

Introduction

This policy is for the information of staff, governors, parents and all those concerned with the welfare of children at Pottery School. It is the responsibility of staff and governors to ensure the agreed policy is understood and implemented by all those working in Pottery School.

Philosophy of Discipline and Behaviour: What We Believe

At Pottery Primary we believe a safe, responsible and caring environment will facilitate the smooth operation of the school and enhance its ethos. We place great importance upon being polite and friendly, helpful and kind, on working hard and looking after each other and our school.

We expect a positive and consistent approach towards every aspect of school life from all members of our school community. The full support of parents will be actively sought and welcomed.

Pottery School Aims

Good behaviour and discipline are essential for effective teaching and learning to take place.

It is our aim to:

- Create a happy, safe working environment for pupils and staff, where each person is valued for what they can contribute and accomplish;
- Promote among pupils, self-discipline and proper regard for authority;
- Encourage good behaviour and respect for self and others;
- Regulate pupil conduct to ensure acceptable standards of behaviour are maintained.

Equal Opportunities

In regulating pupil conduct and maintaining discipline, staff will avoid any bias according to a child's sex, ethnic origin, disability or social background and will adhere to procedures outlined by Derbyshire County Council. Pottery School has policies addressing the following issues:

- Bullying
- Sexual Harassment
- Racial Harassment
- Race Equality and Cultural Diversity
- Disability Scheme
- Peer on Peer Abuse

It is expected that staff, pupils and governors will adhere to these policies at all times.

Health and Safety

- All pupils will be made aware of the link between good behaviour and health and safety issues.
- Staff will look for opportunities to affirm co-operation and safe, considerate behaviour at all times.
- When pupils undertake visits and studies beyond the school site, the school's Health and Safety policy will be adhered to fully. Children will be required to display the same standards of behaviour as those expected in school. Children will behave in a considerate, responsible manner, showing respect for others and the environment. Children whose behaviour does not conform to expectation and who it is deemed may be a health and safety risk to themselves or others may not undertake visits beyond the school site.

Code of Behaviour

Pottery has a short code of school and classroom rules that make expectations explicit and are displayed in every classroom:

- Always follow the adult's instructions straight away.
- Treat people kindly and politely.
- Keep your hands and feet to yourself.
- Always walk when moving around school.
- Respect: yourself, others and our environment.

Class teachers may create one more rule with the children that are specific to them and their class circumstance.

The basic principle which all in school are expected to observe is that we avoid saying or doing anything that might offend, upset or injure other people.

No child should prevent the teacher from teaching and the learner from learning.

Each class teacher is expected to maintain discipline both within his or her class and in the school as a whole. Keeping up good standards of discipline and establishing a pleasant and respectful working environment is very much a team effort from **all staff**.

We consider that positive reinforcement of good behaviour is more effective than negative consequences.

Teachers, Teaching Assistants, Midday Supervisors and Primary Support staff use a variety of reward systems: praise stamps, stickers, notes and certificates. Each class has a trophy that is presented to a child in the class each week, these are presented as part of a weekly key stage assembly.

Early Years – Reception classes

Staff use a weekly 'colour system' that has coloured bears or cats and all children start the week on green. If they do something above what is expected of them throughout the week they will move to gold. If a child is on gold by Friday they choose a prize out of the treasure box.

If a child chooses not to follow one of the 5 school rules they have a verbal warning and they are moved onto yellow. Staff explain to the child why they have been moved and what they could do in order to move back up to green.

If this happens again when they are already on yellow, the child will be moved to red and the parent will be informed of what has happened at school and what we have done to support the child in their understanding why they have been moved.

If they are on red and they misbehave again we will send a child to another class for a short period of time and send a letter home explaining to the parent what has happened and how we plan to support the child in understanding their actions and making better choices.

If a child is on gold and misbehaves they will be moved to green.

If a child is on red or yellow and behaviour improves then they can move back up to amber/ green.

Gold Star Scheme for Key Stage 1 and Key Stage 2

The decision to award a gold star for the week is made around the classroom behaviour system. The star gives privileges to the **junior children** for that week e.g. being able to use a chat room, games room, ICT suite at lunchtime (unsupervised). In **infants** at year 1 and 2 it is the privilege of wearing the star. Stars are collected back each Friday and re-issued the following Monday.

How does this work:

The 'traffic light system' colours are Gold, Green, Amber, Red.



All children start on Gold, unless they have misbehaved the week before, when they start on green. If a child has been moved on the class behaviour system from green to amber or red then they do not have a gold star awarded the following week but move back to green.

Procedure for children in Key Stage 1 and Key Stage 2 choosing not to behave as expected

If children in either key stage one (years 1 to 2) or key stage two (years 3 to 6) **choose** not to follow the school rules there is an agreed procedure for action.

