**Darran Park Primary School**



**Pupil Discipline Policy**

**(Behaviour Policy)**

**Aims**

It is a primary aim of Darran Park Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. 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, and to help children to become positive, responsible and increasingly independent members of the school community.

The school has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting 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.

The importance of encouraging positive behaviour patterns in our children cannot be overstated. It underpins the ethos of the school and is essential in **promoting learning**. It ensures the safety of the children in our care and the welcome felt by visitors. Good behaviour is essential for the smooth running of the school.

It is the duty of all staff, both teaching and non-teaching, to provide positive models of behaviour for our pupils. This policy applies equally to all pupils and staff, regardless of race, religion, gender or disability. However, it is acknowledged that some children will have Individual Development Plans with respect to behavioural targets and that an individual’s needs may differ according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour and to provide a safe and secure learning environment for all pupils.

We believe children should:

* Be considerate towards others in every aspect of school life;
* Respect the view of others;
* Be polite and courteous to everyone they meet;
* Be friendly and welcoming;
* Be honest, reliable and responsible for their actions;
* Be aware that their actions have consequences for others and themselves.

We aim to:

* Ensure the safety and happiness of all our pupils;
* Take appropriate action to deter bullying;
* Ensure that our children show consideration for others;
* Foster a sense of pride in and loyalty and commitment to the school;
* Safeguard the right of all children to take advantage of all opportunities school has to offer;
* Treat all children with equal fairness;
* Work together with parents to overcome individual problems.

Habits of adults who manage behaviour well:

* They meet and greet at the door of the classroom
* They persistently catch pupils doing the right thing
* They teach the behaviours that they want to see
* They treat pupils how they would like to be treated
* They reinforce conduct/attitudes that are appropriate to context
* They agree rules/routines/expectations and consistently apply them with rewards and sanctions
* They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any child.
* They keep their emotion for when it is most appropriate and appreciated by everyone.

The following are some examples of what we would regard as unacceptable behaviour and is not exhaustive:

* Disregard of requests for co-operative, sensible and considerate behaviour;
* Threatening or abusive language towards other children and adults;
* Bullying;
* Acts which are racist and/or sexist which causes upset to others;
* Fighting and swearing;
* Causing damage to the property of others, including the school itself.

It is vital that a fair and consistent approach to dealing with problems is understood and used by everyone. Children must not be made to feel that they are being treated unfairly or any differently from anyone else.

* When dealing with a situation, it is important not to overreact;
* Avoid confrontation;
* Address the problem;
* Listen to all sides of the story;
* Try to establish the facts (not always very easy);
* Judge only when certain;
* Use sanctions sparingly and appropriately.

**Classroom Management**

A great deal of positive behaviour can be achieved and encouraged through the provision of well planned, exciting lessons which engage the interest of all pupils. Children must be encouraged to set themselves high standards and to take pride in their work. Within the class they must learn to listen attentively to others, take turns in speaking and getting their teacher’s attention.

The classroom environment gives clear messages to children about the extent to which they and their efforts are valued. Classes which are well organised and have easily understood routines will help to develop independence and self-discipline. Relationships between children and teacher, strategies for encouraging good behaviour, arrangement of furniture, neatness and orderliness, access to resources and classroom displays all influence the ways in which children behave.

Teaching methods must encourage enthusiasm for the subject and active participation for all. Praise must be used to encourage and reward instances of good behaviour as well as good work. Teachers’ specialist knowledge of individual children will enable them to make appropriate allowances when necessary.

**School Rules**

The school promotes a positive approach to discipline through a system of relationships, rules, rewards designed to develop progressively self discipline within pupils. We aim to establish acceptable patterns of behaviour and encourage in pupils the development of conscience and a sense of responsibility. We aim to create a positive climate for teacher, pupils and parents - where people are courteous, where communication is good, one that has reasonable rules, rules everyone agrees on because they are beneficial to the individual and the group. We aim to create an environment where people feel safe, and parents are secure in the knowledge that their children are safe. We aim to emphasise good behaviour rather than being negative. Children are encouraged to be cooperative and be proud of their school community.

They are encouraged to:

• Walk quietly inside school.

• Be punctual and attend school regularly.

• Play cooperatively in the playground and be respectful to lunchtime supervisors.

• Stay in the yard at lunchtimes and playtimes (when fine) without wandering about the school or exiting the school gates.

• Wear school uniform and take a pride in it.

• Take a pride in the school environment by keeping the classrooms, yard and corridors tidy and free of litter.

• Being kind and helpful especially to the younger children.

• Working consistently and with effort and enthusiasm in the classroom at all times; doing homework and bringing it in on

time and becoming fully involved in school life and taking part in extra-curricular activities.

**Rewards**

The emphasis must always to be to encourage positive behaviour rather than to criticise inappropriate behaviour and rewards have a major role to play in this.

The most immediate method is verbal praise; it is motivational and helps children to realise that good behaviour is valued.

Each Friday, a Celebration Assembly is held where ‘pupil of the week’ certificates are awarded for academic achievement and/or positive behaviours and attitudes. We also celebrate their achievements in all areas of school life and their successes outside of school. Other rewards consist of positive praise, stickers, certificates, responsibility, a house point system etc.

**Consequences**

Consequences are necessary to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where praise and respect are central, disapproval and loss of respect can be powerful punishments.

