

Pear Tree Primary School incorporating PiPs Before and After School Club



Good Behaviour

And

Discipline Policy

Date agreed	Sept 2017
Date for Review	Sept 2018
Headteacher	Boo Edleston
Chair of Governors	Simon Holden
Signed on behalf of the Governing Body by:	Signature:
Name: Simon Holden	Date:
Signed on behalf of the school by:	Signature:
Boo Edleston Headteacher	Date:

1 Aims and expectations

- 1.1** It is a primary aim of our 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's 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. Our policy is in line with the 2012 DFE guidance on ensuring good behaviour and discipline in schools.
- 1.2** The school and PiPs Club has 5 Golden rules, but our behaviour policy is not primarily concerned with rule enforcement. 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.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.
- 1.6** The school and club rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- Adults congratulate children. Verbal praise is very powerful.
 - We distribute 'class peaches' to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - We do not use stickers or individual extrinsic rewards (except for children who need exceptional support) as we believe they do not lead to an internalised personal code of behaviour that needs to be intrinsic in nature.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. We invite information regarding children's achievement out of school, for example, music or swimming certificates. These are presented in weekly assemblies.

2.3 The school and club employs a number of sanctions and support systems to enforce the school rules, and to ensure a safe and positive learning environment. We employ each appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons and in PiPs club. If they do not do so, we ask them either to move to a place nearer the teacher or adult in charge, or to sit on their own. They may miss some playtime for persistent refusal. They may need extra help with listening.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class or in the format of our before and after school club, the teacher or adult in charge reprimands him or her and helps them to behave more appropriately. If a child misbehaves repeatedly, we ask them to move the child from the rest of the class or club until she is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher or adult in charge stops the activity and prevents the child from taking part for the rest of that session. If the behaviour is escalating the teacher will remove the children to a safe place leaving the disruptive child in the class and inform a senior member of staff. Alternatively the disruptive child will be removed to a place of safety.
- If a child threatens, hurts or bullies another child, the class teacher or manager of our PiPs club records the incident and reports it to the KIVA leads and the child will incur sanctions and support in order to change the behaviour. If a child repeatedly acts in a way that disrupts or upsets others, the KIVA team lead will discuss the matter with the headteacher and school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Repeated incidents of dangerous behaviour may result in exclusion (fixed term) while the school devises a plan to keep the children safe and to change the behaviour of the excluded child.
- Children who need extra help to learn how to behave are always helped.
- We have a curriculum to teach children how to behave in a socially acceptable way.

At Pear Tree Primary School and PiPs Before and After school club we have adopted the following DFE 2012 guidance to heads and governors. This guidance advises that:

- School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Use of reasonable force: All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Teachers and staff authorised by the head teacher can use such force.

- Allegations of abuse against staff: Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.+ (*Ensuring good behaviour in schools 2012*)

2.4 The class teacher, PiPs staff and teaching assistants discuss the 5 Golden Rules with each class/group. In this way, every child in the school and club knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher or PiPs staff discusses these with the whole class/group.

2.5 The school or club does not tolerate bullying of any kind. We are a KiVa school. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school and PiPs club free from fear. We have a curriculum programme (KiVa) that teaches children how to support each other and avoid bullying behaviours. Kiva leads also advise PiPs staff if this is required.

3 The role of the class teacher, PiPs Staff and teaching assistants

3.1 It is the responsibility of class teachers, PiPs Staff and teaching assistants to ensure that the school rules are enforced in their classes, in club and that their classes and club behave in a responsible manner during lesson or the less structured club time. Children are explicitly taught how to behave during assembly, PHSCE and circle time lessons. The learning is planned. The PHSCE policy is supported by the materials in the PSHE curriculum, KiVa and other products.

3.2 The class teachers, PiPs staff and support staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work and play to the best of their ability.

3.3 The class teacher, PiPs staff and teaching assistants treat each child fairly, and enforce the 5 golden rules consistently. The teachers, PiPs staff and teaching assistants treat all children in their classes and Clubs with respect and understanding.

3.4 If a child misbehaves repeatedly in class or club, the class teacher/PiPs manager keeps a record of all such incidents. In the first instance, the class teacher or PiPs manager deals with incidents him/herself in the normal manner. Persistent misbehaviour will be discussed with parents. However, if misbehaviour continues, the class teacher, PiPs staff or support staff seeks help and advice from the SENCO, the deputy head teacher or the headteacher. There are higher sanctions that will be applied for very poor behaviour such as indoor supervised playtimes only. Children with severe behaviour difficulties will have a personalised

improvement plan designed for them by the SENCO, headteacher and class teacher such a plan will be extended to PiPs if parents and staff feel this is an appropriate course of action

- 3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education outreach worker or SENCO. The classteacher will also liaise with PiPs if this applies to the child involved.
- 3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This is also the case for children attending PiPs club but understanding that the format of club is not the same as school and is more play based. Behaviour expectations whilst following school rules reflects the greater freedom pupils have when attending PiPs.
- 3.7** The end of year report lets parents know about their children attitudes and skills to behaviour for learning and socialising and each is differentiated according to age. PiPs does not issue end of year reports.

