

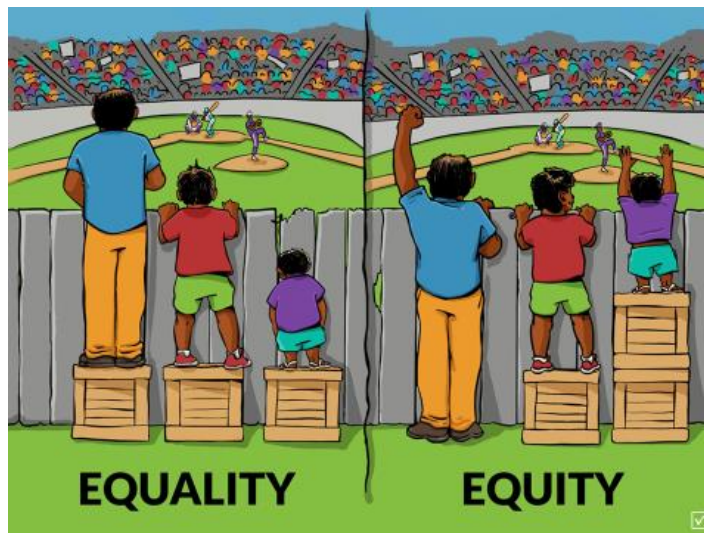


BENWICK PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

Introduction

Our policy is based on the Therapeutic Approach to behaviour and the belief that positive behaviour and attitudes enable children to make the most of school experiences and aid success in learning.

- We work using a therapeutic approach providing what children need in order to support their needs, this may be equity, rather than equality, for some children.
- Good behaviour (Pro Social) is not automatically learned but needs to be taught and supported by school and home.



Aims

- ❖ Provide a calm and safe environment in which all pupils can achieve their best
- ❖ Raise children's self-esteem and help them to feel secure and safe
- ❖ Recognise that all children are individuals and may need different support to others
- ❖ Help children become aware of the differing needs of others
- ❖ Promote pro-social between all members of the community
- ❖ Promote individual self-discipline and encourage pupils to take responsibility for their own behaviour
- ❖ Teach children the skills and attitudes required to achieve and maintain pro-social behaviour
- ❖ Encourage all members of the school community to support our policy, including parents and carers

Pro-social behaviour:

- behaviour which is positive, helpful, and intended to promote social acceptance
- characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

Anti-social behaviour:

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person

Our Purpose Is To:

- ❖ Maintain levels of Pro Social behaviour so that all children can learn, enjoy and be safe.
- ❖ Provide a consistent approach whilst recognising the need for equity
- ❖ Ensure that behaviour does not inhibit learning or impede the potential of individuals and others

Rules**‘Be safe – Be respectful – Try Hard’**

Our school rules are simple, so that everyone can understand them. They are all designed to ensure all members of the community are safe, enjoy coming to school and can succeed socially, emotionally and academically.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop, to support children, through a therapeutic approach to learn prosocial behaviours.

However, if damage or loss is caused to school property through repeated carelessness or intentional vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

Behaviour Indicator Stages:

Examples are not exhaustive. Behaviours may meet immediately meet later stage descriptors and may not move sequentially through the 4 stages.

	Example of Behaviour	Possible Responses	Possible Consequences
Stage one - low level disruption	<ul style="list-style-type: none">• Wandering about• Calling out• Interrupting the teacher• Talking at inappropriate times• Pushing and shoving in the line• Irritating other children• Interrupting other children• Dawdling	<ul style="list-style-type: none">• Non-verbal cues• Speak to child• Eye contact• Reminders• Give child choices, e.g. stop talking or sit elsewhere	<ul style="list-style-type: none">• None, or• Minimal, e.g. change seating arrangement• Send to play elsewhere or with someone else• Ask to apologise for behaviour

