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| Date Reviewed | **October 2016** |
| Signed |  |

# Aims of the Policy

## To focus attention on the promotion of good behaviour and self-discipline

To promote the values of our school.

To communicate a coherent and consistent shared approach to dealing with discipline issues in school.

We need to have a clear value system and explicit expectations in order for their children to gain most benefit from their education and to develop self-esteem, self-discipline and social skills.

The value system and expectations of behaviour which we have at school are sometimes different from the values which children experience outside the school. Although we expect all our children to adhere to our school code of behaviour, we are sensitive to these differences. Periods of absence from school, holidays and weekends may well mean that children will need reminding about the expectations we have at school.

# Our Ethos & Underlying Principals

# As a Christian school we endeavour to uphold Christian values and it is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Jesus calls us to “love one another” and reminds us to “love your neighbour as yourself”. We are a caring community, whose values are built on mutual trust and respect for all. The school 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 where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help adults and children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

It is our intention through the behaviour policy to develop an ethos of mutual respect and care for one another. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

# Our Value Code

In consultation with pupils, staff and parents – we have developed our value code to which we aspire;

* Respect
* Responsibility
* Kindness
* Perseverance
* Forgiveness

These core values will be promoted through the curriculum and collective worship. They will have a high profile in and around the school.

In order to achieve this:

* Children are encouraged to be proud of their behaviour
* Positive behaviour is encouraged and praised
* Children are encouraged to be smart and punctual
* Inappropriate behaviour is addressed quietly but firmly
* All children are treated as individuals
* All adults in school are role models for pupils and therefore should demonstrate exemplary behaviour
* All adults work to the same expectations of pupil behaviour
* Staff listen to children
* Children are encouraged to talk through their problems
* A highly skilled pastoral support team work alongside pupils and families so that all pupils are ready to learn
* Pupil Ambassadors and Junior Leaders encourage older children to take responsibility for caring for and setting good examples for younger children thus developing positive relationships
* Teachers and Teaching Assistants communicate and are well informed about children’s problems
* Time is taken to talk to parents at the early stages of behaviour problems
* Parents are encouraged to come in when problems occur at home
* Senior Leadership Team meet and discuss pupil issues from team meetings and decide on courses of action
* Daily meetings are held with Lunchtime supervisors to inform them of concerns and so they can work alongside children
* See also: School Aims, Physical Restraint Policy, Anti-Bullying Statement, Family Group Statement – School Prospectus Parent Interview Sheet – Appendix 4, Child Concern Sheet – Appendix 5, Pupil Incident Sheet – Appendix 6

# We Have a Bullying Policy:

In our school we celebrate life and learning. Our motto is ‘Lighting up Learning’. We have a strong ethos of kindness and love. All our staff inspire children and each other to be the best that they can be and in doing so, to feel good about themselves. We also have a supportive pastoral team which cares for the children in our school. Our Christian Ethos promotes spiritual, personal and social awareness.

We accept that bullying can take place in any school or working environment but we work hard to ensure that it is dealt with effectively. We aim to prevent it from happening through the teaching of a PSHE topic called ‘Say no to bullying’. In this, children are actively encouraged to know that they should stand up against bullying, should tell an adult whenever it takes place and are made aware of its impact. Children learn this every year and the content is adapted according to the year group in order to ensure progression. We educate children about ‘cyberbullying’ – what it is, how to prevent it and how to report it. We also celebrate National Anti-Bullying Week each year – which includes transition projects.

All staff are committed to being vigilant against bullying and will proactively look to identify, report and stop it whenever the signs are there that it is taking place. This is informed through observations of the children at play, in the classroom and through pupil voice opportunities, such as the PASS survey and the pupil voice team.

Examples of bullying include:

* name-calling
* racist and sexist behaviour
* making threats
* making people feel small
* hurtful remarks and personal comments
* dares – making someone do something they do not want to
* whispering about others
* laughing at a hurt or upset person
* preventing someone getting help
* ignoring people and leaving them out
* mocking differences
* damaging work or belongings
* hiding belongings
* pressuring children to join in inappropriate behaviour
* other behaviour that makes someone feel unhappy

