



Behaviour and Discipline Policy

April 2021

This version of the Behaviour Policy reflects the re-opening/wider opening of our school during the Covid-19 pandemic.

Ensuring Good Behaviour in Schools

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- + all pupils to show respect and courtesy towards teachers and other staff and towards each other;*
- + parents to encourage their children to show that respect and support the school's authority to discipline its pupils;*
- + head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;*
- + governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and*
- + that every teacher will be good at managing and improving children's behaviour.*

Extract from "Ensuring Good Behaviour in Schools" Department for Education ref: DfE00059-2011

Aims

- To provide an environment and community which fosters mutual respect and where every individual is valued, feels happy and secure
- To encourage and reward positive, socially acceptable behaviour
- To encourage pupils to behave with consideration for others and their property and to speak politely to other people
- To encourage pupils to come to terms with their own emotions
- To ensure consistency of approach in dealing with unacceptable or difficult behaviour
- To secure the support and co-operation of parents or carers in promoting positive behaviour and in managing difficult behaviour

Code of Conduct

Good behaviour means that everyone is expected to:

- do their best
- be polite, helpful and friendly
- respect other people's feelings, needs and differences
- take good care of the school building and property belonging to others

Strategies used in school

- praise for individuals and groups of children
- classes have reward systems in place
- positive reinforcement of acceptable behaviour
- children are taught the language of choice and consequences i.e. all actions have consequences, and choosing an inappropriate action will result in a consequence
- Children given opportunities to discuss what caused the behaviour and how they could change things in the future.
- sanctions (see below)

Management of low level disruptive behaviour in the classroom

Disruptive behaviours in class are monitored using our level system. Some examples of disruptive behaviour are below. If this behaviour continues in a lesson or over a series of lessons, then it will be taken even more seriously and further sanctions may be put in place.

- Flicking or throwing things
- Any sort of voice noises at an inappropriate time
- Rolling around
- Under table/chair
- Interfering with other children/invading their personal space
- Interrupting the teacher
- Not joining in or refusing to work
- Failing to follow instructions

Behaviour causing serious concern

The following behaviours are some examples of behaviour that are a serious cause for concern.

- physical assault (e.g. hitting, biting, kicking)
- deliberate damage to property
- stealing
- leaving the school premises without permission
- verbal abuse
- persistent disruptive behaviour either in the classroom or around school
- Repeatedly failing to follow instructions
- Bringing dangerous or illegal items in to school

Levels

We have a levels system in school. With posters displayed in each classroom.

Level 1

Teacher gives warning and explains what is wrong with the behaviour but if the behaviour continues then a level 1 is recorded on the poster on the wall.

Level 2

If low level disruptive behaviour happens again after the warning, the child will be again informed why the behaviour is unacceptable and given an opportunity to change their behaviour. If the behaviour continues then a level 2 is recorded on the poster on the wall.

Level 3

If the disruptive behaviour continues then the teacher again explains why the behaviour is unacceptable and the child is given an opportunity to change.

If the disruptive behaviour continues after this, then the child is given a level 3 and given time out in the classroom. A suitable time out place is allocated and at this point the child should not talk to any other child or adult. The time and place used for time out will be suitable for the age of the child.

Level 4 –

If low level disruptive behaviour is repeated again then the on call teacher comes to the class to remove the child. On call teacher will then make a decision about the appropriate action that needs to take place and if necessary contact SLT for advice.

For serious disruptive/dangerous behaviour then children could be immediately placed on a level 4.

If the other children in the class are at risk, they will be removed from the classroom to a place of safety if this is considered to be the best option. The child showing the extreme behaviour will be removed from the classroom, using reasonable force, once the other children have left the area. See NEMAT Physical Restraint and Intervention policy for more information.

All behaviour levels are recorded.

Break and lunchtime

Good behaviour is expected at break and lunchtime. MDAs will monitor the situation and will give children positive strategies to try to solve issues. If necessary, a child will be taken away from the playground so they can sit somewhere else. Serious behaviour incidents at break and lunchtime will be reported to a senior teacher who will decide the appropriate action.

