

# **MAPLE PRIMARY SCHOOL**



## **Behaviour and Discipline Policy 2021/22**

Updated: September 2021. Next review: September 2022

## 1. Principles of good behaviour

1.1 Maple School believes that an effective school is one in which the learning environment is underpinned by an ethos shared by all adults and pupils.

1.2 The positive values promoted by the school are encompassed in the following three of the school aims:

- to foster a sense of friendship, community and citizenship through an effective home and school partnership in which children are valued, encouraged and supported.
- to develop consideration and tolerance, sensitivity and honesty, courtesy and mutual respect, resilience, independence and enquiring minds in all our children.
- to work together to nurture a sense of well-being and an awareness of the academic, physical, social, cultural, emotional and spiritual needs of others.

1.3 As adults within the school community, our objectives in promoting this policy are:

- to promote equality and fairness in the school community.
- to discourage any forms of discrimination on the grounds of gender / race / religion / disability
- to encourage children to develop good relationships with peers and adults.
- to enable children to take on appropriate responsibility.
- to promote good behaviour in classrooms and in the playground between children working together around our school and towards all adults who work with our pupils.
- to discourage inappropriate behaviour (for definition, see 6).

- to encourage regular and punctual attendance at school for all pupils, including those in the Reception Class who are not of statutory school age.
- to ensure that principles of equal opportunities for all children underpin these objectives and the implementation of this policy, as further described in the Equal Opportunities Policy.
- to help the children to understand and encourage them to respect British Values and the importance of citizenship.

## **2. Aims of the policy**

- 2.1 To identify and clarify expectations of standards of behaviour and discipline within school.
- 2.2 To communicate such expectations to all members of the school community including children and parents/carers.
- 2.3 To provide practical and procedural guidelines in relation to both positive and negative behaviour.
- 2.4 To enable the development of this policy through the active participation and agreement of the whole school community, including the pupils and parents/carers.

## **3. Expectations and standards**

- 3.1 Maple School expects all members of the school community to behave in ways consistent with the school's aims and school rules. We aim to promote these values by setting a good example, by recognising children's good behaviour and through positive encouragement.
- 3.2 Maple School firmly believes in partnership with parents in promoting the ethos of the school and in resolving any difficulties should they arise.
- 3.3 Maple School believes in rewarding positive behaviour which embodies the school's ethos and values (see 5).

- 3.4 We believe that negative behaviour should be dealt with consistently and fairly in consultation with parents where appropriate (see 6-8).
- 3.5a In order to assist in the smooth running of the school, some school rules have been agreed. In addition, each class may choose to adopt age-appropriate further rules for their own particular needs.
- 3.5b Agreed rules will be displayed in the school, and discussed in classes in a way that is appropriate to the age and maturity of the year group. Parents will be informed of the rules through the school prospectus, new parents' induction and school newsletters.

#### **4. Communication**

- 4.1 Where the school has a concern about an individual child/ incident that it wishes to discuss with parents, the teachers or the Headteacher will contact the parents / carers requesting an opportunity to meet.
- 4.2 The school actively encourages parents to discuss their concerns on matters of behaviour of children either with the relevant class teacher, or the Headteacher as appropriate.

#### **5. Rewards for positive behaviour**

A positive reward system operates across the school. Example rewards may include:

- House points
- Headteacher's Awards
- Class reward systems (i.e. Marbles in a jar)
- Golden Time
- Head Teacher's stickers
- Positive Praise
- 'Chocolate Fridays' (pupils meeting with the Head or Deputy)

#### **6. Unacceptable behaviour**

- 6.1 Maple School identifies the following behaviour as unacceptable:

- Physical assaults (to either staff or pupils) e.g. punching, kicking, spitting, pulling hair, biting, poking with implements (e.g. stick).
- Verbal abuse (to either staff or pupils): including name-calling and insults based on a child's race or ethnic origin, gender, physical attributes, background and capability; threats, bribery or intimidation; and insulting gestures (e.g. v signs).
- Psychological abuse: including mimicking speech, physical disability or accent, spoiling of a child's work or possessions, hiding of or theft of another person's things or classroom equipment; and scapegoating.
- Cyber abuse e.g. inappropriate use of messaging and visual images, directly or indirectly, using social media.
- Ridiculing someone's physical characteristics e.g. gender, someone's size, wearing glasses etc.
- Coercion: this may include persuading others to act in any of the above ways but may also imply elements of exclusion of children from their group.
- Racial /Sexual harassment: any of the above behaviour that is rooted in racial or sexual innuendo or similar.
- Any situation that may be affecting a child's mental health and wellbeing.

6.2 In line with Keeping Children Safe in Education (2021) all staff understand their responsibility to recognise and react to peer on peer (child on child) abuse. All staff are aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

6.3 We believe that there is a distinction between a one-off incident (unless of a very serious nature) and behaviour that is repeated or continuous. Repeated unacceptable behaviour in most instances constitutes bullying and is dealt with under the Maple School Anti-Bullying Policy.

