Hapton CE/Methodist Primary School

**“I will lift up my eyes to the hills, where does my help come from? My help comes from the Lord, the maker of heaven and earth.”**

**Psalm 121 v 1-2**

**Good Behaviour & Discipline Policy incorporating anti-bullying**

**Mission Statement**

We provide a vibrant, caring, Christian environment with a happy, friendly and calm atmosphere in which children and staff can live and work together. We always aim for standards of excellence in teaching, learning and caring for each other

**Aims**

This Policy reflects the school values and philosophy in relation to the measures taken within school to promote good behaviour:

* At Hapton CE/Methodist School we recognise that our children are the future citizens of the local, regional, national and world communities
* Our prime concern is the care, growth and development of the children intellectually, emotionally, socially, physically and morally
* We will educate all the children to the highest possible standards, giving them equal access to all areas of the curriculum
* We will encourage the children to respect all people regardless of race, gender, creed, colour, age or disability
* The staff will work co-operatively with the parents for the benefit of the children and to serve the needs of the community

**Our core beliefs and values**

At Hapton, we believe that:

* Belonging and social responsibility are more appropriate than exclusion and externally applied discipline
* Children learn good behaviour from our Christian Values
* The use of positive strategies to increase desirable behaviours is essential. Systems for rewarding good behaviour and work are genuinely celebrated in all areas of the school community
* Children’s behaviour is underpinned by the stage they have reached in their social and emotional development. Most childhood inappropriate behaviours reflect the developmental stage that the child is at, e.g. a Year 6 child could still be working within the developmental stage of a Reception child and need relevant teaching
* Teaching to develop social, emotional and behavioural skills is crucial. This is done through PSHE lessons weekly and is applied throughout all lessons discretely. Most social, emotional and behavioural skills are developmental and change over time. We cannot therefore teach these skills as a one-off. There is a need to revisit and develop the concepts, understanding and skills, building on what has been learned previously
* It is important to learn to recognise and manage emotions as this can assist learning and help to improve standards. Our curriculum is appropriately differentiated to meet the needs of our children. Effective teaching and exciting lessons promote desired behaviours
* All staff need to model appropriate behaviour and manage their own emotional responses appropriately
* We strive to work positively in partnership with parents and carers, which can impact significantly on the child’s behaviour

**Rights and Responsibilities**

Listed below are the rights of everybody working at Hapton CE/Methodist Primary School:

* The right to be safe
* The right to fair treatment
* The right to be heard
* The right to be treated with respect
* The right to be able to learn and teach without unnecessary interruption

Responsibilities of Pupils:

* We will let other children get on with their work
* We will sort out disagreements without fighting
* We will avoid calling other children names or making racist comments
* We will do our best to make everybody feel valued

Responsibilities of Teachers and other Support Staff:

* We will work with children to develop and display a set of agreed class rules
* We will provide appropriate work, which is worthwhile and challenging
* We will treat all pupils with respect and fairness
* We will value the contribution children make to their learning
* We will aim to ensure equal access to the curriculum
* We will strive to develop good relationships with **all** pupils
* We will be consistent in our application of the agreed school code of behaviour

**Key Elements**

The key components of this policy are that all adults will have agreed strategies for promoting good behaviour amongst pupils. Pupils will be taught explicitly the behaviour which is expected of them in different situations. The emphasis will be on promoting good behaviour and agreeing with pupils and staff a set of whole school rules, which will be adhered to within each classroom.

The decision to implement exclusion procedures will be for serious acts of vandalism or serious acts of misbehaviour, which involve the safety, and well-being of pupils or staff.

The head Teacher / SENCO will be responsible for liaison with external agencies, such as the Educational Psychologist, and ensuring that information is communicated between school staff and external staff.

**Power to use reasonable force**

Reasonable force will only be used when deemed absolutely essential. Teachers will physically separate pupils found fighting or is a disruptive pupil refuses to leave a room when instructed to do so, they may be physically moved by a member of the Senior Leadership Team who will be sent for. In cases when it is essential to remove the pupil at once the person in charge of the class should do so. In the majority of cases this will be a teacher but could also include Teaching Assistants when covering a class for PPA.