Sanctions

- The school uses a number of sanctions including time out or being placed in a different place to their peers at break or lunch times.
- If the behaviour is thought to be serious enough or if the same behaviour continues to be repeated in school, then exclusion can be used as a sanction. The length of the fixed period exclusion will depend on the severity of the incident and will be at the discretion of the Head of school/Executive Headteacher.
- Work will be set for the child to complete while s/he is excluded;
- A re-integration meeting will be arranged with the child, parent and a senior member of staff (usually the Head of School) when the child returns to school
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In extreme cases, the Head of School/Executive Headteacher may permanently exclude a child from the school. In this case, the Pupil Discipline Committee of the Governing Body will meet within 15 school days to consider the exclusion. Please see link below for the timescales linked to permanent exclusion:

https://schools.essex.gov.uk/pupils/Education_Access/Pages/Permanent-Exclusion.aspx

The school will consider whether the behaviour that is causing concern gives cause to suspect that a child is suffering, or is likely to suffer, from significant harm. Where this is the case, school staff will follow the school's safeguarding policy.

Ensuring good behaviour in school

Teachers, learning support assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction and can impose any reasonable disciplinary penalty in response to poor behaviour.

Searching pupils

School staff can search pupils with their consent for any item which is banned by the school rules. Head of School/Executive Headteacher and staff authorised by the Head of School/Executive

Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs, stolen items or any other dangerous item.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Covid-19

The Behaviour and Discipline policy will continue to apply to children at Richard de Clare Academy as the school opens to more pupils following school closure linked to Covid-19, The following temporary additions are being made to the policy at this time:

Behaviour around school

Children will be expected to follow new procedures in school in relation to:

- Arriving at school and leaving at the end of the day
- Following instructions on staying within the bubble (group) they have been allocated
- Moving around school e.g. following the one-way system
- Following instructions on hygiene e.g. handwashing
- Telling an adult if they feel unwell
- Adhering to expectations about sneezing, coughing and disposal of tissues.
- Follow the new rules about sharing equipment or other items including water bottles
- New rules at break and lunchtimes
- Use of toilets and other communal areas

Hygiene during the Covid-19 Pandemic

Expectations regarding strict hygiene will be explained to the children.

If a child deliberately behaves in a way that could put any child or adult at risk of COVID-19 infection, parents will be contacted and will need to remove the child from the school for a fixed period of time (fixed period exclusion). Examples of behaviour that could put others at risk include, but are not limited to:

- spitting
- licking another child
- licking their own hand and wiping it on another child/adult
- coughing or sneezing at another child/adult

Name calling

Deliberately making any inappropriate and insensitive comments or displaying insensitive behaviours linked to the Covid-19 pandemic. For example, a pupil saying, "Your mum has coronavirus." will be dealt with using our normal sanction systems in school.

Complex and unsafe behaviours

Complex and unsafe behaviours involve a very small proportion of children.

As some of the strategies we use for de-escalation and to support positive behaviour cannot be used in the current circumstances (COVID -19), an individual risk assessment will be made for a child where the risk of complex unsafe behaviour is likely.

Such unsafe behaviours include:

- Spitting, licking and biting
- Physical aggression involving skin to skin contact
- Absconding
- Serious emotional distress caused by the need to maintain social distancing

The risk assessment will be discussed with parents prior to the child returning to school. Where it is deemed that a child is too high a risk to come into school and keep themselves and others safe, the school will work with the parents and child to support a gradual transition into school at an appropriate time when routines have been established at school.

It is important to note that children's engagement in behaviours of concern can change over time.

Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us.

Taking the above into account, we expect the following:

- Good order on all transport (including school buses and taxis) to and from school, educational visits or learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour

Equal Opportunities

All children are entitled to have access to a curriculum, irrespective of gender, ethnic background, age, starting point or disability. The materials that are used reflect a multi-cultural society and the contribution of different men, women and races to the subject are acknowledged. We seek to ensure that all matters of discipline are dealt with fairly and take into account children's different life experiences.

Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the school and will be reviewed by the staff, Head of School and Governing Body as part of the School Improvement Plan.

Review date: Autumn Term 2021