Stage two - repeated low level or more serious disruption	<ul style="list-style-type: none"> • Not responding to teacher/supervising adult • Disruptive behaviour • Deliberately causing a disturbance • General refusal to do anything • Accidental damage through carelessness • Cheeky, off-hand comments • Minor challenges to authority • Repeatedly irritating other people • Silly or irritating name calling • Mild, one-off swearing • Manipulative behaviour 	<ul style="list-style-type: none"> • Talk to child • Discuss consequences of behaviour • Separate child from scene or other children involved • Contact with the parents by the class teacher 	<ul style="list-style-type: none"> • Separate from class or group for a period of time • Write a letter of apology or s verbally • Complete unfinished work in own time, e.g. playtime • Temporary withdrawal of a privilege
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Stage Three - Difficult behaviour	<p>Deliberately throwing objects with the intention of breaking them</p> <p>Harming someone</p> <p>Deliberately damaging school or personal property</p> <p>Leaving class without permission</p> <p>Repeated refusal to do anything</p> <p>Continued and serious cheeky responses</p> <p>Serious challenges to authority</p> <p>Harmful or offensive name calling, including racial remarks.</p> <p>More serious or repeated swearing</p> <p>Verbal abuse of a child</p>	<p>Walk with an adult to discuss once child is ready.</p> <p>Time out box with an adult.</p> <p>Referral to SLT</p> <p>Formal letter to or contact with the parents</p> <p>Meeting with parents</p> <p>SLT to keep a record of incidents</p> <p>In the case of a racial incident, the appropriate racial incident form will be completed and submitted to the LA</p> <p>Complete an anxiety map and roots and shoots profile.</p>	<p>Exclusion from classroom for a period of time</p> <p>Parent involvement in school</p> <p>Lunchtime exclusion for a specified period of time (up to 5 days)</p> <p>Placing on SEND register for SEND Support for emotional and behavioural difficulties</p> <p>Put a Risk Reduction Plan in place (SENDCo)</p> <p>Consider referral to Multi agency services</p> <p>Consider EHA and/or EHCP</p>
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Stage Four - Dangerous behaviour	<ul style="list-style-type: none"> Repeatedly leaving the classroom without permission Fighting and intentional physical harm to other children Throwing large, dangerous objects Serious challenges to authority Leaving school grounds (or attempting to) without permission 	<ul style="list-style-type: none"> Immediate removal of offender from scene Immediate involvement of SLT Headteacher keeps a record of incidents Involvement of SEND Specialist Services 	<ul style="list-style-type: none"> Senior Leadership Team to telephone parents and meet with them as soon as possible Lunchtime exclusion for behaviour during lunch break (5+ days) Fixed term exclusion Pastoral support programme
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Stage four	Verbal abuse of staff Bringing a knife or other weapon to school Vandalism Stealing Persistent bullying, including racial harassment Regular, repeated defiance Dangerous or violent behaviour Very serious challenges to authority Repeatedly leaving school grounds (or attempting to) without permission Physical abuse of any staff member	<ul style="list-style-type: none"> • Immediate removal of child from scene • Immediate involvement of SLT • Headteacher keeps a record of incidents • Involvement of SEND Specialist Services 	Repeated Stage 4 behaviour may result in permanent exclusion. Parents, and LA officer will be informed by letter. Parents may make representation with Governors. Governors may meet but cannot reinstate. Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion.
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If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Headteacher or other member of SLT should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down the head, or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses to return to the site, the police will be informed immediately and the parents/emergency contacts should be telephoned.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. When on duty, staff should circulate and take the opportunity to model pro-social behaviours with children, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Particular care of supervision should be made concerning the trim trail, one member of staff must always be closely supervision the fixed play equipment.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. Praise should be made in particular for pro-social behaviours relating to attitude and effort.

Whole School Praise Reward System

We aim for children to be self motivated (intrinsic motivation) rather than solely motivated through material reward. We reward children through verbal and written specific praise and achievement and headteacher certificates awarded in Friday assemblies as well as the class behaviour cup.

Consequences

Our policy uses educational consequences and protective consequences to support children in learning about their behaviour. to ensure ,where possible, learning is not missed and everyone is able to learn in a safe environment.

Records

- Behaviour Logs are kept for stage 3 and 4 behaviours and monitored by SLT
- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA
- If physical intervention of any kind is required then the physical intervention record should be completed as soon as possible
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Behaviour Log

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property

Children requiring bespoke support

A minority of children may require individual support and will be provided with a Risk Management Plan. This may be especially true of children with or being assessed EHCPs and those in public care. In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This will be agreed between teacher and parents however may be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour records/logs (for KS2).

Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour.
- If clear targets cannot be identified - monitor
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher. Daily feedback on progress should be given and targets reviewed regularly (weekly/fortnightly):

- To make targets more difficult as behaviour improves,
- To set new areas to tackle or
- To remove completely from report.

Agreed and adopted by the FGB on: 4.2.21

Signed



Chair of Governors