

Behaviour and Discipline Policy

This policy is a whole school policy including EYFS

A detailed and ongoing risk assessment has been completed to take into account government guidelines and statutory requirements regarding Covid-19. With this in mind changes to procedures may occur due to identified risks.

1 Aims and expectations

1.1 Our behaviour and discipline policy is fully inclusive. Please also see our Safeguarding policy, Anti-bullying policy, Physical restraint Policy, Equal Opportunity policy, SEN and Disability policy, Online safety policy and Employee Handbook. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where children are actively encouraged to become their 'best self'. The school embraces a positive behaviour management strategy. The policy takes account of:

- Education & Inspections Act 2006
- School Standards and Framework Act 1998
- The Equality Act 2010
- Children and Families Act 2014
- Behaviour and Discipline in Schools 2016
- The use of force by teachers, as set out in The Use of Reasonable Force in Schools July 2013 – advice for school leaders, staff and governing bodies.
- Keeping Children Safe in Education – updated annually
- Working Together to Safeguard Children 2018
- Human Rights Act 1998
- In addition we take account of the differing needs of children with SEND including ASD. These children may display behaviour which can be perceived as 'naughty' or 'bad' so need support, understanding and strategies to avoid the need for restraint. We refer to 'Reducing the need for Restraint and Restrictive Intervention' – June 2019.
- Independent Schools Standards & Regulations.

1.2 The school has a number of school routines and expectations, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We do this through shared values known as the Springmead Way:

Treat other people as you would be treated
Forgive

Share
Be honest
Listen
Be kind and helpful
Be respectful
Do your best to be your best self

These are covered through weekly assemblies, specific classroom sessions and the teaching of PSHE across the school.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The class teacher discusses the school's expectations with their class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time', assembly or similar sessions. Children are accompanied around the school building and encouraged to move in a quiet, safe and considerate manner.

- 1.3 The school expects every member of the school community, adults included, to behave in a considerate way towards others and to make every effort to adopt the Springmead Way.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible, self-disciplined and increasingly independent members of the school community.
- 1.6 The school notices and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 The school reserves the right to address poor behaviour outside of the school which could adversely affect the reputation of the school.
- 1.8 Reasonable adjustments are made for children with Special Education Needs and Disabilities regarding behaviour, for example mentoring, one-to-one support, working closely with parents on home/school programs. Adjustment of seating plans, uniform requirements, short planned movement breaks. Increased staff training. Individual preventative measures take into account, pupil circumstances and requirements. Transition information to the next school, for such children, is shared. We are careful to not assume that because a child has SEND, that it always affects behaviours. – we make professional judgements and facts about the situation. We consider whether it is appropriate, whether the child has understood the rule or instruction and whether the child was unable to act differently at this time due to their SEND. We also consider whether the sanction needs to have reasonable adjustments made. In response to a child's needs.

- 1.9** The school liaises with other agencies to support behaviour, for example, Educational Psychologists, social workers and counsellors.
- 1.10** Staff receive regular training as well as support in staff meeting on dealing with inappropriate and disruptive behaviour.
- 1.11** The Headteacher may discipline pupils for non-criminal bad behaviour off site for:
- Misbehaviour when the pupil is
 - Taking part in any school organised or school related activity
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a student at the school
 - Misbehaviour at any time, whether or not the conditions above apply, that
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school
- 1.12** The Headteacher reserves the right to confiscate any items deemed inappropriate to be brought to school;
- Items banned from school such as mobile phones will be returned to a parent at the end of the school day.
 - Some items may be destroyed (such as; tobacco, alcohol, pornography)
 - Illegal items will be handed to the police
- 1.13** Teaching staff have a clear understanding of Autism through whole school training.

2 Rewards and sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- Children have ‘privilege’ time that is used as choosing time each week. Children are encouraged to make good choices in their behaviour in order to retain this.
- teachers congratulate children and catch them being good, especially noting when they are following the *Springmead Way*
- each week we nominate children from each class to be to be praised for their work and effort and receive a certificate in school assembly
- award schemes are planned by individual teachers to acknowledge class achievements
- children are awarded house points for good behaviour and achievements, house points are collectively celebrated in weekly assemblies
- The school acknowledges all the efforts and achievements of children, both in and out of school, in class and in assemblies.
- Children’s achievements are shared on the weekly newsletter

2.2 We employ sanctions, after appropriate warnings, at the teacher's and Headteacher's discretion. Sanctions help set boundaries for behaviour and used positively help children to understand actions and consequences. Sanctions do not breach any other legislation and are reasonable in all circumstances.

