Aveley Primary School

Behaviour and Discipline Policy

Review Date: July 2027

School Vision

Every person feels valued, respected, listened to and is an active member of Team Aveley. All here are encouraged, and feel safe, to take risks which impact positively on their learning and sense of self. Each member of the school community is responsible for upholding consistently high expectations, ensuring the very best opportunities, outcomes, knowledge and skills for a successful future. We believe the fostering of positive relationships between all involved (pupils, parents, staff and governors) is essential to enable each child to achieve the above, irrespective of race, culture, gender or individual needs.
We live by our Core Values of Respect, Positivity and Responsibility

A Whole School Approach

At Aveley Primary School, we believe that good behaviour is the key to a good education.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to encourage high standards of positive learning behaviour.
- We/All staff will manage this through praise and positive reinforcement.

Rights and Responsibilities

Everyone in the school community has rights and responsibilities to ensure that Aveley Primary School is a safe place to learn and play.

- Children have the right to learn and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly and safe school which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn and play in a friendly, safe and helpful school.

Code of Conduct

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. At Aveley Primary School, we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration and responsibility. Our expectation is that everyone in the school community will aim to show these behaviours at all time

Whole School Behaviour Policy

Overview
The principle behind this policy is:

- That all pupils have the opportunity to make positive choices about their learning behaviour and influence outcomes
- That teachers promote positive learning behaviour within their teaching and effective behaviour management skills
- Pupils who are regularly following the rules are publicly praised within the classroom environment
- Teachers are connecting with pupils in order to maintain a positive relationship and work effectively.

Expectations :

- Positive behaviours are discussed and expected by all.
- There is an expectation that pupils make positive individual choices about their behaviour and effort.
- If pupils make negative individual choices, the teacher or LSA issue a verbal warning.
- If they continue with this negative behaviour then they may have some reflection time in another class
- For exceptional work or attitude to learning, the children may earn the opportunity to share their work with an adult of their choice and can earn 'Proud Cards' handed out by any adult within the school.

Praise is the most powerful form of influencing children's behaviour

Types of Behaviours that will be praised:-
School Values
Completing work to the best of ability
Being helpful
Being kind or considerate
Risk taking
Remaining on task
Being polite
Moving around the school sensibly
Meeting a target
Showing improvement
Listening well
Demonstrating a positive attitude
Setting a good example
Taking ownership of learning

Curriculum

We recognise that well planned, motivating lessons have a positive impact on pupil's learning behaviour. Whilst holding high expectations we ensure that lessons are differentiated to meet pupil needs and abilities.

Through PSHE we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning.

Low level redirection strategies and verbal warnings

In-class Consequences

- Staff use least intrusive skills to redirect learning behaviour.
- All members of the classroom community constantly support pupils to make appropriate choices so that they can manage their own behaviour positively.

The following actions are consequences:

First warning - Children are first given a verbal warning about their behaviour and the opportunity to correct themselves. If unwanted behaviours persist they will be given a formal first warning.

Second Warning - Thinking Time. This provides the opportunity for a pupil to start making the right choices.

Third Warning - Reflection Time in a partner class (lead teacher). The child will take a reflection sheet with them to complete and then return to class.

On successful completion of the Reflection Time the pupil moves back to their class.

Expectations are that exiting for Reflection Time is **very rarely used** as children should always be expected to modify negative behaviours following a warning. After every use of Reflection Time, the teacher will hold a restorative meeting with the child to encourage them to identify how they could rectify their behaviour in the future.

Policies and practices may be adapted for pupils with SEN e.g. pupils given visual prompts

Further consequences

It is preferred that the vast majority of Behaviour Consequences WILL be dealt with and followed by the Class Teacher. It is only in EXCEPTIONAL cases that the following will need to be used:-

Senior Leadership Team involvement.
Pupils will be referred to the SLT for serious behaviour issues. Pupil behaviour will be discussed and there are three likely outcomes:
A. Reflection time with SLT (using restorative conversation)
Pupil thinks of strategies to repair situation and report back at the end of the day.
B. Phone call or letter home
Parents/ carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour.
C. Parent/ Carer meeting - This may include reviewing and developing pupil targets or developing an individual behaviour plan.

