

The Discovery School Behaviour Management Policy



We believe that it is vitally important for everyone to feel safe, secure and confident within our school, irrespective of gender, disability, ethnicity, social, cultural or religious background.

The culture within our school is one built upon the core values of **Honesty, Respect, Friendship, Perseverance and Kindness.**

Aims

We believe that good behaviour creates a better climate for learning.

By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:

- determine right from wrong
- grow in independent thought and judgment
- take responsibility for their own actions

We aim to:

- create a community where all its members feel valued and respected and where positive relationships are built
- help children to develop into positive, responsible and independent members of their community
- create an environment in which effective learning and teaching can take place
- promote responsible behaviour, self-discipline and respect for self, others, property and the world around us
- treat all children fairly and apply this policy consistently

Code of Conduct

We believe that rules are most effective when kept to a minimum.

Through our code of conduct, we provide for our learners clear guidance on how to behave:

Be polite, kind and courteous
Keep ourselves and others safe

In addition to the code of conduct, each class has its own classroom rules which are agreed by the children and displayed in the classroom. It is the responsibility of both the class teacher and teaching assistants to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. All members of staff have high expectations of the children's behaviour and they strive to ensure that all children work to the best of their ability.

Alongside the school's values, the code of conduct is discussed with pupils regularly in the classroom and in assemblies. We expect all members of our school to become familiar with these values and rules and to apply them with the highest expectations; **if a child's behaviour is felt to be unacceptable, it is never accepted.**

Guidance for All Staff

One of the most powerful determinants of a child's behaviour is a positive adult role model.

Positive reinforcement of good behaviour is more effective than negative punishment. It is always better to be proactive and to apply assertive behaviour management.

Although there are agreed sanctions for children who misbehave, encouragement of good behaviour is known to have a far greater impact. Staff should praise children who model the school's core values by behaving in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the school and during off-site visits. Good behaviour and positive attitudes should be discussed regularly but particularly in P.S.H.E. lessons, Circle Time and assemblies. There are a variety of ways that staff can acknowledge and reinforce positive behaviour and other pupil achievements. This should include providing positive feedback to parents.

A well-managed and well planned environment not only stimulates the learner but reduces the prospect of potential problems. Ensuring that all learning activities are well planned, organised and resourced and taking into account the full range of learning abilities will ensure that the learning environment is conducive to positive learning.

All children should be treated with sensitivity to maintain and improve self-esteem. Comments made to a child should focus on the positive and be made positively and constructively. Where disapproval is used, it should focus on the behaviour rather than the child.

Staff should, where practicable, take time to explain the reasons for a child being asked to do something. Every care should be taken to demonstrate respect and care for people and property. The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean. Every effort should be made to diffuse potential problems before they arise.

All staff should maintain high expectations for good behaviour, apply the policy consistently and fairly and set a good example by being calm, polite and friendly. Remember that every child has the right to learn but no child has the right to disrupt the learning of others.

Managing a child's behaviour is only part of the role that we have as a school. It is essential that we establish a culture in which our children can learn how to manage their own behaviour, responses and reactions towards others.

Any behaviour that requires an investigation will be recorded on an incident form which will be shared with relevant staff and forwarded to the headteacher.

Rewarding Good Behaviour

At The Discovery School, we have very high expectations for behaviour, both in lessons and around the school. Children will be rewarded when they meet and exceed these expectations in the following ways:

- Praise
- Stickers and notes home
- Certificates of achievement
- Star of the Week / Day
- Celebration of work
- 'Ask me what I am proud of' badge
- Class reward time at the end of the day / week
- Headteacher's and Deputy Headteacher's Award
- Discovery Award for Excellence (awarded termly)

Dealing with Unacceptable Behaviour

Each child needs to learn the consequences of their own actions and take responsibility for the way in which he/she behaves.

Sanctions applied may include:

- Warning and reminder about the school's expectations
- Short isolation in class
- Loss of break and lunchtime
- Isolation in class for rest of session
- Isolation in another class

(Children should be sent with a note explaining the rules broken, providing an opportunity to reflect and change the child's chosen behaviour.)

- Removal of privileges (representing school, prefect duties etc)
- Sent to Deputy / Headteacher
- Isolation with Deputy / Headteacher

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. Any sanction should always be carried through (where possible) by the member of staff who has identified and sanctioned the behaviour.

Some behaviours will be addressed and dealt with through the positive behaviour management strategies used in class. In many of these cases, once a child's behaviour has been identified by a member of staff, they will be able to rectify this within the same lesson, and will obviously be praised for this action.

When a behaviour is more serious or persistent, a child will miss some of their break and/or lunch time to discuss and reflect on their behaviour. This will usually be with the member of staff who identified it and, where necessary, the Phase Leader, Deputy Headteacher or Headteacher. Parents will usually be verbally informed of this behaviour, ideally face-to-face, or via telephone.

For the most serious behaviours, a child will miss at least one playtime and the Head Teacher will be involved. Again, parents will be verbally informed of this behaviour, ideally face-to-face, or via telephone. In some cases, parents may also be called in to school to discuss their child's behaviour.

When disputes arise all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all the facts have been determined.

Where appropriate, each child should be asked to apologise after disputes. Time needs to be put aside to repair and rebuild.