Stages:

Initially, the class teacher deals with any anti-social behaviour using the traffic light system whereby all pupils have a number card e.g. 14, which correlates to their name on the green card at the start of the week:

1. A verbal warning is given, if this behaviour continues then name moved to amber (names on amber may be moved back to green during/at the end of the day following discussion but junior children will lose the right to a gold star that week). Infants may earn that right back.
2. Second warning - name moved from amber to red and this stays on red for the week.

3. On a third occasion that week the child is sent to another class teacher with red card for 15 - 30 minutes (juniors), 5m (infants). This is 'cooling off' time to give the child time to reconsider their attitude and behaviour causing concern before the issue becomes extreme. Parents are notified by letter (see appendix 2) that their child has been sent out of class and asked to acknowledge this by return.
4. On a fourth occasion that week the child is sent to another class teacher as above and parents invited to school to discuss redressing behaviours causing concern with the child.
5. On a fifth occasion that week the child is sent to the head teacher for 15 - 30 minutes where he/she receives 'behaviour counselling'. (If head teacher is absent, to a member of the senior management team). Parents are invited to a meeting with a member of the senior management team and class teacher to agree a plan for improving the child's behaviour (this may involve outreach support).

Golden Time

The juniors (years 3, 4, 5 and 6) decide each day what kind of day they had as a class based on 10 key criteria below. If they have achieved one element collaboratively they score 1 point (possible of 10 each day). The highest scoring junior class and the junior class which has made the most improvement over the week earns 'golden time' for 15m - 20m which is where the children chose an activity e.g. basketball outside, parachute games, indoor games.

The 10 point criteria:

1. I am an attentive and active listener.
2. I am calm, caring and considerate to others.
3. I make sure my work is always the best it can be.
4. I respect all adults in school. For example, I show my respect by holding doors open for them and letting them pass in doorways and in corridors.
5. I always have a positive attitude.....'I can, I can
6. I work well as part of a team and group. Together we achieve more.
7. I always remember my 'Yes please'. 'No thank you'. Excuse me.'
8. I line up correctly at the end of break times.
9. I walk around the school site
10. I knock on a door before entering as it is polite when visiting someone's room.

House system

We have a school house system; children in the same family are in the same colour house. This has proved very popular and is linked wherever possible to school team events e.g. sports days. Children are awarded house points for a variety of things throughout the day and these are posted in the house box in the school hall and counted each week in key stage assembly. The winning team at the end of a term have a 'treat'. Positive behaviour that conforms to expectations is rewarded with house points throughout the term gaining points towards winning. Totals for house points are announced in weekly assembly.

Playtime and Lunchtime

If anti-social behaviour should occur beyond the classroom, class teachers will be informed in the following ways:

At playtime, the duty teaching assistant deals with the behaviour, but informs the class teacher as soon as possible

At dinnertime midday supervisors initially deal with 'anti-social behaviour.' Depending upon the gravity of the incident this will be then reported verbally to the senior midday supervisor. If the behaviour is deemed 'a health and safety risk' to others or 'breaks a school rule' then children from year 2 to year 6 are sent to the withdrawal room where they are supervised by a member of staff for the rest of the lunchtime. If they are sent after 1.00pm (lunchtime finishes at 1.15pm) then they are expected back on the following day. Staff in the withdrawal room complete a blue card informing the class teacher that the child has been 'withdrawn' that lunchtime and why. The class teacher can then refer to the withdrawal room log-book and pupil incident sheet for more information if needed. If a child is wearing a gold star that week the gold star will be removed and the child will be on 'amber' warning on the class behaviour system. Children without a gold star will move one place on the behaviour system.

Pupils appearing for a third time in any one half term in the withdrawal room have a letter sent to parents or a phone call alerting them to which days their child has been removed from the playground and informing them that if anti-social behaviour persists e.g. another incident that half term, then the child will be issued with a fixed term lunchtime exclusion for up to 5 days.

Children in reception and year 1 are referred by staff in the withdrawal room (having taken details of the incident) to a member of the senior management team (head teacher or assistant head teachers) who will inform the class teacher and if a persistent problem agree a course of action which will involve discussions with parents.

The Headteacher, when informed of pupils who persistently exhibit anti-social behaviour out of the classroom, can impose a sanction of debarring from the playground for a specific duration on Health and Safety grounds. At morning playtimes, such pupils will be sent to the school office or overseen by a member of the Senior Leadership Team. A pupil who is debarred from the playground during dinner times will be the specific responsibility of his / her parents from 12:05 to 13:15. Any such pupil who is entitled to a free school meal will eat this before leaving the premises with parents.

