



Lamberhurst St Mary's CEP (VC) School

School Community Behaviour Policy

This policy will be reviewed biennially and at any other time if changes are required to comply with changes in legislation, regulation or national or KCC advice. Any amendments will require the approval of the full Governing Body. A copy is stored online in the Teacher Area of the school server.

Date of approval by Governing Body	25 March 20196
Signature of Chair of Governors	Peter Edgesmith
Signature of Headteacher	Caroline Bromley
Date Due for review	Spring Term 2021

Disclaimer

Kent County Council (KCC) and the leadership of Lamberhurst St Mary's Primary School make every effort to ensure that the information in this document is accurate and up to date. If errors are brought to our attention, we will correct them as soon as practicable. Nevertheless, KCC and its employees cannot accept responsibility for any loss, damage or inconvenience caused as a result of reliance on any content in this publication.

Behaviour and Discipline

1. Ethos

At Lamberhurst St Mary's we have high expectations for behaviour and respect for each other. We believe that staff, governors, parents and children are entitled to a safe and happy environment in which to work. Behaviour that causes harassment, alarm or distress is contrary to our values.

We believe for the need to have a consistent approach to the way we respond to behaviour throughout the school. Sanctions and discipline should occur in the context of mutual rights, fair rules and responsibilities.

2. Pupil Behaviour

We acknowledge rewards as having a motivational role helping children to see that good behaviour is valued. Sanctions register the disapproval of unacceptable behaviour to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

Whole school policy means that the whole school community is involved and aware of everyone's rules, rights and responsibilities.

**TEACHERS HAVE A RIGHT TO TEACH, PUPILS HAVE A RIGHT TO LEARN,
AND EVERYONE HAS THE RIGHT TO FEEL SAFE AND SECURE**

**DISCIPLINE IS NOT CONTROL BUT DIRECTION, LEADERSHIP
AND GUIDANCE**

We work with our children and parents to make it clear that self control and respect for the rights of each person in the school community are our aims.

We give high priority to clear communication within the school and to a positive partnership with parents as crucial in promoting and maintaining high standards of behaviour in children and adults.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns may also be communicated to the SENDCo or another member of the senior leadership team so that strategies can be discussed and agreed.

We value our positive partnership with parents which is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships

and facilitates parental support in dealing with difficult issues of unacceptable behaviour.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation with the class teacher. Parental support may be sought in devising a plan of action, and possible sanctions, including action which can be taken at home.

For the most part any action taken at home can be kept to a discussion of parental disapproval and further sanctions at home are not expected by the school, unless parents deem it appropriate. Sanctions, particularly for younger children are best applied quickly and at the time of any incident in school.

3. Aims

- To promote our Christian ethos and encourage a spiritual and moral awareness of the world in which we live.
- To respect and promote those values which make us good British citizens.
- To help everyone in our community to maintain a dependable, predictable and safe environment.
- To expect high standards of behaviour which facilitate learning.
- To develop a respect for self and for others leading to personal accountability.
- To enable rational conflict – resolution.
- To develop a respect for the direction, leadership and guidance of responsible adults at home, at school and in the community.

4. Rationale

In the context of safety and mutual rights & responsibilities, a series of classroom rules is discussed at the beginning of every school year. These rules are displayed in each classroom for all to see. Rules are phrased in a positive way stating the required behaviour as opposed to stating the unacceptable behaviour.

Playground rules are also discussed and regularly reviewed.

Children have the opportunity to discuss:

- Their rights and responsibilities and those of others.
- Rules which are needed and expected to be followed in order that everyone is able to enjoy these rights.
- Understanding and following non-negotiable rules which keep them safe.

Strategies for supporting pupil behaviour management include:

- House points
- Celebration Assembly
- Headteacher Awards
- 'Oscar'
- Golden time, and
- Other individual class rewards systems such as awards, stickers, star charts etc
- Tactical ignoring of low level attention seeking behaviour
- Simple directions which clearly, firmly and briefly state the behaviour expected, including rule reminders... "We have a rule for that. Use it.... Thank you"
- Positive reinforcement
- Checking a child's understanding
- Questioning "What are you doing?" Await response
"What should you be doing?" Await response
Each time the child is required to answer the question
- Defusing the situation using appropriate humour but not sarcasm
- Giving simple choices i.e. "If you choose to continue talking, then you choose to move."
- Diversion tactics e.g. "May I see your work?"
- Isolation from peers within the classroom, including working at a new or separate table
- Removal from class (exit strategy)
- Planned exclusion from the classroom (Headteacher in-school exclusion)
- Sanctions; the sanction is against the behaviour not the person.

