



## **DISCIPLINE & BEHAVIOUR POLICY**

### **Opening Statement**

Forest Park school is dedicated to safeguarding and promoting the welfare of its pupils; our policies and practices encompass the needs of all our children from Early Years to Year 6 across all aspects of school life including out of school provision. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring that each child's needs are met. Effective induction practices for all ITT, college and school students, volunteers and visitors aims to promote a consistent approach in meeting the needs of the whole school community.

For additional support relating to the EYFS please see Early Years Policy (page 17-19)

### **Agreed standards of conduct**

The whole school community contributes to the development of agreed standards.

### **At Forest Park School we believe that:**

Children have the right to be treated with respect by all people irrespective of age, gender, colour, status, disability or sexual orientation.

- Children have the right not to be bullied in any way, shape or form.
- Children have the right to feel safe in and around school.
- Children have the right to an education and to learn according to their ability.
- Children have the right to express their opinions and to be heard.
- Children have the right to expect that their possessions will be secure in and around school.
- Children have the right to choose their friends.
- Children have the right to play in safety and without interference.

### **School Rules and Discipline:**

Courtesy and respect are the basis of the pupil-teacher relationships and, consequently of pupil-pupil relationships. Unkindness, by word or deed, is not acceptable; it is dealt with by reasoned discussion involving class teacher and the Headteacher. Such a practice with children may not bring immediate results, but is considered ultimately effective.

### **WHAT WE MEAN BY GOOD BEHAVIOUR**

We consider there are three main points when we talk about "being good":

- a) polite and friendly
- b) kind and helpful to each other
- c) focussed and hardworking

This behaviour is encouraged at all times, but children, especially the very young sometimes find these general aims difficult to grasp. We will help them by making these behaviours clearer, more specific and more suited to their own needs.

Positive behaviour management underpins everything we do in school. The rules are therefore taught and consolidated regularly. We do this by:

- Explaining why classroom rules are needed
- Teaching the rules
- Checking for understanding
- Discussing and explaining the reward system
- Discussing and explaining the reason for having consequences
- Outlining the consequences
- Checking for understanding

It is the aim of all staff at Forest Park School to ensure that we help our children to:

- a) grow socially
- b) grow personally
- c) grow academically

### **THE BENEFITS OF GOOD SOCIAL BEHAVIOUR**

Pupils, staff and parents value good social behaviour.

#### **Children**

Learn what good behaviour means.

Learn to care for one another.

Learn the value of friendship.

Develop self-confidence.

Work hard to achieve maximum potential in class.

#### **Teachers**

Teach effectively with as few behaviour problems as possible.

Meet the need of all pupils.

Make positive contacts with all parents.

Develop personally and professionally.

#### **Parents**

Feel confident that their children are growing personally, socially and academically.

Know that children receive support when they need it.

Feel welcome in school to discuss their children's progress in a positive atmosphere.

We aim to support and promote the agreed standards for conduct

#### ***Children and adults will:***

- listen to each other
- care for all people and treat them with respect and politeness
- disagree without losing their tempers
- care for their surroundings and other peoples' property belongings of all

- ensure that other people are not put at risk by their actions
- respect other peoples' views

***In the classroom we expect children will:***

- get on with their work responsibly and complete the work to the best of their ability
- use books and other materials sensibly returning them to the appropriate place.
- let others get on with their work
- listen to, and follow instructions
- be willing to ask the teacher for help

***In the playground we expect children will:***

- respect the right of other children to play without interference
- keep the playground free from litter
- resolve differences of opinion without resorting to physical violence
- try to make sure that all children are happy and that no one is left out
- have respect for the property of the school and other children

***Around the school we expect children will:***

- walk quietly and sensibly
- help to keep the school clean and tidy

***In the playground we expect children will:***

- respect the right of other children to play without interference
- resolve differences of opinion without resorting to aggression / physical violence
- look after property of the school and other children
- play sensibly and not put others at risk by selfish actions

