

# Behaviour and Discipline Policy

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<b>Hermitage Primary School</b>			
<b>Review frequency</b>	1 year	<b>Reviewed</b>	September 2021
<b>Governing Committee Responsible</b>	Teaching and Learning	<b>Governor Approval (date)</b>	
<b>Website</b>	Yes		
<b>Staff Responsible (Deputy Head teacher)</b>	Parmjit Varaitch	<b>Next Review</b>	September 2022

## Our Aims and Approach

It is the 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 and discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

Our policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. This policy is designed to promote good behaviour and good relationships, so that people can work together with the common purpose of helping everyone to learn and succeed. We expect every member of the school community to behave in a considerate way towards each other. We treat all children fairly and apply this behaviour and discipline policy in a consistent way.

Central to our approach is celebrating success and rewarding good behaviour, as we believe that this develops a method of kindness and cooperation. Our aims also refer to the school's commitment to a genuine partnership with parents/carers in helping children to realise their potential and become successful in every aspect of their school life.

## Responsibilities

The Headteacher and governors have ultimate responsibility to ensure that an appropriate Behaviour policy with practices are embedded and monitored.

## Scope of Policy

This policy applies to:

- pupils
- parents/carers
- teaching and support staff
- school governors
- peripatetic teachers/coaches, supply teachers, student teachers
- visitors
- volunteers
- voluntary, statutory or community organisations using the school's facilities

## Our Caring Code and Pledge

The Caring Code which was constructed by our children displays 4 key messages about positive behaviour at our school. Our school Pledge encompasses the code and encourages all members of our school community to work together towards achieving a school environment that is happy, successful and proud!

- **Caring Code:**
  - Always be kind and helpful
  - Fulfil responsibilities with care and attention
  - Treat everyone and everything with respect
  - Be the BEST that YOU can be!

- **Hermitage Pledge:**

I make this promise to myself and to my school,  
To always try my best, use my learning as a tool.  
To be kind, to be helpful, whilst striving to achieve,  
To fulfil my responsibilities, to be the best that I can be.  
We know our school is great, so we are saying it out loud,  
We belong to Hermitage; we are happy and we are proud.

## A Positive Environment

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, respect and recognition of individual need can be seen through:

- A positive and proactive environment that relies upon and promotes reward and praise, and catches children being good, rather than reactive responses and sanctions.
- The example set by members of staff in their relationships and communications with children
- The support and relationships that members of staff have with one another
- The sense of community within the school and that all children are ambassadors for us
- Interesting and well-prepared lessons that cater for individual need
- A colourful and stimulating environment in and around the school building
- The establishment of a shared understanding through our Caring Code and school Pledge and the positive ethos that they create across our school

- Varied opportunities for children with different gifts and talents to see these celebrated
- A recognition that we are all different and that there is no 'best fit' model for a human being
- The shared and agreed identification of what we consider to be unacceptable behaviour
- Agreed sanctions/steps where behaviour is unacceptable
- A fair consistent approach across the school
- An opportunity at each stage for children to make better choices through the careful guidance of supportive staff
- The involvement of parents/carers at an early stage
- A restorative approach which focuses on resolving conflict and difficult situations effectively
- The involvement of children – encouraging children to take responsibility for their actions
- The discussion with children in circle time and PSHE about the need for expectations and the responsibilities we each have to one another
- A readiness to be flexible and look for a variety of strategies to support children with appropriate patterns of behaviour
- The use of a multi-agency approach wherever appropriate

### Promoting Behaviour for Learning

Our **SUCCESS** framework for behaviour management focusing on celebrating children's efforts and achievements as well as developing their wellbeing.

Our school **encourages positive behaviour** by using the following strategies:

- making expectations clear and sharing them
- specific behaviour for learning expectations
- regular online E-Safety lessons that promote positive behaviour online
- giving descriptive praise and encouraging peer to peer praise
- applying 'brain of the day' to further promote peer praise and cooperation
- weekly peer praise posters
- building self-esteem and empathy through whole school approach 'Zones of Regulation' and the wider curriculum
- Daily Mindfulness completed after lunchtimes, applying Mindful Moves, Mindful Mark Making and Mindful Breathing
- handing out dojos across the whole school which are directly linked to our Caring Code, School Values, 5 School Manners
- developing intrinsic motivation
- Kindness Jars: each class chooses their kindness focus weekly
- focused team building and pastoral week each September
- class celebrations walls
- giving immediate rewards – e.g. stickers, marbles in a jar, dojos etc
- earning class privileges
- developing community through our Caring Code and School Pledge
- buddy systems
- 1:1/small group mentoring and intervention via our Wellbeing Officer
- explicit teaching through the PSHE Jigsaw curriculum
- negotiating and agreeing classroom expectations/rules with children
- celebration and awards assemblies
- targeted 1:1/small group interventions which support social and emotional well-being

- using 'I Speak' and 'I Statements' to model positive communication
- weekly class rewards and recognition
- Lunchtime Charter
- specific whole school behaviour scripts used by all staff across the school day
- pupil wellbeing champions (one boy and one girl in each class from Yr1 upwards)
- community council
- Home-School agreement – promoting positive partnerships with parents/carers
- pupil voice and well-being questionnaires
- positive feedback to class teachers from lunchtime supervisors
- providing play equipment and structured play opportunities at lunchtimes as well as OPAL play (Outdoor Play and Learning), pupils use loose parts to develop creative play and cooperation skills

### Sanctions and STEPS

Our **STEPS** framework for behaviour management focusing on encouraging children to take ownership for their behaviour and actions. There is a separate breaktimes/lunchtimes STEPS framework.