- From Years 1-5, if children, after a warning, choose not to follow the Springmead Way they lose a minute of their privilege time. A child should never lose more than 16 minutes in a week.
- In Year 6, in view of their responsibilities as an ambassador, if children, after a warning, choose not to follow the Springmead Way they lose 6 minutes of their privilege time.
- From Year 2-6, in more serious situations, or where a warning could not be issued it may be appropriate to issue a detention. At Springmead these are a serious but mild sanctions, lasting no longer than ten minutes, during morning playtime. Wherever possible they are held the day after the incident. Detentions are held in a Key Stage 2 classroom with a senior teacher. The pupil will discuss the reason for the detention with the teacher and think about their actions. Detentions are a thinking time for pupils. We do not contact parents about detentions unless a pattern of misbehaviour emerges, rather they are a non-draconian short reminder. We consider the wellbeing and mental health of the child. Teachers record the very few detentions online.
- We put people in a position to succeed, so it may be necessary to ask a child to move places
- We expect children to try their best in all activities. If they do not do so, after appropriate warnings, we may ask them to redo a task.
- We do not expect children to be disruptive in class. If a child misbehaves repeatedly, despite appropriate warnings, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others, repeated misbehaviour may lead to talking to the Headteacher, a detention, going on report for a period of time or working in isolation with the Headteacher.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from joining in the activity, until s/he calms down, and is in a position to work sensibly again with others.
- If a child threatens, hurts or bullies another pupil the member of staff will act to intervene to prevent the child from causing further harm. The teacher may need to restrain, with regard to the use of reasonable force (2013). The class teacher records the incident on the personal file of the affected child/ren and will speak to the parents involved.
- Further details of handling bullying situations are detailed in the Anti-Bullying Policy.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school recognises that continuing disruptive behaviour may be the result of unmet educational or other needs. At this point we will consider whether a multi-agency assessment is necessary.

Springmead School

Date: 1/09/2022
Review period: 1 year

- All children need to feel safe in school in order to learn effectively. Serious acts of misbehaviour which could include swearing, fighting, bullying and gross rudeness will not be tolerated in school. Any of the above may constitute a serious act of misbehaviour and may lead to the child being suspended from school for a day, usually the next school day after the incident. The decision to suspend a pupil will only be taken by the Headteacher and Proprietor. The Headteacher will initially speak to the parent who will then receive a follow-up letter. At all stages the staff and Headteacher will work closely with the parents. In today's society children come into contact with bad language all too regularly, school should be a place where our youngsters are protected from it. Every day we use our professional judgement to decide on the appropriate course of action in different situations. For example, a four year old using a strong swear word they have overheard is very different to a nine or ten year old using the same word in the full knowledge of the inappropriateness of their bad language. We ask parents for their support over this issue. For the benefit of all of our pupils we cannot accept bad or inappropriate language in school from children. For repeated or very serious acts of misbehaviour, the Proprietor may terminate the contract with the parents to provide educational services for the child.
- We will exercise professional judgement when setting our disciplinary action against pupils who are found to have made a malicious accusation against school staff. This may include being excluded from the school.

2.4 The school **does not** use corporal punishment, nor ever threaten it. The school recognises corporal punishment is illegal in all circumstances. The school does not use sanctions which can adversely affect a child's wellbeing.

3 The role of the staff

3.1 It is the responsibility of the staff to ensure that the Springmead Way is fully embraced and they act as good role models.

3.2 The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The staff treat each child fairly and consistently. The staff treat all children with respect and understanding.

3.4 If a child misbehaves repeatedly in class or out of class, the teacher will seek help and advice from the Headteacher.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher or Headteacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Headteacher

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4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to review the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, by setting a good example, by providing training and support with the implementation of this policy and by supporting staff in the implementation of the policy. New staff are informed of this policy and encouraged to read and understand it as part of their induction. Behaviour and discipline are regular items on our staff meeting agenda and Inset days.

4.3 Children are supported with challenging behaviour, records are kept of incidents using an ABCC (Antecedent, behaviour, consequence, communication) form. These are reviewed half termly by the Headteacher and class teacher to identify patterns of behaviour and put support in place where required. The Headteacher keeps records of serious incidents of regular misbehaviour in the serious incident book. These are reviewed by the senior management team.

4.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour this may include:-

- swearing or inappropriate language
- aggression
- malicious accusations against staff or peers
- fighting
- bullying
- gross rudeness
- and other serious inappropriate behaviour

These sorts of behaviour will not be tolerated in school. Any of the above constitutes a serious act of misbehaviour and may lead to the child being suspended from school for a day, usually the next school day after the incident. The Headteacher will speak to parents concerned and then follow up the conversation with a letter to the parents (wherever possible on the same day); a letter is also put on the child's personal file and entered into the serious incident book. Separate books are held for nursery and the main school.

4.5 For repeated or very serious acts of anti-social behaviour, the Proprietor may terminate the contract with the parents to provide educational services for the child.

4.6 Similar steps will be taken for racist incidents. In addition these will be put into the racist incident book and refer to Somerset Guidance for Racial Incident Reporting (refer to Equality Policy).

4.7 Online Safety incidents will be handled in a similar way/refer to online safety policy. Serious incidents are recorded in the online safety incident book.

5 The role of parents

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5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We expect parents to support their child's learning, and to co-operate with the school, as set out in the terms and conditions of admission. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have serious concerns about their child's welfare or behaviour.

5.3 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school Headteacher.

6 Monitoring and Review

6.1 This policy is the Headteacher's ongoing responsibility and they review its effectiveness annually in consultation with the staff.

Signed Headteacher: Sally Cox

Date: 1/9/2022