If bullying does take place, our response to it is as follows

* If a child says they are being bullied, we listen. We will establish the facts as to what has been happening, and how long it has taken place.
* If it is determined to be bullying (the intention to repeatedly cause harm) the lead teacher will contact their parents and arrange a meeting. In this meeting we will explain to the parents that any further incidents will be recorded in the school bullying log. We will let the parents know who is available to support the child in school.
* We will encourage the children to meet in order to have a restorative conversation. The aim of this is for the ‘bully’ to hear how the ‘victim’ feels. It will give the ‘victim’ the opportunity to say what they need for the situation to be better. The ‘bully’ will have the opportunity to explain their actions. An agreement should be reached between both parties which will say how the situation will be better in the future.
* The parents of the ‘bully’ will be contacted about the incident and informed of the process. Support will be offered through the pastoral team for the ‘bully’.
* The lead teacher in the incident will be responsible for updating the bullying log with any further incidents. They will contact both sets of parents to update them. Further restorative conversations may be necessary. The ‘bully’ will be disciplined in line with the school behaviour policy. All staff will be made aware of the situation and will be expected to inform the lead teacher of any further incidents.
* The lead teacher will review the situation weekly until the parents of the ‘victim’ are happy for the case to be closed. The parents will then be asked to contact the school as soon as any incidents take place in the future.
* If bullying is in the form of a large cohort, it may be necessary for the year head to hold an assembly to all children. The ‘victim’, along with friends, will have a chance to say how they feel and what they need. It will be made clear that the situation must stop. The bullying log will be updated with any further incidents and parents of individuals that cause upset will be contacted. The child will be sanctioned in line with the school behaviour policy.

The Assistant Head Teacher responsible for pastoral care will monitor the bullying log and update the Senior Leadership Team with incidents. They will use this to measure the impact of the school’s response to bullying and will identify areas for development. The Governing Body will be informed of this to inform the strategic leadership of the school.

# Racial Awareness

As stated in our School Aims, everyone is valued. Respect, tolerance and care for others whatever their race, creed or religious belief, is encouraged by all staff and emphasised through PSHE, SEAL Circle Time and any other opportunities in the curriculum.

We define a racist incident as “any incident which is perceived to be racist by the victim or any other person”. Examples of a racist incident would be: a refusal to co-operate with others, racist remarks or jokes, physical attack, name-calling and racist graffiti.

The procedure for handling a racist incident is similar to that for handling an incident of bullying. All staff are aware of the procedure to be adhered to.

A record of any racist incident is kept. An example of the Report Form R110 is shown at Appendix 1. The school holds one copy and one copy is sent to the DEO. Staff should also be aware of the standards laid down in the publication: Racial Equality: Learning for All.

# Whole School Rewards and Sanctions

# Rewards

At Ilfracombe Church of England Junior School, we have long held the view that pupils should be self-disciplined and not need constant reward to strive for their best. Reward systems can often be hard to moderate across the school and lead to reduced motivation and a feeling of inequality. Every day a pupil will be chosen as a ‘Star of the day’ based on our school values. On some occasions pupils with SEN may need an individual reward system to encourage certain behaviours as part of an Individual Education Plan or Individual Behaviour Plan.

# Classroom Disruption and Non Co-operation

Initially, all teachers should look to their own classroom organisation; choice of activities and teaching methods; relationships with pupils and personal strategies and techniques of avoiding and defusing potentially difficult and counter-productive situations.

Where children have particular social, emotional and behavioural needs a wider range of strategies can be deployed though agreement between the Senior Leadership Team, parents and other members of staff. These strategies promote inclusion.

This document is concerned with strategies to be adopted when such self-examination has been exhausted and sanctions of some description are needed to preserve a satisfactory learning environment for the pupil involved and his/her classmates.

Unacceptable behaviour must, to some extent, be defined by individual teachers and teams of teachers in the light of their learning activity, the strength of their relationships with the pupils, etc.

Such behaviour as racism, repeated bad language, rudeness to staff, refusal to work acceptably, stealing, physical harm to others, damage to property, spitting, persistent patterns of behaviour, bullying including homophobic bullying and inappropriate sexual behaviour should be passed on to the Head Teacher or Deputy Head Teacher.

# Action Flow Chart

The flowchart provides procedural guidelines for the teacher. If behaviour becomes more serious or rapidly deteriorates stages may be missed out, at the discretion of the teacher.

In extreme cases all stages can be by-passed and the pupil taken directly to the Head Teacher or to the Deputy Head Teacher or Assistant Head Teachers. Removal from the teaching classroom for serious behaviours, under normal circumstances, should always be followed-up with a letter or telephone call home and recorded in the Pupil Diary.