A peer mediation system is also in place to involve the children more fully in their own conflict resolution. Trained pupil peer mediators are on duty at lunchtimes to mediate for pupils who choose to access peer rather than adult support.

Assemblies

Assemblies are a 'special' time of the day. They are an opportunity for us to gather as a whole school, celebrate success and reflect on important issues. As such the highest standard of behaviour will be expected at all times. Classes must line up in silence in the classroom before walking in silence to the hall, and must sit in the hall in the same manner. Children talking in assembly will be moved and spoken to about their behaviour. Repeat offenders will lose their break time.

Loss of break time/lunchtime

In addition to the above listed 'Sanctions for unacceptable behaviour' staff may use the removal of break time/lunchtime as appropriate. This is particularly useful as a sanction if 'class time' has been wasted by a child or by the class, as this time can be taken back from their own time. This should be clearly explained to the child/class concerned.

If an adult is confident that a child has an understanding of the Code of Conduct and is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. The pupil will be told that his/her behaviour is unsuitable, be given the opportunity to discuss the situation and will be encouraged to modify that behaviour. Where appropriate the adult will then adhere to the agreed system of sanction.

Behaviour at Break times and Lunchtimes

Expectations for good behaviour will be maintained during break times and lunchtimes. In order to achieve this, Lunchtime Supervisors will receive training in the principles of assertive behaviour management and support from the Headteacher, Deputy Headteacher, Key Stage Leaders and teaching staff as required.

Additional acceptable sanctions for break times and lunchtimes:

1. verbal warning to include reminder of expectations
2. withdrawal from game
3. verbal or written apology where necessary
4. isolation or 'time out'
5. removal from playground – brought to Class Teacher /Key Stage Leader / Deputy / Headteacher

If problems with individuals persist, Lunchtime Supervisors will record names and incidents using a 'behaviour incident form' and the Deputy / Headteacher will be informed. Parents of children who are repeatedly recorded using these forms will be contacted to discuss their child's behaviour.

Particularly good behaviour will also be recorded and reported. Lunchtime Supervisors will be able to award Behaviour Awards where behaviour is seen to be outstanding.

In exceptional circumstances, staff should consult with the Headteacher or Key Stage Leaders as to other sanctions to apply. **Unacceptable behaviour is never accepted.**

Physical Restraint

in the unlikely event that a pupil's behaviour presents a risk of causing significant danger to themselves or to others, the pupil may be restrained and/or physically moved to safety in accordance with Kent/DCSF Guidelines for Physical Restraint.

SEND

For some children there may be a specific social, emotional or mental health difficulty that will impact on their ability to meet the behaviour expectations of the school environment. In these cases, the school's SENCo would be engaged to work with class teachers and parents to ensure that this policy can be fairly applied to them considering their difficulties. In these incidences, it is likely that the child is placed on the school's special needs register. Further information on how the school supports children with social, emotional and mental health difficulties can be found in the SEND policy. The school has access to a number of agencies that can support them (and families) to positively manage a child's difficulties and provide us with advice on and recommend strategies, interventions or therapeutic approaches that would be appropriate. This may include but is not limited to: Specialist Teachers, our Educational Psychologist and the Early Help team.

Additional support for children with identified difficulties would be detailed in a provision plan which would be jointly developed with parents. We would agree long term outcomes and ensure that provision is regularly reviewed to evaluate its impact and effectiveness.

It is important to acknowledge that children with specific identified social, emotional and mental health difficulties will require an individualised approach and that this policy will be adapted to accommodate these needs.

Exclusion

Extremely serious or persistent misconduct may result in the pupil receiving a fixed term exclusion or permanent exclusion from school. Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour is not repeated. A Pastoral Support Plan will be discussed and written and monitored regularly on reintegration.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

The final sanction the school has available to deal with the most severe behaviour is permanent exclusion. This may be used as a result of all other interventions being applied and having failed and the pupil persisting in inappropriate behaviour. If the Head Teacher excludes a pupil, s/he informs the parents/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 Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions.

Any exclusion will be applied in accordance with the DfE statutory guidance, 'Maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017).'

The Role of Parents / Carers

Parents/carers have a vital role to play in their children's education. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents/carers to read these and support them. We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately either face to face or by phone if we have concerns about their child's welfare or behaviour.

The Role of Governors

The Governors have endorsed this policy and, with the Head Teacher, will review its effectiveness annually. Together, they will ensure that the policy is administered fairly and consistently. 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 carrying out these guidelines.

The named contact for this policy is: Miss Tina Gobell (Headteacher & Designated Safeguarding Lead).

Appendix

Use of Reasonable Force to control or Restrain Pupils: Incident record

Details of pupil or pupils on whom force was used by a staff member (name, class)	
Date, time and location of incident	
Details of any other pupils involved directly or as witnesses (include details of medical/SEN/ disability or other relevant information)	
Reason for using force and description of force used	
Any injuries suffered by staff or pupils or any first aid/medical attention required	
Reason for making a record of the incident	
Post incident support and any disciplinary action taken	
Details of contact with parents/Carers (Dates/times/views)	
Details of any information shared with other staff or external agencies	
Has any complaint been made (details to be recorded separately)	
Report compiled by:	Report countersigned by:
Name and Role:	Name and Role:
Signature:	Signature:
Date:	Date: