



Pupil Behaviour and Discipline Policy

Summer 2023

At The Grove Primary Academy, *respect* underpins our core values. We are committed to creating a safe and secure environment in which children can learn. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and everything in it. We recognise that every member of the school community has a responsibility for promoting good behaviour in school. We will always take a considered and sensitive approach so that we can support all of our pupils in order to develop citizens who will contribute positively to society and manage their environment in a thoughtful and considerate way.

The school takes a positive attitude towards discipline and behaviour, creating an atmosphere of friendly and relaxed relationships. Good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. It is the responsibility of children, all staff, governors and parents to ensure that high standards of behaviour are maintained and that cooperation and high expectations are at the centre of our beliefs. Discipline is seen as a positive and motivating factor and is an integral part of our ethos, encouraging children to care for one another.

The skills associated with emotional regulation are taught explicitly to children using 'The Zones of Regulation curriculum'. Children are taught that all emotions are valid and can be categorised into four coloured Zones. A strong distinction is made between how we feel and how we subsequently behave. The term 'unexpected behaviour' is used to describe behaviour that is in the wrong place and/or at the wrong time. Through discrete lessons, modelling and consistent use of language children learn to navigate their zones through the course of a day, use tools and strategies that support their regulation, understand more about responding proportionately to setbacks and are aware of the impact their behaviour has on the Zones of others.

The school staff employs a restorative approach to pupil discipline founded on Four R's-

- RESPECT – listening to other opinions and learning to value them
- RESPONSIBILITY – taking responsibility for your own actions
- REPAIR – discussing how to repair harm
- RE-INTEGRATION – working through a process that solves the problem

Taking responsibility, showing respect and telling the truth are all key in this approach. The 'harmer' is able to see the impact of their behaviour but also allows the 'harmed' one(s) the opportunity to see if they contributed to a conflict in any way by their own behaviour. Participants agree on how they are going to treat each other in the future; this gives them a personal stake in the success of future interactions.

'Making the Right Choice' is also a strategy that we deploy- especially with younger children.

This policy has been written following current government legislation and guidance (see **Appendix A**) and in relation to a number of other school policies (see **Appendix B**). The policy has also included guidance provided by Surrey Safeguarding Children Board (**Appendix C**)

Aims

We aim ensure high standards of behaviour by:

- developing a Pupil Behaviour and Discipline Policy that is supported and followed by the whole school community
- fostering a caring, family atmosphere, with a sense of community and shared values.
- ensuring that relationships between pupils and adults within school are mutually respectful.
- helping children to develop appropriate and relevant social skills
- creating a friendly environment in which children want to participate and belong.
- creating an interesting and stimulating environment in which children want to participate and learn.
- rewarding and praising good behaviour.
- allowing pupils to develop and demonstrate positive abilities and attitudes.
- showing pupils the consequences of their actions and choices.
- resolving behavioural problems in a sensitive and consistent manner.
- exercising zero tolerance in the case of bullying, racism, homophobia, fighting and aggression, cultural and religious bullying
- encouraging group co-operation and discussion.

General Management

- All pupils have a right to learn in a calm, supportive and purposeful atmosphere.
- All pupils have a right to come to school without the fear of being hurt or bullied in accordance with the school's Anti-Bullying policy.
- The Grove Code is discussed at the beginning of each school year and is drafted to reflect our school values. These outline expected behaviour in class and around the school.
- We aim to encourage and develop self-discipline at all levels, as it is a fundamental life skill.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Responsibilities of Children

- To follow The Grove Code
- To treat others with respect at all times
- To respond appropriately to the instructions of staff and other adults working in school
- To take care of property and the environment in and around school
- To cooperate with children and adults in all aspects of school life
- To learn to the best of their abilities and to allow others to do the same
- To move sensibly and quietly in and around school
- To be mindful of others' 'Zones'
- To share in celebrating the achievements of all members of the school community □ To use our 'Stop it, I don't like it!' strategy.*

* Using this strategy empowers children to stop behaviour from others that is upsetting them. The child is asked to raise their hand palm outward and say 'Stop it, I don't like [it]'. This will often have sufficient impact to prevent further incident. If the unacceptable behaviour continues, then the child is encouraged to seek an adult for help.

Responsibilities of Staff

Key points:

Teachers and all paid staff with responsibility for pupils have a responsibility to celebrate positive behaviour, support children with their Zones and to discipline pupils whose behaviour is unacceptable or who fail to follow The Grove Code.

Teachers can discipline pupils at any time they are in school or elsewhere under their charge. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. (See DfE Guidance in Annex A)

All staff:

- To comply with the school's policies and procedures
- To attend appropriate training
- To inform the Phase Leader, Academy head of any concerns
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential by offering high quality learning experiences
- To maintain high expectations of pupil behaviour and learning
- To provide an interesting, relevant and challenging curriculum
- To create a safe, stimulating and pleasant environment for learning
- To use rules and sanctions clearly and consistently
- To be a good role model for behaviour
- To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim
- To recognise each child as an individual and to take into account the needs of each child
- To praise and reward appropriate behaviour and achievements
- To keep records and report/feed back to governors on a regular basis (Head Teacher)

Responsibilities of Parents

- To ensure children attend school regularly and arrive on time each day.

- To inform school immediately of the reason for any pupil absence.
- To tell school staff about anything that may affect children's learning and well-being at school.
- To show an interest in all that their child does at school
- To offer help and support with learning at home, including the completion of home learning.
- To encourage independence and self-discipline in their children
- To establish good communication with school staff and support the behaviour policy
- To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
- To work with school staff to address and review any behaviour issues with their children

Responsibilities of Governors

- To ensure that the school has a Pupil Behaviour and Discipline Policy consistent with Government guidance.
- To ensure that the Pupil Behaviour and Discipline Policy is made available to parents.
- To ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures.
- To ensure that staff undertake appropriate behaviour management training;
- To review policies and procedures annually and provide information to the local authority about them and about how the above duties have been discharged
- To ensure the implementation of the policy through careful monitoring

Rewards

At The Grove Primary School, children behave well. Staff members have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of the pupils, thus reducing the likelihood of negative behaviour. Staff members encourage good behaviour through praise and rewards and by modelling. Our philosophy is to 'catch them being good', i.e. for every comment criticising negative behaviour we make more comments praising positive behaviour.

Most children at our school are motivated by and respond to praise. We endeavour to involve children in the learning process, giving them attainable, clear, short term targets which they strive to achieve. Our school values are re-affirmed by using a number of strategies in the classroom. These include:

- verbal praise and smiling at children
- constructive feedback about good learning
- awarding Dojos
- celebrating with members of the leadership team
- head teacher awards and certificates
- comments to parents at the start or end of the day or via Dojos

A Celebration Assembly is held once a week where the whole school can celebrate children's achievements and conduct and certificates are awarded. Lunchtime Supervisors can nominate children for certificates linked to our school Code.

End of year reports are also used as a vehicle for constructive criticism and praise.

Sanctions

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to make improvements to their learning and, when necessary, their behaviour. There are occasions, however, when a child's behaviour is unacceptable. Children need to discover where the bounds of acceptable behaviour lie. A range of strategies can be used to change an individual child's behaviour.

A child should never be chastised physically or humiliated. Each child is unique, so we investigate the cause of the behaviour and act appropriately. Minor breaches of discipline are dealt with by the class teacher in a caring, supportive and fair manner, taking the age of the child into consideration.

Care is taken to emphasise the behaviour not the child. Often simply talking to the child is the most effective way of dealing with a problem. Class teachers know their children well and can watch out for children behaving out of character or showing signs of distress or upset. Through talking with and listening to children, problems are often picked up in the early stages.

A range of sanctions may be used for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect them. They might include:

- A verbal reprimand
- Red dojos
- Extra work or repeating unsatisfactory work until it meets the required standard
- Missing reward time
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days)
- Missing break time
- Missing lunch-time play
- Imposition of a task – such as picking up litter; tidying a classroom; or removing graffiti- (relevant to the misbehaviour)
- Regular reporting
- Children to be sent to Phase Leader or another class for time out or reflection

Class teachers are empowered to manage behaviour in accordance with the policy and with the support of colleagues including class LSA's and Phase Leaders.

In extreme cases children may be sent to discuss their choices and reflect with the Academy Head. On very rare occasions the school may use temporary or permanent exclusion.

The following strategies may be used to modify behaviour, depending on the circumstances and individual needs of the child:

- redirect the child to another activity
- talk to the child/children about an incident

- move the child from the group to work on his/her own remove child from the class and place in another class or with a senior leader
- involve the parents to co-operate on an action plan (PSP) □ being clear about expectations

If problems have arisen at lunchtime a midday supervisor involved will make every effort to resolve them during the break. The Senior Lunchtime Supervisor may report the incident to the class teacher at the end of the lunch break.

Procedure for establishing the truth

Children involved in incidents that disrupt the harmony of the school or wellbeing of any child will be asked to speak with the Head Teacher. Others involved will also contribute information so that the truth is established. This will then be used to verify allegations made and records will be available for parents to see, should the problem progress to that level of involvement.

Discipline Procedure

If a child behaves in a manner which does not meet the expected standards of The Grove Code or prevents other children from learning he/she will:

1. Experience verbal reprimand by teacher/non-teaching staff. Pupils may be separated.
2. When negative behaviour/attitude persists, sanctions may be put in place. Sanctions may include denial of playtimes or lunchtimes, 'catch ups' with missed learning (under direct supervision at home/school).
3. Communication with parents will take place as appropriate.
4. Any incident or persistent problem will then be reported to the Phase Leader, Deputy or Head Teacher.
5. If behaviour is still not showing signs of improvement (if several Unacceptable Behaviour records have been logged) the Head Teacher will request a formal interview with the child's parents.
6. If no progress is made with the agreed behaviour management plan, the Head Teacher or SENDCO may involve outside agencies.
7. If the behaviour still continues, a Pastoral Support Plan (PSP) is operated. The child would be excluded for a minor fixed period. At this point, as in all cases of exclusion, the parent/guardians will be asked to bring their son/daughter to discuss the terms of re-admittance with the Head Teacher.
8. If there is still no improvement in behaviour, he/she will be recommended for permanent exclusion.