# Suggested Methods for Dealing with Unacceptable Behaviour

It is essential that the following points are actively promoted in the school to *prevent* poor behaviours: -

* Well organised environment and resources
* Clear, consistent procedures and boundaries
* Appropriate task and expectation, clear aims of lesson
* Decisive communication, body language, tone voice, non-verbal cues
* Recognise achievement and enhance esteem; specific appropriate praise
* School Code of Conduct – rules, reinforces boundaries, de-personalises issues, children make an informed choice, sense of ownership and commitment, establishes expectation, “in our school we….”
* Manage behaviour through positive strategies and clear sanctions first, don’t allow behaviour to escalate

Poor Behaviour(s)

Class reminder

Quiet word with child

Raising of voice and change of tone to signify concern over the behaviours

Address issue with child and class

Stopping group or class to make a more forceful warning

Move child to another table or work area or more isolated part of the classroom

Use of break and/or lunchtimes to complete work

Remedy problem caused – tidy up, apology, repeat work

Support staff would discuss issues with class teacher teacher/Lead MTA unless serious behaviours were being dealt with. Escort/send child to partner year group teacher or for more serious issues to relevant

More serious behaviours or persistent behaviours

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Work in the Assistant Head Teacher’s / Head

Teacher’s Room

Consider range of sanctions from the above

Exclusion procedures initiated (see Exclusion Guidelines for Parents on the school website).

Consider the use of external agencies to assess/support child

and/or family,

including the Police

Recorded in the Pupil Diary by Senior Leader

Consider range of sanctions from the above including the use of an Individual Behaviour Plan with parent and child

Head Teacher contacts parents – appointment arranged. Exclusion considered if situation warrants this sanction. Head Teacher makes final decision referring to national list of reasons for exclusion

Escort or send child to Assistant Head Teacher, Deputy Head Teacher (SEN) or Head Teacher (or Teacher i/c of School) to speak to about behaviours

At all stages the needs of any victims need to be considered in addition to the needs of the child exhibiting poor behaviours. This is a restorative justice approach.

At all stages support staff/class teachers can bypass layers of responsibility to address concerns with the Senior Leadership Team, especially for the list of serious poor behaviour.

Pupils with SEN will be dealt with by the Deputy Head Teacher for more serious behaviours in the first instance.

MTA’s (Meal Time staff) will deal with poor behaviour as above liaising with the Lead Lunchtime Supervisor.

# Break Time and Lunch Time Behaviour

Moderate misbehaviour – dealt with by teacher or meal time assistant on duty on the playground.

More serious misbehaviour – kept with teacher on duty – removed from lunch time.

Extreme misbehaviour – Head Teacher or Senior Leaders informed – Parents informed.

# Removal from Classroom

When the decision has been made to send a child to the Head Teacher or Senior Leaders the following should be observed:

The misbehaving child should be accompanied to the Head or Senior Leader or the Head/Senior Leader informed to come to the classroom.

The class teacher should provide the pupil with an appropriate activity.

At the end of the session the Head or Senior Staff and the class teacher should decide upon when the child may return to class.

Where a child is regularly sent out of the classroom and a decision by the Head or Senior Staff must be made as to the next step to be taken.

Parents should be kept informed of regular or serious misconduct. Any correspondence relating to serious mischief should be posted. Pupil post should not be relied upon.

# Procedures to Follow When a Pupil Refuses to Co-operate and Leaves the Classroom or the School

Immediately send confidential message to Head Teacher or Senior Leaders giving outline details of what has happened.

As far as possible establish whereabouts of pupil if missing from classroom, by sending an adult to check the toilets, cloakrooms etc.

Having alerted Head Teacher of Senior Staff concentrate on the rest of the class. If pupil remains in classroom but is refusing to co-operate make a clear statement to the pupil that he/she will be dealt with in good time and concentrate on the other pupils.

If pupil has left classroom the Head teacher or Senior staff should try to establish if the pupil is still on the premises. If it is decided that the pupil has left school, the parents should be contacted immediately either by telephone or personal visit.

If parents cannot be contacted, then emergency contacts should be informed.

If none of these can be contacted and the school cannot organise a search, the police should be advised of the situation.

Under normal circumstances it would be expected that the pupil returns to school. Individual circumstances may dictate that the pupil be taken or remain at home, pending further discussion with the parents.

An appointment for the parents to discuss the matter should always be arranged.

