



SOUTH WEST SCHOOLS' FEDERATION

BEHAVIOUR AND DISCIPLINE POLICY

This policy is one of a series:

Personal, Social and Moral Education/SMSC, Multi-Cultural and Equal Opportunities, Policy for Race equality, Anti-Bullying Policy.

It is everyone's responsibility.

It has taken into account of legislation and recent documents 'The Importance of Teaching'.

This policy is linked to the following Standards for Teachers

A Teacher Must

- *Set high expectations which inspire, motivate and challenge pupils*
- *establish a safe and stimulating environment for pupils, rooted in mutual respect*
- *set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions*
- *demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.*
- *know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively*
- *have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these*
- *demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 2*
- *have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.*

RATIONALE

- 👉 To achieve a code of conduct which gives respect to all pupils, property and environment.
- 👉 To give respect to and receive respect regardless of all differences (*see Race Equality Policy*)
- 👉 To base discipline on equality, respect and fairness and negotiation rather than punishment.
- 👉 To have a safe, happy and stimulating environment for pupils and staff.
- 👉 To ensure effective teaching and learning.
- 👉 To identify and give recognition on the needs of individual children and help to promote acceptable behaviour in and out of school.
- 👉 To ensure high expectations of behaviour and potential for all pupils.
- 👉 To ensure that behaviour on transport to and from the home is conducive to the school aims and does not bring the school's name into disrepute
- 👉 To eradicate all forms of racism and discrimination
- 👉 To expect high standards of behaviour and conduct of all pupils and staff
- 👉 To expect all staff to be good role models for our pupils
- 👉 To expect all behavioural issues to be addressed in an appropriate manner.
- 👉 To praise positive behaviours in order to reinforce our aims



SOUTH WEST SCHOOLS' FEDERATION

BEHAVIOUR AND DISCIPLINE POLICY

- 👉 To ensure that pupils (and staff) do not bring our schools into disrepute outside of school hours

THE EFFECTIVE CLASSROOM, STAFF AND SCHOOL

(Linked to the Policy on Classroom and Resource Organisation to Impact on Learning)

- 😊 Acceptable standards depend upon the example of everyone in school and positive contributions, speech, manner, dress, action.
- 😊 Expectations should be high.
- 😊 Treat *everyone* as an individual and expect to give and receive respect.
- 😊 Relationships matter
- 😊 Greet and be greeted
- 😊 Communicate
- 😊 Smile and enjoy the children
- 😊 Speak and be spoken to
- 😊 Manners matter
- 😊 Address the problem and listen to the child
- 😊 Avoid confrontation
- 😊 Ignorance is **not** bliss - It could condone!
- 😊 Beware of being judgemental
- 😊 Arrive before the pupils
- 😊 Be well prepared, ensure motivation and children are engaged
- 😊 Think constructively, mark positively and constructively – see Policy on Feedback
- 😊 Set and sustain routines and standards
- 😊 Celebrate and encourage work
- 😊 Label the act not the child - separate the problem
- 😊 Maintain high quality in surroundings- fresh and attractive, stimulating displays
- 😊 Think of why we use displays
- 😊 Use first names, never surnames or derisory names
- 😊 Tone and manner of voice - is it necessary to shout?
- 😊 Be consistent
- 😊 Develop a pride in the school
- 😊 A clean, neat, attractive and stimulating well organised classroom and school
- 😊 A tidy desk and all tables
- 😊 A tidy cupboard
- 😊 A clean board - clear of graffiti or damage or black smudges
- 😊 Litter free site

CLASS CHARTERS

- 👉 Simple, few and effective
- 👉 Language used should be positive not negative e.g. "always walk" instead of "don't run"
- 👉 Negotiate the rules with pupils – so they can take ownership
- 👉 Be flexible and adaptable - class rules can change
- 👉 Be explicit – “I would like you to sit with your feet on the ground” etc

SOUTH WEST SCHOOLS' FEDERATION

BEHAVIOUR AND DISCIPLINE POLICY

STRATEGIES TO HELP AT CERTAIN TIMES OR WITH CERTAIN PUPILS – Respond rather than react

- How are children grouped within the class – who do they sit by?
- How is the classroom organised – is it accessible for all?
- Always remain calm
- Think about your body language & tone of voice
- Establish class and curricula routines
- Ensure opportunities for success
- Liaise and have early discussions with parents – they need to be well informed
- Use other colleagues
- Use SLT
- Use circle time / circle of friends
- Plan activities to ensure interest and accessibility for individuals
- Ensure achievable targets for pupils
- Monitor and record behaviour – communicate with SENCO & SLT
- Preserve self-esteem
- Parents need to know but it should be handled carefully
- Child to repeat unsatisfactory work
- Set a task to put things right e.g. a letter or lines, picking up litter, clearing up, washing up paint etc
- Child to stay in during play/lunch times
- Children to sit on chairs correctly
- Children to refrain from interrupting dialogue with individual/group
- Refrain from fiddling with things which cause a distraction e.g. Velcro on shoes
- To look at the person they are talking to. Maintain eye contact when listening to others –however this is also a 'Thrive' & SEN issue
- Use appropriate language at all times
- Refrain from hitting others
- Display consistent attitudes to all adults in school, including supply teachers and MTAs
- Walk in corridors
- Hold doors open and give way to others
- Display good social manners (please and thank you)
- Refrain from consistently calling out answers in class
- Show respect for themselves and for equipment
- Be organised – have the right uniform and equipment (swimming / PE kit, home/school contact books)
- Walking to and from classes etc must be in a line
- To link behaviour to Building Learning Power and the Super Learner culture
- Not to use external rewards as a means of 'currying favour'