***At lunchtime we expect children will:***

- line up quickly and quietly when the bell is rung.
- listen carefully to the lunchtime supervisors

**Everyone at Forest Park School has agreed to:**

- Recognise and highlight good behaviour as it occurs
- Ensure that children are praised when behaving well
- Ensure that criticism is constructive
- Explain and demonstrate the behaviour that we wish to see
- Encourage children to be responsible for their own behaviour
- Let parents know about their children's good behaviour
- Reward individual children and groups of children for behaving well

**Guidelines for Supervision of Children on School Premises** (also see Supervision Policy)

We are all responsible for the behaviour of children on the school premises. Throughout the day, staff should exercise their authority whenever they see a child behaving in a manner unacceptable to the school.

Staff are requested not to touch the children under any circumstances unless it is to reasonably comfort the child or prevent them from harming themselves or others.

Staff have a duty to:

- Deal with inappropriate behaviour
- Report it immediately

Children should not receive mixed messages because of inconsistency in staff responses.

**Break duties:**

- Four staff are on duty (1 junior, 3 infant). Early Years and Infants play in the front play ground playground, and all junior children play on the netball court, rubberised play area and nature garden at the back of school.
- Teachers must monitor children's behaviour.
- Establish your role with the supervisory staff.
- The checking of classrooms and toilets on the ground floor is part of the duty.
- Teachers on duty with younger children should try to promote an awareness of traditional playground games and activities within the Early Years Framework.
- Teachers should promote sensible behaviour among pupils and intervene when that behaviour is likely to become intrusive, destructive or hazardous.
- Any such behaviour should be dealt with and where appropriate be reported or referred to class teacher and/or the Headteacher.
- A bell/whistle signals the end of break and children stand still. A second bell indicates that children should line up in their classes; they will then be escorted into school by their teacher. They should walk into school in silence. General conversations between staff is thus inappropriate on these occasions.

**General Safety:**

- Do not leave the class unsupervised except in an emergency and if possible make arrangements with other staff.
- Electrical equipment should never be left plugged in when a teacher is not in the classroom with the exception of the computer.
- Please report any potential or actual hazard (floor etc) to the Headteacher or Bursar immediately.
- Report any loss or damage of equipment so that action may be taken to get it repaired or replaced.
- If equipment is dangerous (e.g. P.E. apparatus) take it out of use immediately and inform the Headteacher at the first opportunity.
- Individual children or small groups may work in the library/computer room etc without supervision once the teacher is sure that the children are to be trusted and that they understand exactly what is allowed and is not allowed during that particular activity.
- Children must keep to the left when moving around the school and walk up and down the stairs in single file.

- Children should not to be asked to finish work unsupervised in the classroom/hall at playtimes etc. Prefects may supervise if the teacher is close by. In many cases is it more appropriate for unfinished work should be sent home to be completed.
- In law it is required that you care for the children's safety as a responsible parent would.

Part of the School Policy Document is a Statement of School Rules and Discipline which is as follows:-

The school rules are agreed standards of acceptable speech, conduct and dress, drawn up by the Governors, Headteacher and Staff in consultation with the children. All Staff are responsible for maintaining consistently high standards of behaviour throughout the school and the rules should be brought to the attention of the pupils regularly. Minor breaches of discipline should be dealt with by the teacher on the spot and as effectively as possible. A person, other than the child's class teacher, who is dealing with the problem, should inform the class teacher of action taken if follow-up is necessary. Pupils who fail to meet the standards for behaviour and conduct face consequences for their actions in order to support them in taking responsibility for their own behaviour and to promote the development of personal and social skills.

Serious breaches of discipline should be brought to the attention of the Headteacher as soon as possible. Parents will be consulted about recurrent breaches of discipline when it is thought to be appropriate or helpful. The school rules are the focus for good behaviour in our school and the house system is instrumental in enforcing this.