Our school **discourages unacceptable behaviour** by:

- sharing and consistently following the whole school STEPS
- being clear and explicit about what is unacceptable
- using reflection sheets to help children understand the choices that they have made
- applying the restorative conversations framework to ensure better choices
- using 'I Statements' to model appropriate responses
- using principles of growth mindset when discussing behaviour with pupils and encouraging them to apply themselves
- regular discussions at Wellbeing Team meetings
- being preventative and proactive in our approaches to effectively support pupils with social and emotional needs
- firmly and promptly dealing with misbehaviour beyond the school gates with the support from parents/carers
- applying 'Lunchtime Strategy' (structured lunchtimes) for pupils who find it difficult to manage their behaviour at breaktimes/lunchtimes and who need careful support from adults
- preparing personalised Behaviour Support Plans and Risk Assessments alongside parents/carers for pupils who require additional support and reviewing them systematically
- using clear monitoring and recording systems which fully involve our parents/carers:
  - Staff will contact a parent when a child receives three Step2 consequences
  - Phase Leaders will closely monitor Step2 consequences alongside the class teacher and the parent. Meetings will be arranged with parents if a child's behaviour continues to fall and becomes '**At Risk**' (Stage A) of further decline. The meetings are an opportunity for school and home to co-construct support that will help the child to make better choices with their behaviour. Shared strategies will be applied at home and school and monitored with the parent for a period of 4 weeks. If there is no improvement, a '**Behaviour Support Plan**' (Stage B) will be initiated. The plan will be co-constructed with staff, parents and pupil and monitored over a period of 4 weeks
  - Deputy Head will closely monitor Step3 consequences and pupils on Behaviour Support Plans. If a child's behaviour continues to decline once placed on a Behaviour Support Plan (Stage B), then further support will be

discussed under Stage C '**Cause for Concern**'. At this stage we will seek active support from external agencies.

- applying positive handling (only used as a last resort to keep children safe, see full details in the Positive Handling Policy)

## Curriculum

Positive behaviour choices and emotional resilience are explicitly and implicitly taught throughout the curriculum. Understanding and managing feelings is taught through our PSHE Jigsaw lessons and incidentally in other areas of the curriculum and through problem solving in the playground and in other social situations.

We aim for all children to have the confidence, resilience and increasing maturity to deal with changes in school and at home, whatever they may be. We support them to develop:

- positive relationships
- good behaviour and manners
- an ability to problem solve both within and outside the classroom

## Mental Health and Wellbeing

Good mental health is important to us and we have continuously developed our social curriculum to reflect our commitment to achieving good mental health for our pupils, staff and parents. Our focus within this area is specifically demonstrated through:

- our PSHE scheme, which has mental health and wellbeing embedded within its lessons in addition to specific wellbeing lessons from another teaching resource
- pupils take part in daily mindfulness sessions after lunchtime across the whole school
- specific interventions: drawing and talking, pupil coaching sessions which utilise a growth approach
- staff specifically trained in First Aid Mental Health, Mental Health Champions, SCERTS (social communication, emotional regulation and transactional supports)
- our regular internal staff training which develops skill and knowledge within mental health
- access to an app called Reach to Teach which supports staff to understand how pupils can be supported across a range of needs
- use of specific assessment tools: Strengths and Difficulties questionnaire, Boxhall Profile
- regular information and resources that are shared with staff and parents: monthly Action for Happiness calendars and weekly Thrive documents that provide useful tips for enhancing mental health and wellbeing
- school wide focus on World Mental Health Day (October) as well as Children's Mental Health week (February)
- internal data captured through Pyramid of Need process which highlights vulnerable pupils (completed twice a year)
- direct external services work and swift referrals made to CAMHS, CDC and Early Intervention

- weekly Circle Time lessons that are specific to the needs of our pupils. The Circle Time lessons have a specific formula where connection, belonging and understanding are at the heart of each lesson. The Circle Time lessons also have 'grounding techniques' (techniques used to reduce anxiety) embedded within their planning
- focused assembly schedule that focuses on SMSC, British Values and our own SMILE initiative (Socially confident, Mentally wealthy, Intellectually curious, Life-long learners, Emotionally regulated)
- pupil wellbeing champions who meet regularly with the Wellbeing Officer to discuss practices at school as well as new initiatives
- Zones of regulation approach embedded into daily classroom practice. Our pupils use the 4 zones: Green – Good to Go / Blue – Rest and Get Ready / Yellow – Running Slow / Red – Stop and Think to help them self-regulate as well as apply specific strategies that they can use to get back to 'Good to Go'
- Self-regulation strategies are shared openly with our pupils, helping them to manage their feelings and any anxieties in a positive way

