# Personal Conduct and Relationships Policy

# (Formerly Behaviour and Discipline)

# Ethos

At Langar Church of England Primary School we believe every child has a right to learn, teachers have the right to teach and this will only happen if there is an ethos of good behaviour.

We believe that good behaviour is based on mutual respect between children and adults. Therefore, all staff, parent helpers, students must adopt this philosophy. Relationships between everyone at every level are vital. As a school we are committed to following a consistent PSHE programme in order to improve behaviour and learning.

**Whole School Values**

**Take Care, Respect, Love, Thoughtfulness, Fairness**

Class teachers will further define what each of these values means, at an age appropriate level for display in each classroom.

Within this ethos, we expect that the school community will work hard, be proud of their achievements and value the achievements and rights of others.

Staff will actively teach the children who are being subjected to unwanted behaviour to say, “Please don’t do that, I don’t like it”. The expectation is that the offending behaviour will stop.

**Absolute Consistencies in Adult Behaviour**

Adults:

1. Model positive behaviours.

2. Meet and greet children every morning.

3. Display, model and teach our school values.

4. Will not shout at learners.

5. Will calmly and slowly deal with disruptive learners by ensuring they are stepped through the sanction steps.

6. Will follow up every time, personally and engage in reflective dialogue with learners.

For teaching staff, the duty of care is set out in the School Teachers’ Pay and Conditions Document:

• Teachers are required to maintain good order among the pupils and to safeguard their health and safety, both on the school premises and whilst engaged in authorised school activities elsewhere.

• Linked with this duty of care, teaching staff have a duty to act in loco parentis in the absence of pupils’ parents.

• Use of Force Physical restraint may only be used if absolutely necessary (see Human Rights Act, October 2000 and LA Code of Practice on Physical Intervention Between Staff and Pupils) to prevent a child from injuring himself / herself or others, or from damaging property. Restraint should involve minimum force and should aim to avoid injury. Teachers will use their professional judgement, based, at the time, on the knowledge of the individual and the circumstances of the particular incident. Physical force will not constitute corporal punishment if its purpose is to avert an immediate danger of personal injury to, or an immediate danger to the property of, any person including the pupils.

At all times, the Local Authority’s Code of Practice on physical intervention must be followed.

# Aims

* To provide a consistency of approach and practice to the care, control and well-being of pupils.
* To provide a behavioural framework for all members of the schoolcommunity.
* To ensure the safety, security and happiness of the children within our care and to safeguard their environment.
* To encourage high standards of behaviour in our pupils.
* To establish and maintain an ethos of reciprocal respect between all work-partners.
* To teach an understanding of what constitutes appropriate and acceptable conduct.
* To establish systems that deal effectively with unacceptable and inappropriate behaviour, and to reinforce positive attitudes.
* To provide experiences which encourage the development of self-discipline in our children.
* To teach children that actions and choices have consequences.

# Strategies

**Attendance**

*Regular and punctual attendance enables children to feel the sense of belonging, which underpins our strategies for maintaining positive behaviour and conduct.*

a) Regular attendance is expected and absence is acceptable only if due to illness or some other approved reason. If a child is absent the parent/carer should telephone the school on each day of absence.

b) Punctuality is expected at the start of the school day and indeed throughout it. (We recognise that sometimes road traffic accidents can cause delays).

c) Family holidays. Unless there are exceptional circumstances, holidays in term time are unable to be authorised.

d) Bereavement. Absence will be granted to attend funerals or associated events.

e) Other Absences. Guidance as laid down in ‘DFE School Attendance Regulations’ will be sought.

**Dress and Appearance**

Children are expected to be clean and tidy in appearance. Hair should be of a natural style with long hair tied back at all times - extreme haircuts and dyed hair are not permitted. Nail varnish is also not permitted. Children should attend school wearing school uniform. A PE uniform is worn on days when children have PE lessons.

In order to comply with Health and Safety issues, jewellery should not be worn for school, with the exception of wristwatches and ‘ear studs’. Ear studs and watches must be removed for all aspects of PE, including swimming. If a child is unable to remove their own studs, then they should not be worn. It is preferred that, if children are to have their ears pierced, this happens at the beginning of the summer holidays. This then allows them time to heal and then enable earrings to be removed for PE sessions. There may be some occasions when the school is supporting a charity that children will purchase a charity wristband. These can be worn until the close of the charity appeal.

# Positive Behaviour Management: System of Reward

# Behaviour management stems from an extremely positive viewpoint. Good behaviour is not only acknowledged but also rewarded. It should also be systematic, transparent and fair. Adults in school are expected to model the behaviour and actively teach learning behaviours we expect from our children. We reward children for making the right choices as well as developing the skills to be an effective learner.

