



Hamsterley Primary School Behaviour and Discipline Policy

Mission statement:

'Opening minds, unlocking potential, celebrating success together'

1. UNICEF Charter for Children's Rights

Hamsterley Primary School's behaviour and discipline policy is rooted in the UNICEF Charter for Children's Rights and the principles of 'Every Child Matters'.

We believe that -

- All children have the right to an education and the responsibility to help others learn.
- All children have the right to be safe at school and the responsibility to keep others safe.

2. Aims and Expectations

- To develop in children an understanding of their own and other people's rights and their responsibility for their own actions
- To create a caring and calm community in which effective learning can take place
- To promote good relationships between staff and pupils
- To promote respect for self and others
- To develop self-esteem and self-control
- For children to learn the social and emotional aspects of learning through the use of PSHE (Personal, Social, Health and Economic)
- These aims are achieved in a school community in which all children and adults are valued and respected.
- We believe it is important to reward good behaviour and that a system based on praise enables children to give of their best and fulfil their potential.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- We recognise the importance of parents'/carers' contribution to the behaviour of their children and aim to work closely with parents/carers to ensure that pupils behave in a positive and appropriate manner.
- This policy also sets out action to be taken if children do not act in accordance with the expectations of the school.

3. The Role of Parents/Carers

- The school works collaboratively with parents/carers, so that messages of how to behave are consistent at home and school.
- We explain the school charter in the school prospectus, and we expect parents to read and support them.
- We ask parents/carers to keep us informed of any behaviour difficulties at home; any trauma e.g. death in the family that may affect behaviour; and child illnesses.
- We expect parents/carers to support their children's learning and to co-operate with the school as set out in the home-school agreement.
- We aim to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use sanctions, we expect parents to support the actions of the school. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Headteacher.
- We expect parents/carers to agree for their child to receive extra support, when offered, as we believe this benefits the child and reduces the risk of exclusion.

4. The Role of the Headteacher

- 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
- The Headteacher will monitor all records of serious incidents of misbehaviour.
- The Headteacher will contact parents/carers where more serious incidents occur or where there is consistent misbehaviour.
- The Headteacher, or in his/her absence the Deputy Headteacher, has the responsibility for giving fixed term exclusions in line with this policy. The Headteacher may permanently exclude a child for repeated or very serious anti-social behaviour.
- The Headteacher will consult with Durham Local Authority and the Governors should exclusion be likely.

5. The Role of SENCO

- The SENCO will liaise with outside agencies, as necessary, to support and guide the progress of individual children.

6. The Role of Staff

- It is the responsibility of the class teacher and support staff to ensure that the aims and expectations of the school are managed in the class, and that the class behaves in a responsible manner during class based times.
- It is the responsibility of the class teacher to create a well managed, well planned environment, where positive comments are the norm, and children are praised for good learning behavior, thus decreasing the potential for problems.
- All staff should treat each child fairly and enforce the classroom charter consistently.
- All staff will treat all children with respect and understanding.
- Children should be listened to with respect and spoken to calmly. They should not be belittled.
- Positive re-enforcement of good behaviour is more effective than negative punishments. Staff should praise children who behave politely, kindly, sensibly, etc.
- Good behaviour and positive attitudes should be discussed and promoted through - PSHE lessons, school assemblies, rewards (raffle tickets), social stories; circle time is integral to this.
- If a child misbehaves in class, the class teacher and support staff should deal with the incident.
- The class teacher **after discussion with the Deputy Head or Headteacher** may contact a parent/carer if there are concerns about the behaviour or welfare of a child in their class.
- Where appropriate the class teacher may set targets for behaviour, with the support of the SENCO, where applicable.
- If misbehaviour continues in class, the class teacher should seek help and advice from the Deputy Headteacher or the Headteacher.

7. The Role of all 'breaktime' Staff – including lunchtime supervision

- Avoid confrontation - use de escalation techniques, anger management and conflict resolution strategies
- If disputes arise all children should be given a chance to explain their case without interruption. They should be encouraged to find a solution and no blame should be given until the facts have been determined.
- Children should be asked where appropriate to apologise and 'make friends' after disputes.
- The agreed Lunchtime Charter should be referred to by staff and pupils.
- Children should be encouraged to use their indoor voices - a calm atmosphere promotes calm behaviour
- The staff on duty should use rewards and sanctions appropriate to the incident.
- The use of the Friendship Bench should be encouraged.
- If a child continues to misbehave at lunchtimes then he/she should be referred to the Deputy Headteacher or Headteacher.
- Verbal feedback should be given to the class teacher at the end of morning play, where appropriate.
- Staff to write down anything that would normally be told to the teacher or headteacher. The log sheet will be kept in the office and completed by break/lunchtime staff on the day the incident

occurs and brought to the HT attention. Log sheet to be given to HT for confidential children's file in office.

8. The Role of Governors

- Having agreed the policy the Governing Body has the responsibility to review its effectiveness.
- The governors should support all staff in carrying out this policy.
- The Headteacher has the day to day authority to implement the school behaviour policy but governors may give advice about disciplinary issues, particularly if they are likely to lead to exclusion.
- Some governors have extra responsibilities when a child is excluded (for information about this role please refer to 'Improving Behaviour and Attendance; Guidance on Exclusion from Schools and Pupil Referral Units - September 2007').