4 The role of the headteacher

- 4.1** 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.
- 4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3** The headteacher monitors records of all reported serious incidents of misbehaviour.
- 4.4** The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1** The school and PiPs collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school and PiPs rules and we expect parents to read them and support them. They are in the children's reading diaries and

part of the pack which new starters to both the school and club are provided with.

- 5.3** We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have ongoing concerns about their child's welfare or behaviour.
- 5.4** If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher or PiPs staff. If the concern remains, they should contact the head teacher or in the case of PiPs, the PiPs manager. If they are not satisfied at this point they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented that follows the school's complaint procedure.

6 The role of governors

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 6.2** The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

7 Fixed-term and permanent exclusions

- 7.1** We do not wish to exclude any child from school or from PiPs club but sometimes this may be necessary. This will only be operated in conjunction with DFE guidelines and legislation.
- 7.2** Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The PiPs manager has the power to exclude a child from club but this decision must be taken after consultation with the headteacher. The headteacher may exclude a child from school for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3** If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. This is the same for children attending PiPs club but parental contact will be made by the PiPs manager in consultation with the headteacher. At the same time, the

headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- 7.4** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8** If the governors appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and send the medicine in with an adult. This should be taken directly to the school office for recording and safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or TA.
- 8.2** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3** If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- 8.5** If the offence is repeated the child will be permanently excluded.

8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

10. Behaviour when not on school premises:

The Governors and the headteacher reserve the right to sanction any pupil whose behaviour may adversely affect other individuals, or affects the reputation of the school, even whilst the pupil may not be on the school premises.

11 Monitoring and review

11.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11.2 The school keeps records concerning incidents of misbehaviour on CPOMS. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to class teachers who deal with them and write into their record books. Class behaviour books are kept in the classrooms and regularly reviewed by the HT. Governors are kept informed of monitoring outcomes.

11.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

11.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background, gender, sexual orientation etc

Anti Bullying Policy

12.0 Anti Bullying:

- At Pear Tree we provide a safe supportive environment in which to learn. We have clear strategies for preventing, countering and responding to bullying. Our anti-bullying policy explains these in full.

- Our definition of Bullying is harmful behavior/degrading treatment which is deliberate, repeated, and targeted at a relatively defenseless or less powerful person.
- All pupils know that there is a member of staff that they can go to report and or discuss bullying. This person will handle any information or situation discreetly and in line with agreed policy. We have a clear format for recording incidents.
- Through our behaviour and anti-bullying policies we hope to ensure that victims of bullying receive support to increase their self-esteem and social skills, and that bullies develop social skills and are helped to change their behaviour.
- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong.

The headteacher monitors the implementation of the KiVa curriculum, which covers bullying prevention and recording and actions.

The headteacher ensures that all staff, including PiPs staff and lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The pupils need to know that there is a member of staff that they can go to report and or discuss bullying. This person needs to handle the information / situation discreetly and in line with agreed policy. A situation needs to be created to ensure the child's privacy. This is a KiVa school and the KiVa process of indicated actions deals with any identified incidents.

If a class teacher records the incident / accounts then a copy must be given to the KiVa co-ordinator to be filed.

Role of the pupil

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. The children are taught to report bullying.

Curriculum

Anti Bullying awareness and social skills are included in PSHE and Citizenship programmes often delivered in circle time. We use the KiVa materials, which provide a structured progressive curriculum through Key Stage 2 and Dina materials in KS1.

Circle time is used by teachers and if required, PiPs staff to: -

- Identify problems.
- Analyse.
- Solution.
- Present solution.
- Review solution.

Pupils need to be encouraged to be assertive from an early age. This can be practiced in role-play in circle time in order that they become familiar with techniques to use.

Pupils need to be made aware that observing bullying requires a response.

Pupils can: -

- Make sure that no one is left out of a group.
- Ensure that they do not smile or laugh at bullying.
- Tell a member of staff.
- Tell bully (bullies) to stop.
- Show that they do not approve.

- Making verbal assertive statements (e.g. %don't like you doing that+)
- Resisting manipulation and threats
- Leaving a bullying situation

- Enlisting support from others
- Boosting own self-esteem
- Remaining calm in a stressful situation

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the teacher, PiPs staff and support staff

All the staff in our school take all forms of bullying seriously, and seeks to prevent it from taking place. All staff will be KiVa trained.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. PiPs staff will also keep written records and consult, when required, with the KiVa leads for the school. If teachers witness an act of bullying, they will refer it to the KiVa teams. Teachers and support staff do all they can to support the child who is being bullied.

In the headteacher's room there is an anti-bullying logbook in which the KiVa team records all incidents of bullying that occur both in and out of class, we also record incidents that occur near the school, or on the children's way between school and home. Any adults who witness an act of bullying should refer it to the KiVa team.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately and report it to the KiVa team. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In

more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external agencies.

All members of staff attend KiVa training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils to understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and to celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

Parents have responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Monitoring and review

This policy is monitored by the headteacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, homophobic bullying or bullying directed at children with disabilities or special educational needs

Organisation

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Associated resources

Link to A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force . advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation . advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staffq

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>