



Behaviour and Discipline Policy

Rationale

At Dussindale Primary School, the concept of community is integral to our curriculum and the way we teach and learn together. We believe that positive behaviour derives best from an ethical, values-based approach to teaching and learning which requires children to collaborate as a learning community, to consider ways of resolving conflict and to think about moral issues across the curriculum. These values are reflected in our Successful Learner Web and in this Behaviour Policy. Just as teachers in the school are considered as 'co-creators of learning', so children are considered as co-creators of the school community, and developing positive behaviour is part of the learning process.

The School Code (see Appendix 2) has been written in consultation with parents, governors, children and staff, and is reviewed each year through the School Council. The Code expresses the basic principles underpinning our collective expectations; these principles are then given more precise definition in class codes which are agreed and drawn up each year by each class community.

In addition, whole-school 'rules' are developed with the children on specific issues: for example, that we walk, not run, around the school building, and we walk on the left on the stairs. These rules are regularly reviewed and amended to suit the needs of a continually growing and developing school.

A note on rewards

The school does not operate reward schemes either for work or for behaviour. Research shows that, whilst reward systems may appear to work on a short-term basis, the only motivation that *keeps* children (and adults) wanting to learn, work or behave in a community-friendly way is intrinsic. Providing children with extrinsic motivation -through certain types of pejorative praise ('good girl'), reward systems (stickers, certificates, chocolate) - has been shown to work only in the short term, if at all. We believe that if children are to develop into life-long learners and happy, effective citizens, they need to feel within themselves the benefits and enjoyment of learning well and living and working happily with others; positive reinforcement comes from the identification, recognition and celebration of these benefits with the help of adults.

What is negative behaviour?

Negative behaviour in the school community is that which inhibits the ability of others to learn and play safely, effectively and happily.

What causes negative behaviour?

We consider that some negative behaviour in schools can be rooted in conventions that make unreasonable demands on children. We try to avoid these by, for example:

- building the curriculum around the needs and interests of the children;
- providing exciting activities and being flexible enough to allow opportunities for deep and sustained engagement;

- using inclusive teaching strategies;
- giving children responsibility to manage their own collective behavior;
- involving children in decision-making processes so that they have a genuine voice in and commitment to all aspects of school life.

Equally, negative behavior can result from other factors such as:

- difficulties at home, e.g. family break-up, bereavement, lack of boundaries;
- difficulties with friends, e.g. not having experience of playing with large groups;
- developmental disorders, e.g. ADHD, ASD.

The support given to a child to learn positive behavior will always be responsive to the individual child's needs.

Dealing with negative behaviour

Where there are instances of negative behaviour, consequences are related to the effects of the behaviour upon the individual or community, and children are supported to focus on ways of making reparation. This approach is not a 'quick fix', but it leads to more effective long-term results.

Persistent low-level negative behaviour may require a structured intervention. This will be different for different children (see below), but the purpose will be to enable the child to understand clearly what the undesirable behaviour is, why it is undesirable, and what the consequences will be. Children are supported to 'make the right choice' and, crucially, to learn the necessary skills for doing so. Where a structured intervention is put in place, parents will be informed and will be asked to come into school to discuss the situation and to work with the school to solve the problem.

Knowledge of the child

Children are individuals and will be treated as such. The combined teacher and parent knowledge of a child will always be used to consider the best way forward for an individual child. This means that behaviour issues that seem to be the same on the surface may be dealt with in different ways.

Bullying

There is no tolerance of bullying of any kind. The school has a separate Anti-Bullying Policy written in child-friendly language. This is reviewed annually through the School Council. We recognise that bullying may include ridiculing an individual because of physical, economic, sexual, intellectual, cultural or racial difference; children are taught about these issues age-appropriately.

Malicious allegations against staff

The School Code emphasises the importance of telling the truth. If a child should make a malicious allegation against a member of staff, the child will be dealt with in accordance with this policy, with the seriousness of the effects of this behaviour on the victim recognised in the consequence. (See *Statement of procedures for dealing with allegations of abuse against staff*, Appendix 3)

Physical Harm

Through childhood, children learn to respond to others with words rather than physically. Children are taught from the beginning of their school career that it is never right to deliberately physically

hurt another person. In this school, all instances of physical harm are recorded in the Physical Incidents Log, and there is a clear stepped response to acts of deliberate (but minor) physical harm:

1. On the first incident, the child misses playtimes for one whole day;
2. On the second incident, the child misses playtimes for two whole days;
3. On the third incident, playtimes are missed for one whole week.

During these missed playtimes, the child is given the opportunity, with support, to reflect on the incident and consider ways of making reparation, as well as to recognise patterns in their own responses where incidents recur. If this does not prevent further recurrence, parents will be requested to become involved in finding solutions.

In any instance of significant, deliberate physical harm, parents will be immediately involved and the incident recorded in the Serious Incidents Log..

Involving External Agencies

If internal methods of dealing with negative behaviour are unsuccessful, the school will seek the support of external agencies. This may include the Educational Psychologist, the Behaviour Support Team, Parenting Support or a paediatrician. Parents will continue to be involved at all times in supporting their child. It will be the school's aim as far as possible to maintain the inclusion of all children while giving them the appropriate support. However, in extreme cases, where the safety, security or learning of other children and staff are considered to be at risk as a result of a child's behaviour, the school may, as a last resort, need to consider exclusion.

Positive Handling and Norfolk Steps

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

The Last Resort Principal

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to work their way methodically through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point:

*"If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future."
(para 10 page 4 Department of Health - 1997 - The Control of Children in the Public Care: Interpretation of the Children Act 1989, London, HMSO)*

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to think creatively about any alternatives to physical intervention which may be effective.

It is our policy that all staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Norfolk Steps, to complement the behaviour management approaches and strategies reflected in this policy. Further details of the Norfolk Steps approach can be found on the following website:

http://www.everynorfolkchildmatters.org/Delivering_services/Norfolk_Steps/index.htm. All serious incidents involving physical restraint must be recorded in the Serious Incidents Log (see Appendix 1) in the headteacher's office and reported to *Governors*.

This policy has been agreed by the *Governing Body*

Signed _____ *Chair of Governors*

Date: 24th May 2016

Review Date: Summer Term 2018

Appendix 1



RECORDING FORM FOR SERIOUS INCIDENTS

Name of Pupil	Date of Birth	Class	Name and position of person completing form

DESCRIPTION OF INCIDENT: *eg violence, serious disruption, actions of staff, need for restraint*

[Empty space for describing the incident]

ACTION TAKEN *eg exclusion, parent involvement, record of harm*

[Empty space for describing actions taken]

Signed _____ Date _____

(Continue on reverse of sheet if necessary)

Our School Code

At Dussindale Primary School:

- we look after each other, our school and everything in it;
- we listen to each other;
- we are polite;
- we tell the truth;
- we keep ourselves and each other safe;
- we work and play the best that we can.

Appendix 3

Statement of procedures for dealing with allegations of abuse against staff

If an allegation is made against a teacher the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays will be eradicated.

In response to an allegation staff, suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations will have breached the school Behaviour and Discipline policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

All allegations should be reported straight away to the headteacher. In the absence of the headteacher, or where the headteacher him/herself are the subject of the allegation or concern, the report should be made to the chair of governors. All cases should be referred to the local authority designated officer (LADO) responsible for providing advice and monitoring cases. The LADO can be contacted on 01603 223473.