This procedure will also apply to any behaviour or bullying issue that occurs anywhere outside the school premises and which is witnessed by a member of staff or reported to the school:

- during school related off-site activities

- when travelling to and from school
- whilst wearing school uniform
- where a child can be easily identified as a pupil at the school
- where the behaviour could have repercussions for the orderly running of the school
- where the behaviour poses a threat to another pupil or member of the public
- where the behaviour could adversely affect the reputation of the school

Children with social, emotional, behavioural and/or learning difficulties may need different strategies to support them in reaching the same expected behaviours and adaptations will need to be made. Information about Behaviour Plans in these cases is shared with staff at whole staff briefings.

At The Grove Primary School we believe that all staff, governors, parents and the children should share responsibility for the maintenance of high standards of behaviour in our schools. Our school has adopted the following Government guidance (The Department for Education, Ensuring Good Behaviour in Schools 2012):

Searching Pupils:

“School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items.”

Use of Reasonable Force:

“All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.”

What is reasonable force? Who can use it?

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force would be used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

At The Grove we might need to use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of school staff have a legal power to use reasonable force; this power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. There is also a legal duty to make reasonable adjustments for disabled children and those with SEND.

When can reasonable force be used?

At The Grove, reasonable force might be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force might be used. To:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff members working with children who are likely to need restraint are given appropriate training.

The school cannot and will not use force as a punishment – it is always unlawful to use force as a punishment.

Any incident requiring the use of force would need to be reported to the Head Teacher and an incident report form completed by the member of staff concerned. The head teacher would make a decision as to how best to share with parents and appropriate next steps. (*ref: DFE publication: Use of reasonable force: Advice for headteachers, staff and governing bodies -July 2013*)

Exclusion:

“The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.”

Temporary exclusion or exclusion will be the ultimate result for the pupil. If this is necessary a subcommittee of the Governors may be convened to investigate and to the main Governing Body as appropriate. Parents have the right of appeal to the Governing Body against any decision to exclude their child.

The Zones of Regulation

To support our behavior policy, The Grove teaches The Zones of regulation. Children are encouraged to use The Zones of Regulation to support them to self-regulate. The Zones categorises the complex feelings and states that children experience and aims to improve their ability to communicate how they are feeling.

Pupils learn the language of The Zones and acquire a wider perspective about how others see them and what their particular emotional triggers are. Calming, alerting and problem solving strategies are taught and pupils develop their own Zones toolkit to help them move between Zones successfully.

The Zones of Regulation categorises states of alertness and emotions into four coloured zones. At school, when in the classroom, the aim is always to be ready to learn.

THE BLUE ZONE

Describes low states of alertness, such as when you feel sad, tired, sick or bored. This is when your body and/or brain is moving slowly or sluggishly.

THE GREEN ZONE

Describes a regulated state of alertness. A person may be described as calm, happy, focused or content when in the Green Zone. This is the zone pupils generally need to be in for learning and for social situations to be successful. Being in the Green Zone shows control.

THE YELLOW ZONE

Describes a heightened state of alertness. However, the child has some control when in the yellow zone. The child may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness confusion and many more slightly elevated emotions and states when in the yellow zone (such as wriggly). The Yellow Zone is starting to lose some control.

THE RED ZONE

Describes extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror or elation when in the Red Zone. Being in the Red Zone can best be explained by not being control of your body.

APPENDICES

APPENDIX A:

DFE GUIDANCE ON ENSURING GOOD BEHAVIOUR IN SCHOOL

Behaviour and discipline in schools: Advice for head teachers and school staff – September 2022

Use of Reasonable Force – advice for head teachers, staff and governing bodies – July 2013

Exclusion from maintained schools, academies and PRUs in England – September 2023 (gov.uk)

Searching, screening and confiscation- July 2022

Dealing with allegations of abuse against teachers and other staff- March 2012 SEN

Code of Practice

SEND Code of practice January 2015

APPENDIX B:

RELATED SCHOOL POLICIES

The Behaviour and Discipline Policy is one of the essential Safeguarding Policies of the school.

Safeguarding and Child Protection Policy

Anti-Bullying Policy

E-Safety

Health and Safety

Attendance

SEND Policy

Speaking out

Recruitment and Selection

Staff Discipline

APPENDIX C

ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE SCHOOL (INCLUDING VOLUNTEERS)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

the school will follow guidance given by the Surrey Safeguarding Children Board procedures that can be accessed at <http://sscb.proceduresonline.com/chapters/contents.html> **Allegations Against Staff, Carers and Volunteers.**

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

APPENDIX D

The Grove Code.

The Grove Code helps to remind us how to treat others with respect in class time and at play .



The Grove Code

As Grove learners we:

- respect ourselves and each other
- listen
- try our best
- are kind and gentle
- look after property
- tell the truth (however hard it is)