# Procedures to Follow When a Pupil Displays Extreme Confrontational Behaviour

Initially the same procedure for alerting the Head Teacher/Senior Leaders should be followed. A clear statement to the pupil about the consequences of continuing to misbehave should be made and a reminder that he/she will be dealt with when appropriate. Continue with the activities/lesson with the rest of the class.

Any decision to restrain a pupil who is endangering the safety of others, or him/herself, is the individual teachers and should be made in the knowledge that they may be struck in one way or another.

IT IS IMPORTANT TO RECOGNISE THAT A PUPIL MAY ONLY BE RESTRAINED IF IT IS THE TEACHER’S OPINON THAT THE PERSONAL SAFETY OF ONE OR MORE PEOPLE IS AT RISK INCLUDING THAT OF THE POOR BEHAVED CHILD (see Restraint policy for further details).

Parents should always be informed of such conduct in writing or by telephone. If the situation is severe they should be called to the school immediately and may be asked to remove their child from the premises.

If the Head Teacher is not available to deal with such serious mis-conduct the Senior Leaders should be informed instead.

Under such circumstances it would be expected that the parents be immediately summoned to school to remove the pupil and an appointment made to see the Head Teacher at the earliest opportunity.

# The Use of Physical Restraint

Member of 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. Staff trained in the use of restraint are Mrs Cox, Mr Le Bredonchel, Mrs Moore and Jamie Petrie.

Physical restraint however, is, and always should be, a last resort. It may mean that both staff and children are in danger of physical hurt. In restraining any pupil, staff should ensure that minimal force is used only to regain control of the situation and prevent further injury or damage.

The following is the Devon County Council outline of the Principles Governing the Use of Physical Restraint. These should be adhered to at all times.

It may be necessary from time to time for reasons of a pupil’s own safety or others, or to prevent damage to property, to restrict his/her movements within an establishment through the use of close supervision by staff. Rarely, it may be necessary to use minimum physical restraint, again only to prevent injury or serious damage to property. In the case of younger or immature pupils, it may be necessary to prevent them from leaving the establishment and putting themselves in danger. Skilled professional judgement will be necessary. A staff member who has reason to be concerned about a young person who indicates his/her intention to leave without permission, or run away, should take vigorous action. Clear instructions and a warning should be given about the consequences if he/she does not comply. The staff member may use his/her physical presence to obstruct an exit and thereby create an opportunity to express concern and remonstrate with the child following the principles laid out below. He/she may also hold the child by the arm to reinforce the point or secure the child’s attention.

The following principles are meant to legitimise physical restraint, it should never be an automatic response:

1. Warn the child that physical restraint will be used if his/her dangerous behaviour persists.
2. Try to secure the presence of other staff before restraining a child.
3. Restraint must not be punishment but an act of care and control.
4. Staff must not use restraint to force compliance with their instructions.
5. Give post-incidence counselling to the child and the member of staff involved. Time and resources should be allocated in order to allow staff and pupils to work through problems following a physical restraint.
6. Physical restraint should not include techniques that rely on grips to joints of the body because of the risk of injury if the child resists.
7. Techniques should rely on the power of the member of staff imposing the restraint to prevent the child moving his/her arms and legs.
8. It is best to restrain the body as an enveloping process, never around the neck or head.
9. Never use the hair or limbs as a lever.
10. It is sensible for the child and the member of staff to remain on the same level.
11. It is sometimes helpful to restrain from behind.
12. It is important to avoid rough handling. It is very easy to fall into this trap i.e. being rougher than is necessary with a young person in order to “teach them a lesson”.
13. While restraining a child, it should be made clear that the action will end as soon as he/she is calm
14. If at all possible, try to have at least two members of staff available if a restraint is necessary. This will assist staff, protect the child and limit the scope for substantiated allegations. Gender issues need to be considered in this respect.
15. A record must be kept of all use of physical restraint and written up as soon as possible.
16. If a particular child frequently needs to be restrained it is advisable to arrange a full case review. Should it appear likely that restraint will continue to be needed frequently, the written consent of the child’s parents and the LEA should be sought. This would be necessary only in those extreme circumstances where a child exhibits persistent unpredictable, aggressive or self-destructive behaviour.
17. The school’s Behaviour Policy should include a statement of the use of physical restraint.

We have adopted the DCC “Model Policy for Schools on Physical Contact between Staff and Pupils”. This should be read in conjunction with the preceding section.