# The use of consequence should be characterised by the following features:

* It must be clear why the consequence is being applied.
* It must be made clear what changes in behaviour are needed to avoid future punishment.
* Reprimands should, whenever possible and appropriate, be delivered away from other children.
* Group consequences should be avoided as they may breed resentment.
* There should be clear distinction between minor and major offences.
* It should be the behaviour rather than the child that is being punished.

Most instances of misbehaviour are relatively minor and can be dealt with simply and quickly by a verbal reprimand. Some may require withdrawal of privileges or being kept in at break times.

# Stages of Consequences

1. Reminder
2. Quiet conversation
3. Warning
4. Time out/removal of privileges
5. Conversations with parents by teachers/Senior Leadership Team

**Constant Offender**

A constant offender is a child who has been referred to the Headteacher 3 times over a 3 week period following the class teacher having met with parents. The following will happen:

1. Headteacher informs parents via a telephone call or letter and requests a meeting.
2. Parents to come and discuss behaviour with the Headteacher and class teacher.
3. Monitor behaviour through home/school book and set a behavioural plan according

to each individual’s needs, with appropriate reward system.

1. Instant exclusion will be issued to any child for extreme instances of behaviour, this will include:
	* Individual extreme aggression towards staff or another child;
	* Serious behaviour that leads to danger towards themselves and another person;
	* Extreme swearing directed towards a member of staff.

Children who continually find it difficult to control and manage their behaviour appropriately will be placed on the ALN register and given an IDP.

**The Graduated Response**

1. Teacher (or ALNCo) identifies that a child has special educational needs or behaviour difficulties.
2. Teacher (or ALNCo) provides interventions that are additional to or different from those provided as part of the school’s usual behaviour strategies, discussing the provision for the child with his/her parents and record strategies employed to enable the child to progress within an IDP.
3. If progress is not adequate, the ALNCo may seek the advice and support from external agencies –

**Restrictive Physical Intervention**

It is the School’s policy that Restrictive Physical Intervention, sometimes referred to as

positive handling, will be used as a last resort.

Restrictive Physical Intervention is defined as direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual.

The school will work to create an environment that minimises the risk of incidents that might require restrictive physical intervention. This will include:

* + the implementation of whole-school behaviour management strategies
	+ training staff to de-escalate and defuse potentially disruptive situations
	+ working with individual children and their parents to identify trigger behaviours and to develop preventative strategies that avoid the need for physical intervention

Restrictive physical intervention will only be used when the risk of not intervening outweighs the risk of doing so. It will only be used to prevent pupils:

* + Harming themselves or others
	+ Committing a criminal offence
	+ Causing serious damage to property
	+ Engaging in behaviour which is seriously prejudicial to good order and discipline

Action taken during a restrictive physical intervention will be:

* + Reasonable
	+ Proportionate
	+ Necessary
	+ In the best interest of the child

Parents will be informed of the school’s policy on Restrictive Physical Intervention

**Bullying**

Please see the school’s **Anti-Bullying Policy** for further detail and guidance.

All staff should be aware that bullying does take place and it is something which we do not countenance.

Bullying can be defined as the wilful, systematic desire to hurt another and will not be tolerated in school. It can take the form of verbal, physical or psychological abuse such as name-calling or spreading ‘stories.’ It is the basic entitlement of all pupils at school that they receive their education free from humiliation, oppression and abuse. We should ensure that the school enjoys an atmosphere which is caring and protective.

All incidents where ‘bullying’ is reported are taken seriously and are always thoroughly investigated, following the procedures outlined in the school’s Anti-bullying Policy. The appropriate action will be taken to deal with the bully and help the victim.

Guiding Principles at School.

* Bullying is completely unacceptable
* If you are being bullied tell someone
* If you witness bullying tell someone
* People who help stop bullying will be given full support
* Every reported incident will be investigated
* Victims will be given full support
* Bullies will be given guidance to modify their behaviour

**Communication and Parental Partnership**

Parents have a vital role to play in their children’s education. It is very important that

parents support their child’s learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Where the behaviour of a child is giving cause for concern, it is important that parents/carers are made aware of those concerns at an early stage. We always explain the school’s ‘Home School Agreement’, and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff and Governors. Incidents of verbal or physical aggression to staff or governors by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, parents can refer to the school complaints’ policy. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

**The Role of the Class Teacher**

Darran Park Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Darran Park Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving the Headteacher/Deputy Headteacher as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time.

All school staff have a responsibility to uphold the behaviour policy.

**The Role of the Support Staff**

All staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Midday Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime. At staff discretion, poor behaviour may lead to a pupil missing all or part of their lunchtime under the supervision of a teacher.

**The Role of the Governors**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

**The Role of the Headteacher and Leadership Team**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of inappropriate behaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behavior. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child, following LA guidance.

**Implementation, Monitoring and Evaluation of the Behaviour Policy**

The implementation, monitoring and evaluation of this policy is the responsibility of the whole school community but the particular responsibility of the Headteacher and Deputy Headteacher. It is achieved through:

* Discussion with staff on behaviour both formally and informally
* Regular observation of classrooms and playgrounds
* Monitoring of any recorded incidents
* The annual review of standards when considering priorities for the School Development Plan

**Equality**

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.