### **HOW WE ENCOURAGE GOOD BEHAVIOUR**

We all aim to:

- a) recognise and highlight good behaviour as it occurs
- b) ensure that all children are praised for behaving well
- c) ensure that criticism is constructive
- d) explain and demonstrate the behaviour we wish to see
- e) encourage children to be responsible for their own behaviour
- f) reward individual children and groups of children for behaving well
- g) let parents know about their children's successes

**Good behaviour** is recognised through awards and privileges. These may include:

- i) stars, stickers, house points
- ii) special responsibilities
- iii) showing work to Headteacher and/ or other staff
- iv) other children applauding work (instant recognition of success)
- v) comments in books
- vi) children presented with conduct, merit points/ certificates at Headteachers (Celebration) Assembly
- vii) all staff use the house conduct point system to reward and highlight consequences. Children will then be given a social awareness as regards to their behaviour.

## **HOW WE DISCOURAGE INAPPROPRIATE BEHAVIOUR**

The school does not have a strict set of sanctions which a child might progress through in a set order yet our priority is to address unacceptable behavioural issues in a consistent way. Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation and a “cooling down” period may be advisable. However, issues should be addressed as soon as possible whilst memories are fresh and evidence available. If possible, discussions should follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils’ access to the curriculum. Punishments should be appropriate both in terms of frequency and Severity. Staff will need to make their own judgements about the appropriateness of consequences matched to the child’s misbehaviour.

High standards of conduct are a learnt behaviour. Children do at times forget our aims for positive behaviour and may display inappropriate conduct. Some of the strategies we try to prevent this from happening are:

- a) discuss children’s actions, highlighting the consequences and offering alternative behaviour models and highlighting the benefits of appropriate behaviour.
- b) supporting social and personal development as an integral part of the day and through programmes of learning.
- c) reminding pupils of the rules
- d) noticing good behaviour as it occurs
- e) ignoring slight misdemeanours as far as possible whilst highlighting positive behaviour

At lunch time the lunch time assistants award plus and minus house points and the class with the most points have a reward in that week e.g. an extra play (golden time).

At the swimming pool: Swimming teachers must impose the necessary behaviour to ensure everyone’s safety. Behaviour in changing rooms and on the bus is the responsibility of duty staff and sanctions must be discussed with the Headteacher.

### **Inappropriate behaviour in the Classroom:**

Agreed procedure is:

- Reminders and encouragement of standards with reminders of consequences.
- Isolate the child (not outside the classroom door)
- Withdraw the child from activities
- Removal of house points.
- Stronger message, miss playtime – with warning.
- A ‘zero tolerance’ approach takes place in the classroom, whereby disruptive pupils are sent to work with the Headteacher until the attitude is such that the child is ready to return to the classroom.

Bullying, an extreme form of unkindness, is not tolerated, though every effort is made to establish the cause of such behaviour. The Deputy Head is the Chair of the Anti-Bullying Council (ABC), designed to spread awareness, about the school playground that 'such behaviour is not acceptable'. A school councillor is also linked to the ABC. Every effort must be made to establish the cause of such behaviour. Strong home-school links are vital so that the bully and the bullied can be effectively supported. Any incidents relating to bullying will be recorded on the Bullying and discriminatory incidents form.

Each class teacher has a behaviour book which has all incidents throughout the day. This is to record, monitor and track inappropriate/poor behaviour with a view to giving feedback to other staff and parents when required. Any serious episodes of misbehaviour must be referred to the Headteacher. A note will be made on the Pupil Record Sheet. A strategy will be put in place to support the pupil.

Sometimes this may not be enough and depending upon the situation, it may be necessary to deal with persistent misbehaviour in one of a combination of the following ways.

- i) Separating the pupil within the class.
- ii) Withdrawal from playtimes and referral to pupil mentor.
- iii) Removal from class and send to the Headteacher.
- iv) Communicating with parents through meetings and reports to inform them of their child's behaviour and to discuss way of helping the child to improve his/her behaviour.
- v) Devising an Individual Behaviour Programme (IBP) which will help the child to learn the appropriate behaviour in school (parents contacted to contribute to the behaviour plan).
- vi) Placing the pupil on special measures.
- vii) In very rare cases it may be necessary to suspend or exclude a pupil. This is only considered after all other avenues have been explored.