9. Rewards

- All staff should be consistent in using rewards to promote and reward good behavior, and sanctions when positive reinforcement has not had the desired effect.
- We praise and reward children for good behaviour in a variety of ways:
- To acknowledge acts of kindness and good manners we have a system of raffle tickets. Two tickets for each class are drawn out at Monday assembly and the children then receive a small reward.
- For children to be involved in identifying kindness we have a 'I have noticed' box. We encourage children to congratulate each other, sharing good work, praising good behaviour. Children can nominate someone for a kind act and these are read out in assembly.
- Staff congratulate children for work done or good behavior. Stickers or raffle tickets may be given.
- Staff are encouraged to send children to the Headteacher with good work.
- All children have the opportunity to share their achievements, both school and home, both in class and at Awards Assembly on Mondays.
- Children may be given the opportunity to visit another member of staff to share good work or behaviour.
- Each class writes a Class Charter, which is generated and agreed on by all children in the class. This Class Charter will promote positive learning behaviours (focus on what children should do, rather than what they shouldn't do).
- Some children may have specific reward systems for their educational needs
- Children may receive raffle tickets at lunchtime

10. Sanctions

The school employs a number of sanctions to ensure a safe and positive learning environment. Every member of staff can deal with any behaviour that is considered to be unacceptable. Sanctions should only be employed when positive reinforcement has not had the desired effect.

Sanctions could include:

- **Immediate verbal warning** – tell the child that if they choose to continue to misbehave, there will be a consequence (usually a time-out or losing a short amount of playtime.)
- **Discussion with the child** (calm, and focused on the choices that were made, and what choices should have been made, and why)
- **Apologies between pupils, either verbal or written**
- **Short 'time out' sessions** – these must be supervised and age appropriate
- **Ask the child to move away from his/her group** – (Restrictive Physical Intervention - RPI policy)
- **Asking the child to sit near a member of staff**
- **Incident during breaktime** – child will be asked to sit out on the bench for a given period of time.
- **If a child continues to misbehave they should be sent to the Deputy Headteacher or Headteacher. If they fail comply another child should be sent to ask the DH or HT to come to the situation.**
- **If the behaviour might lead to**
 1. **harm to self or others**
 2. **damage to property**
 3. **serious** disruption to class**then, and only then, will teachers consider the use of RPI.**

Non-teaching staff are not authorized to use RPI at Hamsterley Primary School.

Section 550A of the Education Act 1996 sets out the powers which teachers and other staff have to use reasonable minimum force to physically control pupils. It allows those teachers and other members of staff who are authorised by the Head Teacher to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- (i) committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- (ii) injuring themselves or others;
- (iii) causing damage to property (including the pupil's own property); and
- (iv) engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

(Section 550A of the Education Act 1996, Circular 10/98, Para 9)

11. Fixed Term and Permanent Exclusions

- Only the Headteacher has the power to exclude a pupil from school. This would only be used as a last resort when all other rewards and sanctions have been tried.
- Headteachers, Governing Bodies, Local Authorities and Independent Appeal Panels must by law have regard to 'Improving Behaviour and Attendance; Guidance on Exclusion from Schools and Pupil Referral Units - September 2007' when making decisions on exclusions and administering the exclusion procedure.
- A decision to exclude a pupil for a fixed period should be taken (on balance) only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate or ineffective.
- A decision to exclude a pupil permanently should be taken only:
 - a) In response to serious breaches of the school's behaviour policy; and
 - b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

12. Monitoring and Evaluation

- Monitoring of individual pupil's behaviour is continuous.
- Evaluation of the policy will be undertaken with stakeholders, the School Council and groups of staff / SLT annually.

Signed:

L Cowans Headteacher
Chair of Governors
Chair of School Council

Date:

Reviewed October 2015

Review October 2017

Hamsterley Primary School Behaviour and Discipline Policy – reviewed September 2015

Related policies –

Friendship Policy (Formerly Anti-bullying Policy)

Restrictive Physical Intervention Policy

Harassment Policy and Procedure (School Employees) (LA Personnel document)

Bullying at Work (LA Personnel document)

Stress Management Policy (LA Personnel document)

Further sources of information / useful websites

Advisory Centre for Education (ACE) tel: 0808 800 5793

Children's Legal Centre tel: 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri 10-4) tel: 0845 1 205 204

Parentline Plus tel: 0808 800 2222

Youth Access tel: 020 8772 9900

Bullying Online www.bullying.co.uk

Hamsterley Primary School Lunch Time Charter



Children's Rights

- Children should not be punished in any way that humiliates them
- Children have the right to play
- Children have the right to be listened to
- Children have the right to privacy
- Children have the right to be respected
- Children have the right to healthy nutritious food
- Children have the right to see good manners around them



Children's Responsibilities

- Eat the meal and try new foods
- Talk quietly and be polite
- Show good manners themselves, both to children and adults
- Use equipment safely
- Consider other children around them, especially younger children
- Include other children in play and games
- Look after one another
- Tell an adult if anyone has an accident
- Listen and follow instructions given



Mid-day Supervisor's Rights

- To be treated with respect

Mid-day Supervisor's Responsibilities

- To ensure children are kept safe from anything dangerous in the playground
- To ensure children are appropriately dressed for the weather conditions
- To respect children's privacy and dignity
- To listen to children and explain why particular decisions have been made