

# Coulsdon C of E Primary School



## Pupil Behaviour & Discipline Policy

**The ethos of this school is to enable every child to learn and develop in a Christian environment. We ask all parents of whatever faith applying for a place here to recognise and support this ethos and its importance to the school.**

*Together, growing in mind, body & spirit*

## **Coulston Church of England Primary School Behaviour and Discipline Policy**

### **Aims and expectations**

1.1 Our school seeks to provide an education of the highest quality within the context of Christian belief and practice. Our school behaviour and discipline policy is designed to support the way in which all members of the school can live and work together. It aims to promote Christian values in an environment where everyone feels happy, safe and secure, and encourages children to become positive, responsible and increasingly independent members of the school community. For this policy to operate fairly, children and adults should be actively involved in making and agreeing the codes of behaviour for our classrooms for around the school, and when on educational outings and visits.

1.2 Our school expects high standards of behaviour and, in partnership with parents/carers, we seek to develop a positive and cooperative class and school environment as stated in our Home School agreement by encouraging:-

- Self-control/self-discipline
- Accountability for one's own behaviour
- An appreciation and consideration for others with a respect for others' rights
- An awareness of a responsibility to others

### **Bullying/ Fighting/Unacceptable Language**

2.1 The positive, Christian ethos of the school, and recognition of the rights of all children to learn in a safe, secure environment, does not tolerate bullying of any kind including 'cyber bullying', fighting, and unacceptable language. The Head Teacher and staff ensure that all children know that these behaviours are wrong, and that they are unacceptable in or out of school. Please see our anti-bullying / cyber bullying policy for further information.

2.2 If any staff become aware of any incidents taking place, the issue is dealt with immediately. Incidents are discussed with all parties, the children are helped to recognise the seriousness of the situation, and appropriate disciplinary action is taken.

2.3 Parents/carers who are concerned that their child might be a victim of bullying should, in the first instance, contact their child's class teacher. If the issue is not satisfactorily resolved, the matter should be discussed with the SLT team or the Head Teacher.

2.4 The Head teacher reports regularly to the Governing Body on the number and type of incidents occurring.

### **The role of Teachers and Support Staff**

3.1 Teachers and support staff use a variety of strategies to encourage children to develop self-discipline, positive behaviour, and to promote attitudes such as kindness, mutual respect

and trust in each other. Each class establishes a shared code of behaviour, displayed in the class, at the beginning of the school year. This code is reviewed annually and constantly reinforced.

3.2 Individual behaviour plans and inclusion logs are in place for children with additional needs with advice and support from outside agencies when appropriate.

3.3. Children also receive encouragement through praise from teachers and support staff in the classroom and playground, and when moving around the school. (see appendices 1 and 2)

3.4 Staff also expect pupils to reflect the principles in the behaviour policy when on school outings and visits.

3.5 Whilst positive reinforcement is used as much as possible to ensure children listen, behave, and try their best in all activities, if a child's behaviour is disruptive, the teacher will, in the first instance, deal with the incident within the class with a 'low-level intervention'. It is always our aim to discuss incidents with children to try to discover causes of certain behaviour. However, if a child repeatedly acts in a way that disrupts or upsets others, either in school or before/after school sessions, other steps will be taken as appropriate.

### **The role of the Head Teacher**

4.1 It is the responsibility of the Head Teacher with the support of the SLT to implement the school behaviour policy consistently throughout the school, to support the staff in its implementation, 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 and SLT can, in extreme circumstances, search or restrain a child if there is a serious risk to Health and Safety.

4.2 The Head Teacher and SLT keep a record of all reported serious incidents of misbehaviour in the Head teacher's office.

4.3 The Head Teacher has the responsibility for giving fixed-term suspensions 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.

### **The role of Parents**

5.1 We ask parents/carers to support their child's learning and to co-operate with the school, as set out in the home-school agreement and the school aims. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

5.2 If the school has to use reasonable sanctions to discipline a child, we ask parents/carers to support the actions of the school. If parents/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 Head Teacher. If this does not resolve the problem, a governor should be approached. As a last resort, a formal grievance or appeal process can be implemented. Please refer to the schools Complaints Policy if further information is needed.

### **The role of Governors**

6.1 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.