The importance of good behaviour cannot be over-estimated. Parents, Staff and pupils enjoy a happy, positive atmosphere in which to work and play. We hope that this will be achieved.

GOOD BEHAVIOUR is at the heart of a happy, secure school. We hope we achieve this at Forest Park.

It is not the policy of the Askew Group to permit corporal punishment in any form to be administered in their schools.

Incidents viewed as a highly serious nature are recorded in the incident book. The Serious incident sheet will also be completed on within the pupil's file. This document should give clear details of the incident, the investigation and the outcomes.

### **SPECIAL MEASURES**

If a child's behaviour proves to be a consistent cause for concern either in the classroom or outside, or if a child might be a threat to the safety of another child or member of staff they may be placed on 'Special Measures'. Should this happen the following procedure will take place:-

- Firstly, a child will be warned that unless their behaviour improves they will be placed on SM. Parents of that child will be called in for a meeting to be informed that unless the behaviour of their child improves they will be placed on SM.

- A letter will be sent home to inform the parents that their child is to be placed on SM.
- From then on if the child is sent out of class for poor behaviour or sent to the Headteacher as a cause for concern THREE TIMES he/she will be excluded for a period of one week.
- Should the child return to school after the exclusion week and continue to misbehave they will be excluded permanently.

A CHILD WILL BE ON SM FOR A PERIOD OF ONE TERM ONLY, FOLLOWING THAT THEY WILL START THE NEW TERM WITH A CLEAN SHEET. THE HEADTEACHER WILL INFORM THE PARENTS BY LETTER WHEN THE CHILD'S BEHAVIOUR HAS MERITED HIS/HER REMOVAL FROM SPECIAL MEASURES. IT IS THE HEADTEACHER'S AND DIRECTORS PREROGATIVE TO OVERRIDE SPECIAL MEASURES AND EXCLUDE A CHILD SHOULD THEY SERIOUSLY HARM OR THREATEN ANY OTHER CHILDREN OR STAFF AT FOREST SCHOOL.

Offences likely to lead to exclusion are:-

- Violent or aggressive behaviour of a child or his parent
- If a child or parent poses a risk to other children, staff or parents
- Failure to pay school fees
- Behaviour that is likely to bring the school into disrepute
- Drug or alcohol abuse
- Inappropriate sexual behaviour
- Swearing at and disrespectful behaviour to staff
- Continual disregard or stealing of property belonging to others

### **Parents' Role**

Parents have a crucial role. They need to understand and support our policy and its procedures. They need to make it clear to their children that they expect them to abide by our Policy.

All aspects of our Policy apply not only to children and Staff but also to parents and others in school at all times when they are on the school premises.

### **Special Educational Needs**

Some children have particular emotional and behavioural needs that require special assessment and programmes. Where a child is presenting persistent significant behavioural difficulties a plan to manage the child and bring about improvements will be written. Relevant staff, agencies and the parents will be involved. The plan will be communicated to all relevant staff.

### **Race Equality and Equal Opportunities**

We believe that it is important to prepare our children for life as citizens in a multi-ethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity.

Any incidents of a racist nature will be dealt with following our Behaviour Policy which is a comprehensive policy for children, staff, governors and parents / carers, visitors and contractors / sub-contractors and includes the possibility of exclusion. All incidents are recorded, fully investigated and monitored.

Parents/carers will also be informed that their child has been involved in a racist incident.

### **DISSEMINATION OF THE POLICY**

All members of staff and Directors will receive a copy of this policy. Copies may be reviewed by parents on request to the Headteacher. The policy may also be discussed and reviewed in open forum SMT meetings which are held each term.

### **PROCEDURES FOR POLICY MONITORING AND EVALUATION**

This policy will be reviewed, evaluated and updated annually to assess its relevance and effectiveness. The pupil school council will also review all areas of the policy and contribute to future developments.