Policy on Exclusions, 'Time-Out' and Detentions

If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Management Team, in line with the DfE Exclusions guidance.
Suspension and permanent exclusion guidance

Pupil exclusions may be used in the school for different lengths of time. No pupil should be excluded & left unsupervised at any time.

'Time out' is a strategy available to staff & includes a short period when a child is excluded from an activity, this could be followed by a short period of 'time out' in another classroom for more persistent or serious behaviour.

In consultation with the Head of School and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class. Pupils may also be excluded from lunchtimes/playgrounds.

Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements, are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' exclusion, parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

Vulnerable Pupils
During their time at school, some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils and alternative more appropriate strategies will be deployed which may supersede any guidance within this policy.

Behaviour tracking sheets from class teachers will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils. This information will contribute towards:

- Behaviour Plans
- Pastoral Support Programmes
- Support from external agencies

The school will need to work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

If a pupil is excluded from the school, this will be undertaken within the DfE Exclusions guidance. On return to the school, a plan and strategies will be developed to support the pupil's successful reintegration into the classroom.

The Use of Physical Restraint

In order to maintain firm boundaries of acceptable learning behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical restraint with some pupils; Safer Handling. This is always a last resort when all possible options for giving the pupil time/space to regain self-control have been exhausted and concerns are raised around the safety of the child or others.

Refer to school policy on Positive Handling.

Racial & Sexual Harassment

Racial Harassment is defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and / or there is evidence of racism.

Sexual harassment may be defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their gender, when the victim believes that the perpetrator was acting on gender ground and / or there is evidence of sexism.

Dealing with racial and sexual discrimination and harassment

At Aveley Primary School we believe that:

- Everyone should be treated with respect and courtesy
- Consideration should be given to other people, their feelings and opinions
- Problems should be discussed and conflict avoided

Discrimination – making a distinction between people based on race or gender, and acting on that distinction to someone's advantage of disadvantage.

Harassment – behaving towards someone in a way that is unwelcome or hostile because of their race of gender.

Acts of discrimination and harassment are contrary to our code of conduct.
Our aims:

- To treat every child, regardless of gender, social or cultural background, ethnic origin or religion as being of equal value and having the same entitlement to educational opportunities.
- There is no place for discrimination or harassment on the basis of gender, ethnic origin, culture or religion in Aveley Primary School, and our aim is to eliminate them.
- To extend our pupils' knowledge and understanding of other cultures, by providing a wide range of experiences: these will involve discussion and debate, displays, including artefacts and posters, and the use of music, dance and drama.

Expectations of Pupils

If you are being harassed, or you believe another pupil is being harassed, you must tell someone. This could be your class LSA/teacher/lead year, Deputy or Head of School. Most adults take racial and sexual harassment very seriously, so if the first person you tell doesn't believe you, tell someone else. You should also:

· Remember that it is not your fault and that it is not normal or acceptable to sexually or racially harass someone;
· Avoid reacting to harassment in a violent manner; keep calm and report the incident as soon as possible;
· Make sure you follow the code of conduct and show consideration to others at all times.

Expectations of Staff

Staff should:

· Ensure that all incidents of discrimination and/or harassment are dealt with positively and immediately.
· Be careful to avoid using patronising language when helping to solve problems with pupils.
· React positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions etc. and reinforce the school's code of conduct and policy on harassment.
· Ensure that the (appropriate member of staff) is informed in writing of any instance of harassment, and what action you have taken.
· Deal with the problems calmly.
· Show tolerance, courtesy and respect to each other and our students.
· Foster positive relations with students.
· Deal with incidents of discrimination and harassment promptly.

Expectations of Parents

The role of parents is vital in supporting and reinforcing school policy on racial and sexual harassment. Please encourage your child to:

· Follow the code of conduct.
· Report instances of discrimination and/or harassment.

Young children may find it difficult to recognise some of the more subtle forms of discrimination, e.g. non-inclusion of individuals based on gender or race – 'this game is too rough for girls'.