External Signposting

The police may be involved with certain incidences. Pupils are never interviewed by the police without parental permission (unless in exceptional circumstances). Parents of pupils who have been assaulted have the right to report incidents to the police as have the pupils themselves. The age of 'criminal responsibility' is 10 and we work with the community police in school in educating our pupils so that they develop/have an understanding of this, in that at the age of 10 they are responsible for the decisions they make and can legally be held accountable for these.

If anti-social behaviour still persists it is at this stage that the head teacher, class teacher and SENCO (special educational needs co-ordinator) decide whether to place the child on the special needs register for behavioural difficulties and if a child is placed on this register an Individual Behaviour Plan (I.B.P) will be written for pupils alongside a home/school book. Parents will be involved in the writing of the targets for the behaviour plan and this will be reviewed at a termly meeting. After a term, if little improvement is seen the school may make a formal referral to the behaviour support service asking that an outreach specialist behaviour teacher become involved.

There are a range of support agencies who may be involved in the school's effort to direct a child away from persistent anti-social behaviour. Such agencies will be called upon as appropriate, after consultation with parents. These include: Behaviour Support Staff, Educational Social Workers (E.S.W.s), School Nurses, and the Educational Psychologist.

If a pupil continues to display unacceptable behaviour within our school environment, despite support, the ultimate sanction will be exclusion. Before this point is reached consultation with parents and the pupil will take place.

The duration of any exclusion is based on specific circumstances.

Rainbow Room

Our lunchtime rainbow room is used by children who either find social interaction extremely difficult or they find managing their own behaviour difficult **and** they have an additional need. By agreement with the headteacher or special needs coordinator (SENCO) the child access the room all lunchtime or some of the lunchtime. This room is staffed and there are lots of activities to engage the children e.g. painting, construction, craft, toys and games. This prevents our most vulnerable children being excluded and is very successful.

Statement on the use of Physical Touch

The Governors at Pottery Primary School recognise that physical touch is an essential part of human relationships. As such, no touch policies are questionable, and could actually be classed as 'acts of omission'. However it is appreciated that there are some concerns around safeguarding in some establishments.

In our school, adults may well use touch to prompt, to give reassurance or to provide support, but this must be used sensitively and appropriately, in line with our Child Protection protocols and the unique needs, characteristics and preferences of the individual.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain, injury or use power,
- be in the best interests of the child and others,
- have a clear supportive purpose for the pupil/young person,
- take account of gender and cultural issues.
- take account of specific known historical experiences of the young person
- be within the principles of the law

Some pupils/young people may find physical touch unwelcome and this right must be respected. Such sensitivity may arise from the pupil/young person's cultural background, individual needs, personal history, age etc. At our school the head teacher is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome, where this is known.

With the above in mind and based on the principle that touch will only be used in appropriate situations in this school the likely situations where touch will be acceptable are:

- To administer first aid
- To administer medicines (in keeping with a child's care plan e.g type 1 diabetes)
- To apply sun cream (in line with school's policy on this)
- To support a pupil/demonstrate a technique within PE or other practical curriculum area
- To deliver personal care to a pupil who requires support as part of a care plan
- To provide emotional support and re-assurance to a pupil
- To carry out physical interventions as necessary

What Is 'Physical Intervention'?

There is a difference between Physical Intervention and Restrictive Physical Intervention. In this school these are defined as follows:

Type	Definition	Example
Non-restrictive physical interventions.	Where physical touch is used to support the young person and they have the choice to move away from the touch or where a cause of distress can be removed without the need to touch the young person.	In this school this includes: <ul style="list-style-type: none"> • guiding/shepherding a person from A to B • Removal of a cause of distress, such a adjusting temperature, light or background noise.
Restrictive physical interventions	Where the adult takes control of the young person and their actions to prevent, impede or restrict movement or mobility.	In this school this includes: <ul style="list-style-type: none"> • Holding a pupil • Blocking a person's path • Specific interventions as per a child's individual plan (following an audit of need, a risk assessment and person specific training).

As a school we take note of the following guidance:

DfE non-statutory Guidance: Use of Reasonable Force – Advice for Head Teachers, staff and governing bodies

Use of Physical Restraint

As a result of the Education Act 1996, 550A, from 1st September 1998, the powers of teachers and others in all schools to use reasonable force when in charge of pupils has been clarified. The use of corporal punishment is not authorised.