6.2 The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, 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**

7.1 The step of excluding a pupil is seen by this school as a last resort, and should only be used in exceptional circumstances. Only the Head Teacher has the power to exclude a pupil from school. The school follows 'Exclusions from maintained schools, Academies and pupil referral units in England' (2017) and at present will also follow 'Changes to the school exclusion process during the coronavirus (COVID-19) outbreak' (Updated September 2021).

7.2 If a pupil is excluded, the parents/carers are informed immediately, with reasons for the exclusion. At the same time, it is made 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.

### **Monitoring**

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

8.2 The school keeps records of incidents of misbehaviour.

The Head Teacher and SLT record incidents of inappropriate behaviour on the Behaviour Report form kept within the Head Teacher's office.

Lunchtime supervisors record any minor incidents in their class notebooks and inform the classteacher.

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

8.4 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.

### **Review**

9.1 The Governing body regularly reviews this policy, taking account of revised guidelines or regulations

## **GOVERNORS' STATEMENT OF PRINCIPLES ON PUPIL DISCIPLINE AND BEHAVIOUR**

**(adapted from Southwark Diocesan Board of Education)**

(a) believes that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start and reintegration programme for excluded pupils is a key part of the school's behaviour policy;

(b) believes that dialogue with pupils, parents, carers and staff is important in developing the principles on which the behaviour policy is based and therefore the school will consult those involved with the school community, as appropriate, when the policy is reviewed and ensure that any impact on the home/school agreement is assessed;

(c) aims to provide an environment in which all pupils and staff feel safe and secure and in which pupils are affirmed, develop resilience and a sense of belonging so that they can talk openly with adults at the school about any problems;

(d) believes that pupils learn by example and it is expected, therefore, that all adults in the school will model good behaviour;

(e) does not tolerate violence, threatening behaviour, abuse or any form of bullying: everyone in the school community has a right to respect and an atmosphere which is conducive to learning;

(f) has a zero tolerance of offensive weapons, alcohol and drugs in school and sanctions the confiscation, retention or disposal of pupils' property in accordance with DFE guidelines which enables staff to search for prohibited items without consent;

(g) does not tolerate the misuse of the internet, social media, messaging apps and mobile phones;

(h) takes firm action against pupils, parents, or others who harass members of staff on, or off, school premises and ensures that pastoral care is available to staff accused of misconduct;

(i) will not discriminate against any pupil on the grounds of religion, belief, or lack of religion, or belief; race; gender; disability; sexual orientation; gender reassignment; marriage or civil partnership; or pregnancy or maternity;

(j) promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;

(k) sets clear expectations of behaviour through clear codes of conduct including behaviour beyond the school gate;

(l) praises, supports and rewards good behaviour and improvements in behaviour, as appropriate, and provides a range of opportunities in which pupils can excel and be rewarded;

(m) applies a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;

- (n) ensures that all staff are given access to appropriate training, opportunities to share and to develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;
- (o) ensures that senior staff are highly visible at particular times of day to support staff and maintain a sense of calm and order;
- (p) ensures that all new staff are made aware of the behaviour policy and these principles;
- (q) ensures commonly agreed teaching, classroom management, intervention and behaviour strategies are used;
- (r) ensures that there is an effective pastoral system in place which can address root causes of disruptive behaviour and enables early signs of mental health problems to be referred or addressed appropriately;
- (s) ensures that there is effective provision for pupils with SEND and that reasonable adjustments are made for pupils with SEND;
- (t) ensures that multi-agency assessments are considered for pupils displaying continuous disruptive behaviour;
- (u) ensures that parents are kept informed of their child's behaviour (good and bad) and that common ways of working together are explored to assist pupils in making improvements in their behaviour. In addition to the above, the Governing Body expects the headteacher to:
  - (i) draw on the following DFE guidance when drawing up or reviewing the behaviour policy - screening, searching and confiscation; - use of reasonable force; - dealing with allegations of abuse against teachers and other staff; - behaviour and discipline in schools advice for headteachers and school staff; - preventing bullying; and - mental health and behaviour in schools. (ii) comply with the legal requirements in drawing up the behaviour policy, ie, to include measures which: - promote good behaviour, self discipline and respect; - prevent bullying; - ensure pupils complete assigned work; and - regulate the conduct of pupils.