You should:

· Report any concerns about racial or sexual discrimination to us promptly.
· Make sure you get feedback.
· Let us deal with the problem in school, do not confront the offender yourself.
· Come back to the school immediately if you have further concerns or a problem appears to be continuing or resurfacing.

General information and advice

In modern Britain we expect to be treated with respect and dignity regardless of our gender or background. This was not always the case, as the struggle for women and workers' rights earlier in the last century testifies. Indeed, the struggle against discrimination in the workplace continues today. Today there is a richness and diversity of culture and experience in our country which is part of our heritage. This provides a unique opportunity to understand and share the customs of others and their various responses and contributions to our daily life. Unfortunately, not all adults welcome such diversity and their children bring into school attitudes and language that are not always tolerant or appropriate.

Young children often repeat the language used at home with little understanding of meaning. Whenever appropriate we will therefore make parents aware that we have a policy of welcoming and celebrating cultural and religious diversity. This may be on an individual basis or addressed during parent meeting. Children need affirmation of the value of people of all cultures and genders. They also need to be helped towards avoidance of stereotypes and misinterpretations that can form at a very early age.

Racist incidents may come in many forms, for example young children refusing to hold hands or sit next to or partner a child. In older pupils it may be name-calling, repeating comments brought from home, an aggressive manner towards ethnic minority pupils and imitating accents. We recognise that young children innocently use the colour of a child's skin as a way of identifying a child to someone else. We must encourage pupils to develop non-discriminatory attitudes towards others.

The school will, therefore, both in social situations and through the curriculum (in areas such as Social, Moral, Spiritual and Cultural Education, Religious Education, Art, Music, Drama and Dance), continue to develop a wider understanding of religious and cultural differences. We will promote a tolerant and sensitive attitude to the needs and feelings of others.

PROCEDURES FOR DEALING WITH INCIDENTS OF RACIAL AND SEXUAL HARASSMENT

These guidelines should be followed by all staff, teaching and non-teaching, who are aware of, or suspect, an instance of racial or sexual harassment. Staff should be sensitive towards the difference between unwitting discrimination and harassment.

1. In cases of discrimination it should be explained, calmly and quietly, why this may give offence and be discouraged
2. Incidents of harassment should be picked up immediately and it must be made clear that this is unacceptable. Action and support for the victim must be provided as quickly as possible
3. A member of SLT must be informed immediately, in writing, of your concerns
4. A member of SLT must follow up the incident as quickly as possible making sure that written statements are taken from the children concerned. Notification of any racial incident needs to be recorded using the Racial Incident Form and incidents reported to the LA on a termly basis.
5. A member of SLT should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the school has taken. They should be offered the opportunity to come into school to discuss the situation.
6. Counselling of the offender and victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
7. The pupil who harasses others, and his/her parents must be left in no doubt of the school's view of harassment and of the range of sanctions that may be imposed should there be a repeat.

Monitoring and review

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.
This policy will be reviewed by staff on an annual basis.

Next review date: July 2027

Appendix 1

Strategies to help children make the right choices in their behaviour:

It is important that children recognise that they can play an important role in supporting children to make the right choices in their behaviour. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring of low level disruption
  For short period of time.

- Tactical pausing
  Pause, emphasises attention and focus.

- Non-verbal cueing

- Name reminder
  Integrate name into teacher talk.

- 'We' statement reminder, using child's name, positive language and a 'thank you'
  'NAME, we walk in the corridor thank you.'

- Proximity praise
  Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.

- Behavioural direction
  Use name to initiate attention, focus on learning behaviour required rather than what is going wrong, finish with thanks, keep direction brief.

- When……..then……..
  Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

- Partial agreement
  Partially agree then redirect. Keep focus on required behaviour, do not get into discussion. I understand that you feel / think…….. but I would like you to…….

- Stuck record
  I would like you to…… The rule is……..

- Direct questions
  'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.

- Directed choices
  Within known rules or routines- refer back to rights roles and responsibilities.
  'I need you to listen carefully and at the moment you are not. You can sit … or … . I will give you a moment to decide.'

- Assertive comment / direction / command