Teachers and others working at Pottery School will adhere to the following procedures:

- Where it is known or anticipated that a pupil's behaviour might require physical control or restraint, a specific plan will be drawn up for that pupil and communicated to all involved – parents, staff and pupils.
- Reasonable force can be used in the following circumstances if appropriate:
 - ⇒ Where a criminal offence is being committed;
 - ⇒ In self defence where risk of injury is imminent;
 - ⇒ Where there is a developing risk of injury (to themselves or others) or significant damage to property;
 - ⇒ Where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils;
 - ⇒ When the action occurs on the school premises or during an authorised activity off the premises.
- Under the Education Act 1996 all qualified teachers are authorised to use reasonable force to restrain pupils.
- Other people, authorised by the Headteacher, can use reasonable force if appropriate. This might include those who work regularly in the school as classroom assistants, midday supervisors etc. Authorisation can be on a long-term basis or for a specific time. Training (when available) and guidance will be provided for all those authorised who should be thoroughly conversant with their responsibilities.
- Careful consideration will be made regarding the suitability of other people authorised to use reasonable force.
- There is no legal definition of "reasonable force" but three criteria are established for guidance:
 - ⇒ If the circumstances of the particular incident warrant it
 - ⇒ The degree of force must be in proportion to the circumstances
 - ⇒ The age, understanding and sex of the pupil

Minimum force should only be used and never as a punishment.

- All incidents when restraint is used must be recorded immediately and reported to the Headteacher or in the absence of the Headteacher a senior manager, as soon after the use of restraint as possible and on the day of the restraint (refer appendix for restraint record form).
- A complaints procedure is available for parents. This will be used where parents believe inappropriate intervention has been used. However, it is envisaged that through this clear policy document, complaints will be minimised.

NB - This guidance **does not allow restraint to be used as a disciplinary action or as a punishment.**

Each and every incident where restraint is used will be examined on its merits. Authorised people will be extremely cautious about using restraint and must be aware of the school policy on discipline. Everyone has the right to defend themselves against attack provided that they do not use a disproportionate degree of force to do so.

Duty of Care

Staff are be aware that their employment imposes upon them a duty of care to maintain an acceptable level of safety and acknowledge that it is not acceptable to do nothing.

Review

The Headteacher, Staff and Governors will review this policy regularly. Any changes or amendments will be presented to the Governing Body for their consideration.

Appendix 1 - Restraint Report Form

Copies to:

Local Authority, pupil's buff folder and school assault, accident and restraint file.

RESTRAINT

INCIDENT REPORTING - WHAT TO DO

1. A copy of the attached "Restrictive Physical Intervention Record of Incident" form must be completed following every Physical Intervention. The form to be completed as soon as possible in line with the guidance in the school policy.
2. The form must be passed to the Headteacher immediately it is completed.
3. All witness statement taken in accordance with the guidance should be attached to the form by the Headteacher/relevant senior member of staff who undertakes the witness interviews.
4. A copy of the form should be filed confidentially in the School's record system and a copy should also be sent under confidential cover to the Children and Younger Adults Health and Safety Section at County Hall.

**RESTRICTIVE PHYSICAL (RESTRAINT)
Record of Incident**

Date of Incident:	
Name of School:	

1. Names of those Involved: Staff:	Others:
Pupil(s):	

2. Time of Incident:
Location:

3. Events leading up to physical intervention (including alternative strategies used):

4. Account of actual incident (include details of actions, method of restraint, words used, witnesses, etc)
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5. Outcome/resolution of incident:

6. Follow up actions (advice to carers, support for staff and pupils involved etc):

7. Names of witnesses and attached witness accounts (signed by witness):

8. Record if any injury/damage to property:

Signed:

Position:

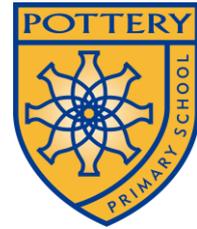
Date:

Appendix 2 - Letter home at stage 3

Pottery Primary School
Discipline and Behaviour Policy

Headteacher : Mrs. G. Hutton

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No child should prevent the teacher from teaching and the learners from learning.

Date: _____ Child's name: _____

Dear

I am writing to inform you that _____ was sent out of class today to another teacher.
The behaviour/s causing concern is/are:

I have reinforced the expectations of acceptable behaviour in the classroom with and I would appreciate your support in doing the same.

Please return the acknowledgment slip below to me as soon as possible so that I know you have received this letter.

If _____ is sent out again this week you will be contacted by the office staff asking you to make an appointment with me to discuss how we can work together to redress the inappropriate behaviour/s which prevent me from teaching and others from learning.

Yours sincerely,

Class teacher

Behaviour and Discipline Policy

Acknowledgement slip re: letter to parent/s at stage 3 of classroom system.

Child's name _____

I have received the letter regarding my child having 'time out' of the class due to inappropriate behaviour and understand if this happens again this week someone will contact me.

Signed _____ parent / guardian date: _____