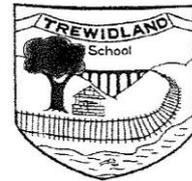


Policy for Trewidland School

Positive Behaviour Management in School (Pupil Discipline)



Golden Rules

At the heart of our behaviour and discipline system lie seven simple 'golden rules'. These have been discussed amongst staff and shared with children. All who have seen them have agreed that they are reasonable, sensible and clear. They are intended to help us get on together and to learn effectively. These rules can all be expressed in a positive way, to emphasize desirable behaviour, as well as being used as a more negative warning. Our seven golden rules are listed below.

- Do be gentle, *don't hurt anybody*
- Do be kind and helpful, *don't hurt people's feelings*
- Do be honest, *don't cover up the truth*
- Do work hard, *don't waste time*
- Do look after property, *don't waste or damage things*
- Do listen to people, *don't interrupt*
- Do as adults ask, *don't be rude*

We start by making sure everyone (pupils, staff, parents, governing body) is aware of the rules, by talking about them and displaying them all around the school. They can be illustrated to help young children understand what is expected of them.

Rewards

When pupils behave well, they may be rewarded in the following ways:

- Verbal praise
- Stickers, in class or in assembly
- Certificates
- House points. All members of the winning house each half term receive a simple prize
- 'Sunshine time'. A treat chosen by the teacher for all those whose pegs are on the blue sky.
- WOW assemblies
- A letter/certificate of congratulations sent home from the Headteacher/Teacher
- End of year presentation assembly
- Lunchtime awards

Sanctions

When a rule is broken, the desirable behaviour is pointed out to that person, giving them a chance to improve their behaviour. If a person does not behave in an acceptable way, we have a system for addressing the behaviour which is intended to give opportunities to improve. It works as follows:

1. Verbal warning
2. Second warning with visual reminder (a peg is moved from Blue Skies onto Cloudy) at this point, improved behaviour can lead to the peg returning to the Blue Skies or above before the end of the school day.
3. First punishment. If the child continues to misbehave, the peg will move to Rainy then Thunder and Lightning at this point will receive a 15 minute detention during the next available break. A peg on the Thunder and Lightning cannot be 'earned' back until the detention has been served. Details of the consequence are recorded in the school behaviour log. (For children in Reception and year 1, detention will involve a 1 to 1 explanation of what is wrong , followed by 5 minutes staying in with the teacher.)
4. Second punishment. Continuing poor behaviour results in the child being sent to work in another class for approximately 15 minutes.
5. Third punishment. The child will be sent to the Headteacher and the parents will be notified.

Specific exceptions to this are:

- Refusal to comply. Parents will be contacted instantly.
- Violent conduct. The child is sent to the Headteacher and parents are notified. The parents of victims of violent conduct will also be notified.

Detentions will be logged and monitored, so that persistent poor behaviour prompts further action. Parents will receive a brief report on their child's behaviour at the end of each half term, based on the number of detentions given. The following guide accompanies this:

0 detentions = Well done!

1-3 detentions = Not necessarily a problem yet, but please try hard to behave better.

More than 3 detentions = This is becoming a problem, so we will need to talk to parent and a record of this conversation will be kept on file. It will then be reviewed within six weeks.

More than 6 detentions = More serious problems.

If the problems persist:

- *we will need to talk to parents with the child again.*
- *the child will be added to our record of need and a behaviour plan will be set up.*

A child failing to meet Record of Need targets will be referred to the Local Authority for behaviour support.

In extreme cases of poor/disruptive behaviour the Headteacher and governing body have the right to exclude pupils in accordance with the rules laid down by the Government and SMART.

Physical intervention and positive handling

There may be times when a child becomes aggressive/violent, which demand physical intervention. The school policy on the use of force to control or restrain pupils is set out in full within the **Health & Safety Policy**, but is summarised below:

At Trewidland Primary School we believe that the use of reasonable force is only necessary to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- 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 the classroom during a teaching session or elsewhere.