# Rewards

**Individual rewards:**

* Each class has a ‘Learning to Learn’ chart on which children can collect house points for exhibiting effective learning behaviours. Clear goals are set at an age appropriate level (Appendix A).
* Children can collect marbles (nominated by peers and staff) for demonstrating the values, which are collected in a class jar (see below);
* The school trinity is celebrated weekly during Friday collective worship. Children nominated in the highlighted are of the trinity by their teachers, are rewarded with Hot Chocolate time with the head teacher
* The school also has various trophies which are awarded at the end of the year. Some of these awards are determined by staff; others are determined by the School Council.

**Class rewards:**

* Daily good behaviour is rewarded with marbles in a class jar;
* The class teacher in consultation with the children may award marbles each day. Additional marbles may be added to the jar by other adults in school in recognition of good class behaviour;
* Children are encouraged to support each other by recognising and celebrating positive behaviour within their class;
* Each class will determine the sequence of class rewards culminating in an afternoon class treat once the jar is full.

**House rewards:**

* House points are displayed in the hall. Each term, the house with the most points will receive the house point trophy.

**Classroom Behaviour Management**

Emphasis is on choice. The children know that the rules will be consistently applied. Support staff and visitors should report all incidents to the class teacher for sanctioning

If children do not choose to behave appropriately then they can expect the following sequence of events to begin:

**Sanctions**

Sanctions have a learning focus, build relationships and show learners how to take responsibility. ‘Catch up learning’ may take place if a pupil has missed lessons/work. Restorative approaches are encouraged and supported. All learners should be given the opportunity to settle and get on task. Always use the least intervention required to support the learner to make the right choices.

**30 second intervention**

1. Gentle approach, personal, non-threatening, side on, eye level or lower.

2. State the behaviour that was observed and which rule/expectation/routine it contravenes.

3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.

4. Walk away; allow her time to decide what to do next. If there are comments as you walk away write them down and follow up later.

5. Look around the room with a view to catch somebody following the rules.

**How to land a difficult message, softly**

* Remind the learner of their previous good behaviour

• Challenge their negative internal monologue ‘You can do this, you are intelligent and able’

• Thank the child for listening

• Position yourself lower than eye level or side on if you are standing; don’t demand sustained eye contact

• Use a soft, disappointed tone

• Remind yourself that the sanction is a consequence not personal retribution

• Walk away as soon you have finished speaking

**Refocusing the conversation**

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in - This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or…Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

**Learner Adult**

‘It wasn’t me’ ‘I hear what you are saying…’

‘But they were doing the same thing’ ‘ I understand…’

‘I was only…’ ‘Maybe you were….and yet…’

‘You are not being fair’ ‘Yes sometimes I may appear unfair…’

‘It’s boring’ ‘Be that as it may…’

You are a ……(name calling) ‘There may be some truth in that….’(with follow up served cold!)’ or

‘I am sorry that you are having a bad day

Out-line - If the conversation is becoming unproductive what line will you leave on? I use: “I am stopping this conversation now. I’m going to walk away and give you a chance to think about your conduct. I know that when I come back we can have a polite, productive conversation.

**Sanction Steps**

Step 1. Distraction – point out children doing the right thing and praise them loudly.

Step 2. Reminders – remind of the expectations, repeat as necessary, deescalate and redirect to keep things at this stage

Step 3. Caution – a clear verbal caution, delivered privately where possible, make the learner aware of their behaviour and the consequences if they continue

Step 4. Last chance – speak to the learner discretely, offer positive choice, remind of previous good behaviour

Step 5. Time out. This may be in the room or in another room with work (TA to escort). Receiving teacher to decide if pupil needs longer to refocus. A short restorative conversation should take place afterwards. The pupil’s class teacher to log the incident in the class file.

Step 6. Refer to another member of staff or the head teacher. This is applied if the learner refuses to comply with time out or there is a serious breach that may result in a fixed term exclusion. The classroom teacher remains responsible for the child’s learning, even if they are removed and should log the incident in the class file.

**First steps in restorative practice**

**Reparation meeting**

A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage. The meeting is to discuss the poor behaviour or incident: not the child’s character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

A good Reparation meeting is often structured in 5 steps:

1. What's happened?

2. What were your choices at the time?

3. Who else was affected by your behaviour?

4. What have you thought since?

5. How can we make this right now?

**Break-times**

If a pupil behaves badly during a break-time, the following procedure should be followed, to the appropriate degree:-

: child verbally reprimanded;

: child remains outside in the company of teacher on duty;

: child sent in to the care of another member of staff;

: child forfeits further break-times as specified.