IMPORTANT

There is a Behaviour Record Form which must be filled in and dated and filed (shared with parents too)

There is also an ADHD Survey form which is worth considering

BEING EXPLICIT

ADULT " I would like you to start work now"

CHILD "I don't want to

ADULT "I understand but I want you to start work now"

CHILD "It's boring"

ADULT "OK, but I want you to start work now"

CHILD "I can't do it"

ADULT " I need you to try, have a go and then I will check to see how you are getting on"

CONSEQUENCES - RESTORATIVE JUSTICE APPROACH



SOUTH WEST SCHOOLS' FEDERATION

BEHAVIOUR AND DISCIPLINE POLICY

We believe that punishments do not really work but a child must become aware of his or her own actions and as a result the consequence of this;

'If you carry on shouting out , then you will have to stay in at playtime -It is your choice'

Put the onness on the child not on you -make the child become more responsible for their actions.

It is unusual for whole groups or classes to misbehave and therefore unreasonable to punish accordingly.

We wish to change poor behaviour and in order to do this we need to teach children when they have done something wrong it has an effect on others. 'Sticks and stones may break our bones but names will never hurt me.' Ask any child.....**THEY DO HURT!**

DfE GUIDANCE - The White Paper The Importance of Teaching

What the law says:

- Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff e.g. travelling to and from school
- The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
- The standard of behaviour expected of all pupils must be included in the school's home-school agreement¹ which parents must be asked to sign following their child's admission to a school. Further advice on home school agreements is available – see Associated Resources section below for a link.

TEACHERS' POWERS - Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property

CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS' POWERS

SOUTH WEST SCHOOLS' FEDERATION

BEHAVIOUR AND DISCIPLINE POLICY

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

SEARCHING PUPILS

Key Points

- School staff can search a pupil for any item banned under the school rules, if the pupil agrees (can be influenced by age or other factors).
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

LAW SAYS – WHAT CAN BE SEARCHED FOR WITHOUT CONSENT:

Knives or weapons, alcohol, illegal drugs and stolen items

- a. you must be the same sex as the pupil being searched; and
- b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

TELLING PARENTS AND DEALING WITH COMPLAINTS

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search.
2. Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
3. Complaints about screening or searching should be dealt with through the normal school complaints

SOUTH WEST SCHOOLS' FEDERATION

BEHAVIOUR AND DISCIPLINE POLICY

procedure.

It is the school's discretion when to involve the police e.g. not on low value items

Any illegal drugs must be handed in to police


See DfE Guidance

TO ENSURE A CONSISTENCY OF APPROACH IN BEHAVIOUR MANAGEMENT

When a child does something wrong we very often ask straight away "Why did you do that?" They of course will invariably say "I don't know!".

Try using this method with the child BUT - it is very important that the adult or parent does **NOT** do the thinking for the child.

After inappropriate behaviour which is a concern to an adult ensure the following;

<p>TIME TO THINK The child goes to the 'think it over spot'</p> 	<div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">What did I do?</p> <p style="text-align: center;">What was I feeling?</p> <p style="text-align: center;">What could I do differently? next time?</p> </div> <p style="text-align: center;">It is important that the child and not the adult does the thinking</p>
<p>Worth reading and using the criteria in:</p> <p>'SUPPORTING SCHOOL IMPROVEMENT' – Emotional and Behavioural Development – QCA <i>'Males at both primary & secondary tend to learn best when there's plenty of structure: classroom rules and routines, timetables and deadlines, clear instructions and marking systems help them stay on task and focus concentration. They also need opportunities for physical activity to help them control body and mind: the less intrinsic appeal a topic has, the more boys benefit from active learning, rather than being stuck at a desk.'</i> <i>'Not unnaturally, they also learn better if teaching builds on male interests.'</i></p> <p>'21st Century Boys' by Sue Palmer 'Bringing the Best Out in Boys' –Communication Strategies for Teachers –Lucinda Neall 'Restorative Justice'</p>	

BEHAVIOUR

We're all products of the ones we were with,
We're all products of our environment,
We represent the ones we know,
We watch and we learn as we grow.

Maybe its the way its suppose to be,
To walk and talk like all the ones we see,
Or maybe were suppose to change our path,
To make our choices and never look back.

Maybe each step towards the right direction,
Is a way to make up for our imperfections,
Maybe every time we take a step back,
It darkens our soul and turns our hearts black.

So can a man change who he is,
And make a good life for his kids,
Or is it that hes doomed from the start,
To sit and watch his life fall apart.

Maybe its not all the falls that he takes,
But the way he makes up for his mistakes,
maybe its not all the bad times that come,
But the way he tries to make it all fun.

Maybe we all toss and turn every night,
Get up in the morning to start our life,
Maybe God has laid out the plan,
If we all do the best we can.

by Corev Holland

LIZA: "You see, really and truly, apart from the things anyone can pick up, (the dressing and the proper way of speaking, and so on), the difference between a lady and a flower girl is not how she behaves, *but how she is treated.*

I shall always be a flower girl to professor Higgins, because he always treats me as a flower girl, and always will; but I know I can be a lady to you, because you always treat me as a lady, and always will."

PYGMALION by *George Bernard Shaw*