* The school has a legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs and disability (SEND).
* Schools do not require parental consent to use reasonable force on a pupil.
* Schools should not have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
* By taking steps to ensure that staff, pupils and parents are clear about when reasonable force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.
* School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
* Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

**What is reasonable force?**

1) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

3) ‘Reasonable in the circumstances’ means using no more force than is needed.

4) Schools generally use force to control pupils and to restrain them. - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Who can use reasonable force?**

1) All members of school staff have a legal power to use reasonable force.

2) This power applies to any member of staff at the school. It can also apply to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

**When can reasonable force be used?**

1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

* remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
* prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
* prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
* prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
* restrain a pupil at risk of harming themselves through physical outbursts.

At Hapton, the majority of the staff are Team Teach trained. Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force.

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”.

George Matthews - Founder

**The Role of the Pupil**

Pupils will be involved in the development and the implementation of the policy. They will know what is expected of them and be rewarded for good behaviour. They will be encouraged to work together and support each other.

**The Role of Lunchtime Supervisory Staff**

Lunchtime supervisory staff are responsible for the well-being of pupils over the lunchtime period. Teachers will retain control of children until the transfer over to lunchtime supervisors takes place. All staff have a responsibility to respond to any incidents, which they may see, and to offer support to lunchtime staff when and where necessary.

**The Role of Parent/Carers**

Parents have ultimate responsibility for their children and the school is seeking to develop a partnership with them whereby parents are clear of the measures, which the school is undertaking to develop appropriate behaviour with the pupils. It is expected that parents will actively support these measures and contribute to the development of the policy and practice within the school. Parents have agreed their support as part of the home-school agreement. A copy of the Behaviour Policy will be available for parents to read on the school website.

**The Role of the Governing Body**

Good Behaviour & Discipline policy incorporating Anti-bullying (September 2019)

The Curriculum Committee of the Governing Body has been involved in the formulation of this policy as part of a whole school desire to work together to achieve good behaviour.

**Whole School Behaviour System**

The system was reviewed during a staff meeting on 20th September 2021. Staff worked together on the majority of the policy and developed the reward system in key stages. Staff felt very strongly that the well-behaved children in school were not rewarded enough and this area needed to be further developed. All staff and children have decided on keeping the whole school Dojo reward system, the children gain points and are then able to spend those points to gain a reward of their choice.

In addition to this we have rewards afternoons at the end of every half term in recognition for good behaviour and attitude.

We speak of consequences when pupils’ actions are not as we would expect and discuss with the children our expectations.

Warnings will be given clearly before a ‘Consequence Sheet’ is completed.

If a Consequence Sheet is given by any member of staff, children will miss their golden time.

If they receive a second consequence sheet, then parents will be informed.

If a pupil receives three Consequence Sheets in a half term, they will not attend the reward afternoon at the end of each half term.

Class 1 has minus dojos rather than sheets.

Value Stars of the Week pupils are invited to have hot chocolate and a cake with Mrs Leyland on Mondays. They also wear a special lanyard to show everyone they are Star of the Week

We have an ‘Above and Beyond’ board. This features pupils who always go beyond our expectations. Any pupil on this board at the end of each half term receives a praise postcard and an extra special treat at the end of the half term.

**How PSHE is embedded in school**

Each half-term the children will focus on a P.S.H.E topic this can be seen on the long term planning overview. Good behaviour and positive attitudes are to be discussed in P.S.H.E. lessons, in school worship and assemblies. Staff award stickers, certificates and house points should be used to acknowledge and reinforce positive behaviour as well as academic achievement. Praise should always outweigh censure.