**Lunch-times**

• Staff and Midday Supervisor Handbooks set out procedures for lunch-times.

**Bullying**

Any *repeated action*, whether physical or verbal, which causes another person, either a child or adult, to be uncomfortable, unhappy or afraid, will be considered to be bullying. This school will not tolerate such behaviour and immediate action will be taken. In line with County Policy, any pupil, member of staff, or parent aware of such a situation is urged to contact the Head Teacher.

**Reporting and Recording Exclusions**

• teachers, support staff and midday supervisors complete Incident Report forms or Racial Incident Report file;

• forms are submitted to the head teacher, who retains a copy on the child’s personal file;

• Head Teacher/ Senior Teacher informs parents / carers;

• an Exclusion Report file is kept and examined at each termly meeting of the full Governing Body;

**Serious Misbehaviour**

We acknowledge that some incidents of misbehaviour are serious enough to by-pass both the classroom and playground procedures. These incidents will be referred directly to a senior member of staff who will thoroughly investigate the situation and keep parents informed of outcomes, If necessary the situation will be escalated to the Head Teacher. Persistent incidents of serious misbehaviour such as rudeness, answering back, refusal to work or follow instructions, swearing, physical or verbal abuse of staff or peers could ultimately lead to a fixed term exclusion. The guidelines as set out in “Improving Behaviour and Attendance” published by the Department of Education in September 2007 will be followed for all exclusions. The plan for a successful re-entry into school will be discussed with parents.

Exclusion is a final resort but could occur if:

* A child’s behaviour continues to effect the education of others;
* Children’s safety cannot be guaranteed;
* A serious incident involving physical/verbal abuse has arisen

If fixed term exclusions fail to modify a child’s behaviour the school will work with outside agencies to support the child being given a fresh start in a new school to avoid permanent exclusion.

* ***Complaints Procedure:***

**: From a child:-**

* a member of staff will take seriously any complaint from a child regarding the alleged unacceptable behaviour of another child, or children. Bullying of any type or degree will not be tolerated
* support will be given to the child
* such incidents will be investigated and dealt with as appropriate
* if deemed appropriate or serious enough, a written report will be completed and parents / carers will be informed;
* the first point of contact for the complainant should be the class teacher;
* if satisfaction is not secured, then an approach should be made to the head teacher and an appointment made to discuss the incident;
* the head teacher should be made aware of any discourse between the member of staff and the parent / carer;
* a written report will be completed;
* the parents / carers of any other child involved will be informed, if appropriate;
* if unresolved, the official Complaints’ Procedure should be invoked (see Governors’ Handbook).

**: Against a member of staff:**

The head teacher will:-

* + record in writing the details of the complaint;
  + inform the member of staff and carry out an investigation;
  + inform parents / carers, if appropriate;
  + inform the Chair of Governors;
  + invoke official Complaints Procedure
* ***Equal Opportunities***

We acknowledge the rights of every individual, irrespective of ability, ethnicity, race, gender, culture or religion.

* ***Drug-related Incidents***

The response to any incident should follow the advice given by the Standing Committee on Drugs Abuse.

* ***Crime or Suspected Crime***

Staff should inform the head teacher if crime is known or suspected. The head teacher should inform the police, in accordance with police and Education Department protocol.

* ***Differentiation***

In our teaching we differentiate by:

* input
* task
* resource
* support
* response and outcome

Such differentiation, as necessary, will be deployed to ensure understanding of expectations, rewards and sanctions. Children with additional needs may have a bespoke behaviour plan.

* ***Looked after Children***

The school will identify designated staff to safeguard these children’s interests and to liaise with Social Services.

# Disputes and Discrepancies

Disputes and Discrepancies may be discussed with the Head Teacher and / or any relevant member of the Staff, or Governing Body.

# Roles and Responsibilities of Governors

* the role of the Governing Body in the policy will be to ensure that school policy is compatible with national and LA policy;
* the role of the Governors will be to monitor the standards of behaviour and discipline in the school, and to make known to the head teacher any concerns they may have.

# Appendices

Learning to Learn Skills document (provided separately)

# Review

This policy will be reviewed bi-annually by the Head Teacher and the Governing Body. Any alterations that come from this review will be discussed and ratified by the Governing Body.

Ratified by the staff and Governing Body on:- 14th March 2018

The policy is due for review in:- Spring 2020