This is our school's vision statement for Mental Health and Wellbeing:



Our statement is continually referenced in our PSHE and Circle Time lessons, as well as in assemblies. Our commitment is demonstrated through our specific actions above

## Inclusion

Some children will need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour. We work closely with staff members and parents/carers to ensure that our approaches ensure success for all our children, whatever their additional needs may be. We acknowledge this through:

- understanding that some of our children, for some or all of the time, will need more of our attention and support than others
- our responsibility to teach social/emotional behaviour and understanding to all children
- planning and providing additional transitions within school (between phases, mid-year arrivals and externally into KS3)

- understanding that for those children identified with SEND, the system will be carefully modified or adapted to meet their individual needs. Appropriate pastoral programmes will be discussed with parents/carers in advance and every effort will be made to ensure that rewards and sanctions are applied consistently across settings (home and school) to increase chances of success. The pastoral programmes may include risk assessments and positive handling plans. Pastoral programmes will be reviewed periodically with the parents/carers.
- Significant or consistent behaviour concerns may be indicators of needs which can not be addressed solely through the home/school partnership. Where appropriate, we will seek support from external agencies such as Educational Psychology, Early Help Assessment, Child and Adolescent Mental Health Service (CAMHS). All external referrals will be undertaken following full discussion with parents/carers.
- All other interventions will be routinely recorded (i.e. school mentoring, social/nurture groups, lunch time support, 1:1 support, educational psychologist, well-being officer).

### Educational Visits

Although most trips are part of the National Curriculum and all children should therefore take part, occasionally a child's behaviour puts themselves or others in danger. Every effort is applied to make reasonable adjustments which may include requesting that the child's parent/carer accompanies the trip. If, however, an assessment shows that these risks cannot be adequately managed, children may be excluded from trips and also from extra-curricular clubs. Parents/carers will be informed in advance if this is the case.

### Screening and Searching Children

The school will 'search' children if there is good reason to suspect a pupil may have a **prohibited item** in their possession or that they have, in their possession, property which does not belong to them.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to:
  - Commit an offence
  - Cause personal injury or damage to property

By 'search' we mean that the child will be asked to empty a bag or pockets of their clothing; staff will not physically search a child. Only members of the leadership team may ask a child to empty their book bag or clothes pockets to ascertain whether such items are present. If items are discovered, the staff member will remove them and store in safe keeping until such time as the incident has been investigated and parents/carers have been informed. Any prohibited items or equipment which should not have been brought to school will be

returned only to the child's parent/carer. The Police/Community Police Officer will be contacted based on the danger posed by the item. **Knives, weapons, controlled substances, stolen items, pornographic images will be passed on immediately to the Police.**

Property which does not belong to the child will be removed and returned to its rightful owner following investigation. If a child refuses to empty their bag/pockets, parents/carers will be contacted and asked to attend school to enable the search. The matter may be further escalated by the Headteacher as necessary.

The school adheres to the statutory advice as set out by the **DfE: Screening, searching and confiscation** – Advice for Headteachers, Staff and Governing Bodies (January 2018). A link to the document is listed at the end of this policy.

### Exclusion

As part of our positive behaviour approach and depending upon the severity of a misdemeanour, the school expects to use supervised internal seclusions as much as possible before moving to the formal terms of an Exclusions Procedure: Fixed Term Exclusions and Permanent Exclusion.

The school adheres to the statutory DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017). A link to the document is listed at the end of this policy.

The decision to exclude rests with the Headteacher and will always be linked to disciplinary reasons. A decision to exclude a pupil permanently will only be taken:

- In response to a serious or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain would seriously harm the education or welfare of the pupils or others in the school

(Please reference further details in Exclusion Policy)

### Allegations

Any malicious allegations made by children against staff members regarding misuse of their powers will be dealt with accordingly by the Headteacher. The Headteacher will draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation. In addition, the Headteacher may also seek support and advice from the Borough's LADO and Schools HR.

### The Success of this Policy

The success of this policy will be monitored by the governors through:

- The number of incidents recorded
- The total number of internal seclusions
- The total number of fixed-term and permanent exclusions
- Pupil, parent/carer and staff voice questionnaires/evaluations

### **Policy review**

This policy will be reviewed annually and it will be amended following ongoing discussion between all members of the school community taking into account the success criteria described above.

### **Other Hermitage Primary School Policies**

This policy needs to be read in conjunction with other policies/documents, in particular:

Equality Policy

Anti-Bullying and Anti-Racism Policy

PSHE Policy

Home-School Agreement

Positive Handling Policy

Behaviour Principles Statement

Exclusion Policy

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## **Signatures**

**Headteacher: Ms E D'Souza**

**Co-Chair of Governors: Mark Richards, Sonali Somani**

## **APPENDICES**

- **Appendix A**                      SUCCESS and STEPS Framework
  
- **Appendix B**                      Breaktimes/Lunchtimes STEPS Framework
  
- **Appendix C**                      Reflection Sheets
  
- **Appendix D**                      Restorative Conversations
  
- **Appendix E**                      Caring Code
  
- **Appendix F**                      School Manners