All classes construct their own class charters at the start of the school year, which are devised through discussion with the children. They are displayed appropriately in all classrooms and referred to regularly. They focus on the basic fundamental rights we should all expect to enjoy at school:

* The right to be respected and receive fair treatment
* The right to learn without being distracted by others
* The right to feel safe and be safe

Alongside this,Staff and children will create a school charter that every child when in and around school will follow to:

* We will use good manners
* We will follow adults instructions
* We will be kind towards others
* We will listen to others ideas
* We will follow school rules

**Responding to Inappropriate Behaviour**

At Hapton:

* The emphasis of behaviour management is on the rights that are affected. Children are encouraged to think about how their behaviour affects others
* We use instances of inappropriate behaviour as ‘a teachable moment’
* We focus on the desired behaviour, e.g. catching children doing the right thing
* We aim to defuse situations before they escalate and become a problem
* We use the following strategies to ensure the least disruption is caused to learning (taking into consideration our knowledge of each individual child)
* **Non-verbal** messages e.g. The Look; moving closer to the child who is not behaving appropriately; visual prompts such as fingers to lips etc.
* **Tactical/planned ignoring/distraction** e.g. the teacher decides temporarily not to notice specific behaviour from a child. Using a distraction technique, e.g. send the child on an errand before things escalate
* **Praising others for the desired behaviour**
* **Praising the child before the inappropriate behaviour starts** e.g. ‘Thank you for walking’ (as they are about to run)
* **A simple statement of fact describing the inappropriate behaviour**. This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.
* **Simple direction**
* **Referring to the class and school charter**
* **Sometime missed** e.g. Five mins of playtime or some Golden time. Remind children of what we all agreed to do
* **Using humour**
* **Broken Record**. You can use a ‘broken record’ technique where you repeat the instruction until the child complies.
* **Choices and consequences** e.g. Say what the child is doing and how it is affecting others. Give a choice and then give time to do it
* **Time out.** The child is sent to a quiet area of the room (or to another agreed place – agreed by the Headteacher) to calm down and think about what they should do. Time out must always involve adult supervision. Under no circumstances should a child be stood on a corridor or outside the staffroom. In exceptional circumstances, for example, for the safety of other children, it may be necessary for a member of staff to escort the rest of the class out of the room to another area
* **Involvement of Senior Leadership Team**

If at any stage, the child refuses to comply, a member of the Senior Leadership Team will be called for to support the member of staff in achieving a positive outcome and will inform parents if appropriate

**Rebuilding and repairing**

When everyone involved has had an opportunity to calm down, time must be spent on repairing and rebuilding relationships with all those who have been involved. We instil in children the Christian values of:

Honesty – children will tell the truth about what they have done

Forgiveness – saying sorry for their actions and being forgiven

By rebuilding and repairing relationships in this way, children know there is always a way forward from their behaviour. We ask them “What would Jesus do?”

**Restorative Questions**

At Hapton, ‘Restorative Questions’ are used to solve problems that occur between more than one person (this could be in the classroom situation or outside). E.g., what happened? What were you thinking at the time? Rather than, ‘Why did you do that?’

**Parents/Carers**

Where there is a concern regarding a child’s social, emotional or behavioural skills, parents will be informed and involved at as early a stage as possible. A support plan of action will be put in place and reviewed regularly.

**Individual Support**

If it is felt that a child needs individual support, the following procedures should be followed:

* Teacher to speak to parents to share their concerns and to see if there are any reasons out of school for the change in behaviour.

If concerns remain**:**

* If urgent support needed, e.g. family separations then see Headteacher / SENCO.

**If NOT:**

* Discuss any concerns with the SENCO.
* Keep a ‘log’ of any incidents’ in behaviour log proforma (SEN file) including triggers etc.
* Complete the ‘ABC (Antecedents, Behaviour and Consequences) chart’ for a minimum of two weeks. Complete ‘Identification of Need’ form.
* Parent/Carer meeting to be held involving the class teacher and other appropriate key workers, for example, Learning Mentor, SENCO, Headteacher.
* Set targets and put agreed support in place
* Review after agreed period.

**Monitoring of the policy**

Methods used to monitor and evaluate the effectiveness of the behaviour policy include the following:

* Discussions with learners.
* The number of referrals to SLT.
* Feedback from staff.
* Lesson observations by SLT.
* Feedback from parents including that from the Lancashire Parental Questionnaire.
* School Council feedback.
* Comments from visitors.
* Governor’s Meetings.

**To be reviewed September 2024**