6.4 Special allowances may need to be made for the behaviour of some children with protected characteristics. Any such children will

need to be carefully and individually monitored in order to manage their behaviour, with a written log kept if considered necessary.

6.5 The procedure for dealing with the exclusion of pupils with protected characteristics is as per County procedures.

## **7.0 Bullying**

The school has a separate policy on Anti-Bullying. This details the definition of bullying and outlines the school guidelines for dealing with incidents, in accordance with Herts County Guidelines.

## **8.0 Procedural arrangements**

8.1 Any teacher or relevant playground supervisor will investigate an incident of unacceptable behaviour. This will involve listening carefully to what the child in question has to say and to any other children involved in the incident. These incidents will be dealt with appropriately, e.g. time out by the fence if deemed necessary.

8.2 The child's class teacher will be informed as soon as possible and will determine what action, if any, should be taken.

8.3 Where the unacceptable behaviour is considered to be serious the matter will be reported to the Headteacher and/or Deputy Headteacher for investigation. Such incidents may be recorded in the 'Incident Book'. This book is monitored by the Headteacher and kept in his office. The child's class teacher will be notified of the outcome of the investigation.

8.4 Teachers, including the Headteacher and Deputy Headteacher, will use their experience and professional judgement in deciding whether or not parents should be informed of minor infringements of school rules or inappropriate behaviour.

8.5 When a child's behaviour is causing concern, the class teachers will keep an on-going log to record any behaviour-related incidents, either in the classroom and/or on the playground.

8.6 Serious incidents or incidents of a repeated nature will be investigated under the Bullying Procedure.

8.7 Parents of pupils involved in a behavioural incident will only be informed about sanctions imposed by the school that relate to their own child. Specific information about any sanctions involving other children will not be shared.

## 9.0 Sanctions

9.1 Resolution of incidents by the school alone may include a reprimand by the teacher, lost Golden Time, withdrawal from morning, lunchtime or afternoon playtime or special classtime activity / outing, and/or referral to the Deputy or the Headteacher.

9.2 If a child's behaviour in the playground is causing concern, for a certain period of time the child may only be allowed out to play under close supervision by a member of staff (usually the Head or Deputy).

9.3 Where parents have been involved, sanctions may include the above and/or an agreement between the school, parent and child concerning expectations about future conduct and sanctions concerning further breach. This process may include the involvement of outside agencies, such as the Attendance and Pupil Support Team, CAMHS (mental health service), Educational Psychologist or Links Centre.

9.4 Fixed term exclusion. This sanction may only be imposed by the headteacher, or the acting head if the headteacher is not on site. Its main purposes are a) to provide a 'cooling off period' - pending agreement with parents and pupil about future conduct as above - and b) to protect staff and pupils from the unacceptable behaviour listed in section 6.1. See LA Exclusions Guidance for procedures relating to governing exclusions and parents' rights to make representations to the Governing Body.

- 9.5 Permanent exclusion. This sanction may only be imposed by the Headteacher. It is a measure of the last resort where the school has taken all reasonable steps to avoid excluding the child and allowing the child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. See LA's Exclusions Guidance for the procedure governing the use of exclusions and parents' rights of appeal.
- 9.6 Pupils' behaviour outside school on school business, for example on residential trips, away school sports fixtures, or school trips, is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school.
- 9.7 Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school, can be grounds for exclusion. For behaviour outside school, but not on school business, the Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgement for the Headteacher.

#### **ADDENDUM FOR COVID Outbreak Management**

If a COVID outbreak were to occur, the following will apply:

##### *Annex A: Behaviour Principles*

- *following any altered routines for arrival or departure*
- *following school instructions on hygiene, such as handwashing and sanitising*
- *following instructions on who pupils can socialise with at school*
- *moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)*
- *expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands*
- *tell an adult if you are experiencing symptoms of coronavirus*
- *rules about sharing any equipment or other items including drinking bottles*
- *amended expectations about breaks or play times, including where children may or may not play*

- *use of toilets*
- *clear rules about coughing or spitting at or towards any other person*
- *clear rules for pupils at home about conduct in relation to remote education*
- *rewards and sanction system where appropriate*

*Reasonable adjustments that need to be made for students with more challenging behaviour will be identified as necessary.*

Teachers will discuss and agree with their pupils the appropriate behaviour principles and expectations that are listed above.

If staff have to deal with a more challenging behaviour incident, they have been instructed to send for the Headteacher / Deputy Headteacher who will come to the relevant classroom to assist, rather than the pupil/pupils concerned being sent to the Head/Deputy Head's office.

Were it decided that a child should miss part or all of their playtime, they would be supervised either in their classroom or a separate area of the playground.

Were a child's behaviour such that other pupils / staff were being put at risk, the Head / Deputy Head would contact the child's parents to discuss the appropriate course of action – this may include the child being taken home.