Sanctions range from expressions of disapproval, through withdrawal of privileges, temporary exit from the classroom, referral to the Headteacher, including temporary classroom exclusion, notes to / meetings with parents to, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the behaviour.

Possible reasons for poor behaviour

- Learning task may not have been understood.
- Attention seeking behaviour. (The child needs to be shown that positive attention is given for completion of tasks and for desirable behaviour)
- Low self-esteem.
- School expectations different which differ from home expectations including cultural factors.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

The school expects parents to support our school rules and their child's learning and build a supportive dialogue between the home and the school; teachers inform parents immediately if they have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the school governors should be contacted.

The role of governors

The governing body has the responsibility for approving this policy, and of reviewing its effectiveness. Governors also support the Headteacher's day-to-day authority to implement this school policy.

5. The Exit System

Our behaviour strategies are used at the teacher's discretion. Removal from the classroom is via the 'Exit system' which is a 'time out' strategy to another class for a period of no more than 15 minutes. ***It is not a time for a pupil to be reprimanded by another teacher.*** Temporary classroom exclusion for half or whole days is always discussed and agreed with the Headteacher.

Exit or class exclusion occurs when a pupil continually disrupts within the classroom. The pupil spends a **short** amount of time with another class teacher and this 'Time out' enables the teacher to resume their rights to teach and other pupils to resume their rights to learn, whilst providing the child with a 'cooling off period'. No work should be sent and the receiving class and teacher should not engage with the pupil in question. The child is escorted back to the class teacher who provides a quick recap to help the pupil re-engage with the task. There should be no anger or comment at this point.

After an exit at the next break, the teacher makes it quite clear that the behaviour is not acceptable and there may be a further sanction.

An Exit will be triggered by continual disruption: (3 Strikes and you're out)

1. Name on the board; 2. Tick name; 3. Exit

6. Exclusion

'Exclusion' will be considered only in the most extreme circumstances, where the learning and education of children is being denied and where the safety of children or staff is being jeopardised.

Full documentation of all incidents and any strategies used to support the child together with reviews showing how successful these have been, are kept by the Headteacher.

Exclusion can be from the classroom or from the school for a set period of time, where significant problems arise.

Before a child is permitted to return to the classroom or to school, a meeting should be held with the parents. At this meeting a contract is set in place, defining the roles of the parents, child and school in order to support the child in maintaining the desirable behaviour. A Multi-agency meeting may be held. A review date will be set to monitor progress and support.

Exclusion from school may be necessary, if all other avenues have been tried and evidenced.

When a fixed period exclusion becomes necessary, the school will endeavour, through liaison with external agencies, to set up a system of support for the child and parents.

In certain extreme cases it may be that mainstream education is not appropriate for a child. In this case the school would be seeking to give the child the kind of education most suitable to their needs.

The school follows the Local Authority formal exclusion procedure.

7. Managing the angry child

Anger is a reaction to something which can be either real or perceived. Staff work with children to help them to find ways of dealing with their feelings of anger.

When dealing with an angry child there are a range of strategies used in order to calm the situation:

- Tone of voice and pace of speech to calm the situation

- Physical space-ensure that the child is given enough space so as not to feel crowded
- Distraction to defuse the situation and work towards non aggressive solutions
- Slow breathing-encourage the child to breathe slowly
- Use of sense of humour-if the adult knows the child well
- Acknowledgment of the child's anger-use the emotion to explain how the other party feels
- Giving choices and seeking to maximise 'face-saving'
- Calling another adult for support

8. Restraint

The physical management of behaviour is seen as the last line of alternative strategies. It is a last resort measure, to be carried out in a planned and monitored context.