To meet our duty of care, **any** member of staff is empowered to restrain in extreme circumstances. However, the following precedence should be observed:

- 1) any member of staff in receipt of up to date TeamTeach training;
- 2) any teacher;
- 3) other members of staff.

The use of restraint should always be a last resort. If practical before intervention, a calm warning or instruction to stop should be given and every effort should be made to achieve a satisfactory outcome without physical intervention. **In all circumstances help must be sent for, even when immediate intervention is necessary.**

Payment for breakages

In accordance with our policy on charging, the school reserves the right to ask parents to pay for damage to equipment or property caused by their child.

Review

This policy will be reviewed annually

Reviewed: Spring 2021

Next Review: Spring 2022

See Annex: Bullying Prevention

Annex: Bullying Prevention

Definition

We define bullying as aggressive or insulting behaviour by an individual or group, repeated over a period of time that intentionally distresses or harms.

It can be:

- **Physical** (intimidation, hitting, kicking, taking belongings)
- **Verbal** (name calling, making offensive comments which pick on personal differences such as ethnic origin, nationality, colour, disability or sexuality)
- **Indirect** (exclusion from groups, subject of malicious rumours or gossip, sending malicious messages, engaging in any of the above via e-mail, Internet chatrooms or mobile phone text messages)

Aims and objectives

We aim:

- to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour;
- to take positive action to prevent bullying from occurring;
- to show commitment to overcome bullying by practising zero tolerance.

Bullying behaviour is unacceptable by any member of the school community as no person has the right to make another feel uncomfortable or unhappy. Any allegation of bullying will be taken seriously and investigated carefully.

Our objectives are:

- To inform parents and staff of the school's expectations and to foster a relationship with parents which helps maintain a bully free environment.
- To make staff aware of their role in maintaining a bully free environment.
- To implement procedures to confront bullying in any form.
- To create an atmosphere in which children feel confident and safe to tell someone if they are being bullied or know that bullying is taking place.
- To promote the use of a range of teaching and learning styles and strategies that challenge bullying behaviour.
- To involve children in the promotion of positive behaviour models.

Procedures

It is important to reassure the complainant that their concerns are being listened to and that action will be taken to stop the bullying.

1. Investigate each allegation of bullying fully, listening to all parties involved. Staff must not assume who is to blame until such discussions have taken place. It is the duty of the member of

staff hearing the allegation to carry out the investigations, unless they feel unable to do so. In this case, they must pass the matter on to a member of the SMT. Investigations should gather evidence from a range of sources, with witnesses interviewed separately. Factual records of the allegation and investigation should be made using the agreed form.

2. Discuss the outcome of the investigation with a colleague and take appropriate action. This might be to file the record if it is felt there is no case to answer. If bullying has taken place, bullies should be made aware of the consequences of their conduct, and face sanctions as set out in the Pupil Discipline Policy. This might involve detention and/or notification of parents. In extreme cases it might lead to exclusion.
3. Pass a record of the incident to the Headteacher, who will inform the parents if it is felt to be necessary.
4. Regularly review approaches to procedures for bullying prevention at staff meetings.

Curriculum support

Children will be made aware of what constitutes bullying, what to do if they feel they are being bullied and what to do about it through discussions and activities within the curriculum. They will be given opportunities to address the motives of bullies and encouraged to seek appropriate ways of expressing their feelings.

This may take place in assemblies, circle time, PSHE lessons and other contexts which may arise within the curriculum. The SEAL materials will be used to support work in this area.

Positive play

Opportunities for bullying may often arise during playtime/lunchtime. Measures should be taken to ensure children have a range of positive activities to keep them occupied constructively. These might include a range of team, paired or individual games (physical or table-top), as well as guidance from peers or adults on cooperative, as well as competitive play. Resources will be provided to facilitate this, and children should be rewarded for making positive choices (see Pupil Discipline Policy)