions that might be incurred.

It is not permitted to physically prevent a pupil from leaving. However, if it is felt that the pupil is acutely distressed or emotionally disturbed to the extent that they may be at **risk** of **significant harm**, (i.e. you feel that they might run out into the road without taking due care) then it **shall** be appropriate for a member of staff to use a level and method of restraint compatible with that of a caring parent.

Staff will not be held responsible for pupils who leave the premises without permission. In the event of a pupil leaving school without permission, the parents or emergency contact person will be informed as soon as possible. If the whereabouts of the pupil cannot be determined within a reasonable length of time then local police will be informed.

Behaviour when not on school premises:

The Governors and the Headteacher reserve the right to sanction any pupil whose behaviour may adversely affect other individuals, or affects the reputation of the school, even whilst the pupil may not be on the school premises.

Scholar Green Primary school
Team Teach Policy

We pride ourselves at Scholar Green Primary School on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated – we will do our best to help pupils to calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when children need more help to calm down – this may require staff physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged.
This can require physical interventions. At Scholar Green Primary School we have adopted the Team Teach approach to manage challenging behaviour. Nominated Teachers and Teaching Assistants have been trained in the use of this approach.
All incidents where children need to be held to help them calm down are recorded in school and parents are informed as a matter of course. Children who are likely to need help in this way will have an Individual Behaviour Management Plan that will be discussed with you and consistently followed by all school staff. We will also ask you to share this information with other people/agencies supporting your son/daughter. If you have any questions about how we manage behaviour at our school or about the Team Teach approach please contact school and speak to the Headteacher.

Monitoring and Evaluation:
This policy and the procedures it outlines are subject to constant monitoring and evaluating through the Leadership Team and the governors. Governors and the Leadership team will secure the availability of continuous professional development which ensures that all staff understand good behaviour management. CPD needs will be addressed in line with the school development plan, or in response to individual staff appraisal.

Policy will be ratified by full governors at FGB 1 2025