All teachers whilst working in school or during extra curricular activities are authorised to use reasonable force. This is permissible to prevent a child from doing or continuing to do the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing serious damage to property

All physical contact will be rooted in the need to restore physical safety and carried out in an atmosphere of calm sensitivity and respect for the individual.

When physical intervention proves necessary, detailed contemporaneous written reports of incidents must be kept, which describe the events leading up to the physical intervention, the precise nature of the intervention, and the consequences. Parents are always informed.

9. Anti-bullying

In line with its vision the school is committed to providing a caring, friendly and safe environment for all members of our school community in maintaining a safe and secure atmosphere. Bullying of any kind, by adults or children, is unacceptable at our school. If bullying does occur, everybody should be able to tell someone and know that incidents will be dealt with promptly and effectively.

Lamberhurst St Mary's is a **TELLING SCHOOL**. This means that *anyone* who knows that unkind words or actions are happening is expected to say that they don't like it and tell someone who can help.

The 'Three Tells' are:

- I don't like you saying /doing that.. please stop.... it hurts.... it is upsetting me
- I asked you not to do/say that-if you do it again, I will tell a grown up
- It happens again..... tell a grown up

The school also has 'Pupil Mediators' who are trained to help deal with minor peer conflicts which although are part of school life are dealt with promptly and effectively.

Mutual respect and understanding means that no one deserves to be a victim of bullying. Everybody has the right to be treated with respect.

What Is Bullying?

Bullying is the continued use of aggression, or unkind words or actions, with the intention of hurting or upsetting another person or group. Bullying results in pain and distress to the victim. Lamberhurst St Mary's School treats all incidents seriously but tries to distinguish clearly between minor peer conflicts and incidences of bullying behaviour.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing and mocking
- Cyberbullying via texting, messaging or on social networking sites

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual behaviour including eating
- is unwilling to go to school (school phobic)
- regularly feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence

- starts stammering
- has a desire to remain with adults
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- wets the bed
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go missing
- asks for money or starts stealing money
- continually “loses” dinner or other monies
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened or unable to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Onlookers who ignore or do not help to stop bullying are condoning this behaviour and becoming part of the cycle.

School Strategies

- The school uses the curriculum to increase everyone’s awareness of peer conflict and bullying and to help them to develop strategies to combat it. This is presented through PSHE/Citizenship activities, role play, assemblies and Circle Time
- Teachers use discussion and role play to explore issues related to peer conflict and bullying and to give individuals confidence in dealing with such situations
- When dealing with children, adults remain neutral and deliberately avoid direct, closed questions which may be seen as accusatory or confrontational in style
- Every person has an opportunity to talk and teachers ensure discussions focus on finding a solution and stopping the conflict/bullying from occurring

- Teachers or other adults aim to help people find their own solution to the personal disagreement and discuss with them, how their proposals will be put into action
- Follow up meetings or observations are encouraged to find out whether solutions have been effective or not
- If necessary and where appropriate, parents of all children involved will be kept informed and given feedback on any action taken parents of the children involved. Outside agencies may be consulted in extreme circumstances
- Serious incidents are reported to the head teacher or another senior member of staff
- Children will be asked to genuinely apologise, take responsibility for their actions and accept any sanctions or consequences which may be brought to bear as a result of their behaviour. They will be supported to help them change their behaviour
- Persistent bullying behaviour may result in a classroom exclusion, a fixed term exclusion and in very serious cases, permanent exclusion

10. Adult Behaviour

Our expectation is that all adults set a good example to children at all times. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to any kind of intimidation or abuse.

No member of staff, governors or parents should be the victims of intimidating or abusive behaviour from other adults either on or in the vicinity of the school premises or via social media. Please refer to the school's Online Safety and Acceptable Use Policies, copies of which are available on the school website.

Physical attacks, intimidation or threatening behaviour, abusive, swearing or insulting language (verbal or written), to staff, governors, parents, children and other users of the school premises will not be tolerated and may result in withdrawal of permission to be on school premises.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police may be called to assist in removing the person concerned.

Any parent who is asked to leave the school premises will have the right to appeal the decision in writing to the Chair of Governors.

Any incidents may be logged with the Chair of Governors.