Signed:.....On behalf of the Governors

Dated:.....

Signed:.....Head Teacher

Dated:.....

## **Appendix 1**

### Classroom behaviour procedures

All teachers should have high expectations about behaviour and have their own positive behaviour management strategies e.g. tokens, golden time, stickers etc.

These strategies should be clearly explained to the children and all adults working in the class and a copy of them kept in the Teacher's planning folder.

### Disruption in class

If a child disrupts learning, the adult quietly explains to the child that his/her behaviour is unacceptable and that if it continues, some activity or play time will be missed. The adult should clearly state the behaviour that is required. (Teachers may use strategies for 'thinking time' – 'quiet spot', timer etc).

If a child continually disrupts other children's learning he/she should be moved to work on their own within the class. The child will be calmly reminded that if the unacceptable behaviour continues, he/she will be asked to leave the classroom because learning time is being disrupted (this measure should not be used routinely).

If a child is asked to leave the class, he/she will spend time with their Key Stage Leader. [During the period of change due to Covid 19 the child will be asked to visit the DHT or HT so they are not entering another bubble.](#) The receiving adult will make no comment, but instead find a place for the child to sit quietly. The child will remain out of class for a time specified by the class teacher. The child will then be taken back to class, spoken quietly to by the class teacher to ensure he/she knows the reason for the action, and told what the desired behaviour is. The child will then miss part of their next playtime (minutes depending on age and stage) without any further reprimands. The Deputy Head teacher/Inclusion Manager should be notified.

### Repeated disruption over several days:

If this happens repeatedly in one week, the child should be taken to the Head Teacher or another member of the SLT/Inclusion team. He/she will then work either in another class or near the Head Teacher's office (with activities set by their Class Teacher) for a period of time decided by the Head Teacher or SLT/Inclusion. The parents should be informed and a record kept in the incident book found in the Head Teacher's office.

### Violent/aggressive behaviour:

If a child uses bad language or is aggressive in class, he/she should be immediately removed and taken to the Head Teacher or a member of the SLT.

Again, the parents, the Head Teacher and the Inclusion Manager should be informed and a record kept in the incident book found in the Head Teacher's office.

### Before and after school routines:

Children with additional needs may need a different routine set up for them before and after school. This should be agreed with the Head teacher, child and the parent/carer.

The highest level of behaviour is expected outside of school. Any behaviour or discipline issues occurring outside school will be investigated.

Reviewed November 2021 / Next review November 2022

## **Appendix 2**

### Playtime and lunchtime behaviour procedures

All support staff should have high expectations about behaviour and encourage an atmosphere of mutual respect.

Support staff should:-

- Ensure they notice and praise good behavior- positive reinforcement.
- Be consistent, sharing the same expectations and setting the same boundaries.
- Check/ communicate with other staff members (class teacher, teaching assistant, class Lunchtime Supervisor, Inclusion Manager) to ensure that we all know what has been said or done (class notebook/ diary or verbally).
- Be ready to hand over a situation to another member of staff when necessary (for example when a member of support staff's own child is involved).
- Follow the procedures set up for children who may be vulnerable or display challenging behavior.

### Minor incidents in the playground

(e.g. squabbling over equipment, rough play, going in without permission).

- The member of staff will talk calmly to the child when discussing what has happened
- Give the child/children time to calm down & think about what has happened.  
What was the "trigger"?
- What are the possible consequences of that behaviour?
- Ask child/children how the issue should be fairly resolved e.g. apologise, agree on timing of equipment use.
- Record the incident in the class notebook and ensure the Class teacher is informed.

On some occasions the child/children may need time out to reflect on what has happened and walk with the member of staff for a short time.

### Major incidents in the playground

Zero tolerance will be shown for deliberate acts of aggression, aggressive verbal or physical behaviour, swearing & bad language or gesture and rudeness and lack of respect to adults.

The member of staff will:-

- calm the situation. (If this is not possible, send for a member of senior staff who is on duty who will deal with the situation.)
- ascertain who is involved.
- send the children to a member of senior staff on duty who will investigate the incident; this will be recorded and stored on google drive.