# Behaviour During Lessons

# Strategies for Managing Pupils’ Behaviour in Teaching Areas

### Classroom Atmosphere – Aims:

To ensure a calm, quiet and relaxed but busy working environment.

To create an atmosphere where both pupils and teachers can concentrate on their wok to ensure a level of working noise which is commensurate with the activity being undertaken and which neither interferes nor distracts others.

### Recommended Strategies

Plan a timetable day with suitable and appropriate activities which require a variety of pupils’ responses ranging from the need for co-operative discussion to periods of focused working.

Define and insist upon levels of noise which clearly draw a distinction between talking and shouting.

Identify pupils who are not confirming to the expectations and speak with them individually. Remind the pupils in a calm and firm manner of the need for quiet working, etc. This may be a constant requirement initially but is essential if they are to be ‘trained’ to speak in a controlled, quiet manner.

Avoid raising the noise level by talking over any loud talking. Use yourself as the role model of a calm, quiet person.

### Getting Started – Aims:

To start the morning and afternoon sessions with a purposeful and appropriate activity to settle, prepare pupils for the learning ahead.

Teachers should be in their classrooms and ready to receive their children. Teachers should be prepared to make a prompt start to each session.

### Standard rules and routines for classroom – Aim:

To establish consistent and universal classroom routines which are understood and operated by all within each classroom and with continuity from previous experiences.

### Movement

Pupils should enter and leave the classroom in a calm, quiet and orderly manner under the direct supervision of the class teacher or teacher on duty.

All movement of classes or groups around the school should be constructed in a quiet, orderly manner. Groups should remain in lines.

In the teaching situation, teachers should respond to the demands of the pupils by going to their group tables and not the other way around, thus avoiding unnecessary queues. Teachers should be able to observe the majority of the pupils for most of the time. This improves the ability to respond to the needs of the pupils and to monitor the conduct of them more efficiently.

Movement within classrooms should be purposeful and direct. Unnecessary movement should be avoided.

Staff should always be in the classroom to receive pupils. Initially, teachers should oversee the whole group and avoid speaking with individuals until the majority are calm and working purposefully.

A clear statement concerning when the children can go to the toilet can help in establishing who needs to go genuinely and who is on walk-about.

Seating arrangements should be based upon a selected criteria and should remain for the majority of the teaching time. Different groupings can also have allocated places based on suitable criteria.

### Time

Time should be allocated at the beginning of the teaching and learning session to enable pupils to organise their workspace with the appropriate resources and equipment, and to clear up at the end of the session.

Time should also be made available for a summary of what has been achieved and where the next steps in the progression of learning lie. A closing activity should be planned where appropriate, bring in an additional learning point.

### Maintaining the Children’s Attention – Aim:

To ensure all the children pay attention to the teacher

### *Recommended Strategies*

Establish the classroom routines at the first opportunity.

Be firm and insist the children learn the routines. Establish and keep to a vocal command for all to stop and listen.

Be consistent: do not change the routines unless it is essential.

Keep the instructions straight forward and simple. Do not give too many at one time.

Keep any introduction to the lesson short, thus avoiding the children ‘switching off’.

When possible introduce an activity in groups. Talking to and involving thus maintaining the attention of a small group can lead to more productive teaching and learning.

# Behaviour Around School

# Strategies for managing pupils’ behaviour outside the teaching classrooms and in the playground

### *Recommended Strategies:*

Waiting parents, brothers and sisters should remain outside. Space does not permit the corridor and cloakroom to be used as a shelter during inclement weather.

Regularly check the corridor and cloakroom area for ‘clutter’ and insist that children take care of their possessions and have regard for those of others by picking up or returning belongings to their proper place.

### Discipline Procedures

Incidents should be recorded in the Pupil Diary

If a child’s poor behaviour persists or for very serious incidents e.g. spitting, stealing, physical aggression, bullying, racism/homophobic bullying, swearing, inappropriate sexual behaviour, the child should be removed from lunchtimes for a longer period.

# Further References

Our school has a Safeguarding Policy. This is confidential but all staff are aware of the procedures to be followed in a case of suspected child abuse. Any reports of incidents are recorded and filed securely in the Head Teacher’s office. Our SEN and safeguarding policies make reference to the Equalities Act 2010 and also explain how false allegations against a member of staff will be resolved.

The school Discipline & Behaviour Policy should be reviewed on an annual cycle.