

Behaviour and Discipline Policy

Thursday 09 May 2013

At Eastling School we aim to promote amongst pupils self-discipline and proper regard for authority. We actively encourage good behaviour and respect for others, aiming to ensure that pupils' standards of behaviour are acceptable at all times. Children are encouraged to respect the authority of all adults within the School community, and to communicate openly and honestly.

The purpose of this policy is to offer a clear set of values and to mark clearly the boundaries of acceptable behaviour, to state the School's moral code, and to outline the rewards and punishments which will be fairly and consistently applied.

In September 1998 it became a legal requirement of all LEA maintained schools for Governors to agree a written statement of general principles for an overall Behaviour and Discipline Policy (Education Act 1997).

This Policy was initially agreed at a meeting of the full Governing Body in the Autumn Term 1998. It has been reviewed yearly. A summary is sent to new parents, teachers and other adults involved in the School within the School Prospectus whilst the current copy is available as a download from the school web site or by request at the office.

Basis of behavioural expectations

“For children to behave as young adults, sensibly, politely, studiously and with regard to their own and others values and for adults within the school to treat them as such, in a fair, equitable and equal manner sharing in their success and effort”.

Note to Parents

Our home school partnership details our expectations in further depth

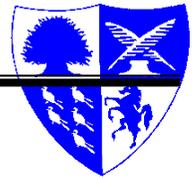
Eastling School rules

We have rules to make the School a fair and safe place for all children which are discussed, as necessary, in class circle times. We try not to have too many rules and to explain the rules to the children. Our school rules are based on the principle that teachers have the right to teach, children have the right to learn, and that all children can behave well.

Rewards

Most children at Eastling School behave well and respond well to positive encouragement and, if necessary, a “telling off”. We aim to create an ethos where a child's strengths and positive behaviour is continually acknowledged and reinforced by praise. In addition to class teacher praise we also reward by:

- Showing work to the Head teacher
- Showing work in a weekly sharing assembly



- Friday stickers for good behaviour, excellent work and great effort
- Merit certificate after 5 Friday stickers
- Access to rewards and extra curricular outings

It is very hard to get rewards right; some children are always good, do lovely work and behave well and do not need these incentives as they have self-discipline and motivation. Our main aim is, however, to improve children's attitude and achievement and provide them with a positive learning environment. We will always reward improvement, however small and whatever the starting point.

Our aim is to promote self-discipline for each child. We believe in a firm but fair discipline where good behaviour is recognized and rewarded. In the event of serious or persistent bad behaviour the parents are always informed.

We have adopted a set of Golden Rules throughout the school, which the children are expected to adhere to. These are:

- ✓ Do work hard, don't waste time.
- ✓ Do listen to people, don't interrupt.
- ✓ Do be kind and helpful, don't hurt people's feelings.
- ✓ Do be gentle, don't hurt anybody.
- ✓ Do look after property, don't waste or damage things.
- ✓ Do be honest, don't cover up the truth.

By keeping to these rules they have an opportunity to earn 'Golden Time' on a weekly basis. This is when they are able to choose their own special activities (within reason!).

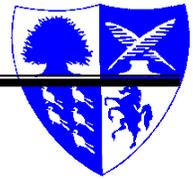
Playground Behaviour

Some children find keeping to these simple rules especially difficult at playtimes! To help children develop the skills of getting on with others; sharing, and helping the school community, we run a 'Young sports leaders' system and have introduced a "Young Mediators" scheme. Older children are given the responsibility of helping other children and solving minor issues between them through scripted negotiation.. "Young sports leaders" provide and look after special playground equipment and help children organise games using it.

Additional support is given through classroom support in "Personal, social and health education" (PSHE) issues as well as the use of Social and Emotional Aspects of Language (SEAL) materials throughout the school.

Clubs and Activities

We are keen to encourage cooperation between children and allow them to organise and run their own 'clubs' and activities during the dinner period. The wide range of activities that they have provided include colouring, cutting and sticking, netball, community service, charity, ICT, Lego, dancing and social clubs.



It is a delight of the school to see the older children helping and supporting others in an activity that they have organised.

The School Council

Another feature of the school is the school council. This has representatives from each class. They discuss issues of concern on a weekly basis and present their findings and thoughts to the Headteacher and wider school community. Often they are instrumental in alerting the school to their perception of problems in the school.

Certificates and stickers

We want children to know when they are behaving well! We have a system where children are rewarded with 'merit' points when they indicate good behaviour, effort or excellence in their work. Five of these points will result in the award of a 'sticker' at the school celebration assembly. After three stickers, children are awarded a certificate showing the achievement they have made. Parents are able to track their children's good behaviour through the homework book which is where all the individual stickers are collected.

Two Simple Rules about Fighting

1. It is NOT all right to fight.

- * No fighting is allowed in school; look for an adult before tempers are lost.
- * There should never be ganging up or bullying in the playground.
- * No violent play-fighting; this can lead to real fights. It is better not to play games where you need to grab others.
- * Watching a fight is NOT all right; it makes things worse.

2. It is alright to tell.

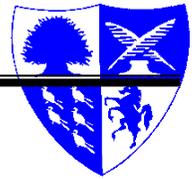
We ask everyone in the school community to let us know if they have seen something that concerns them or if they are being upset or bullied. Children should tell an adult so something can be done.

One problem that we must address in schools is bullying. A good definition of bullying is 'repeated intimidation that is deliberately carried out in order to cause emotional or physical hurt'. Using this definition any of the following could be bullying if they were carried out repeatedly:

- * Forcing children to act against their will
- * Hitting a child
- * Teasing a child
- * Making fun of someone's efforts
- * Excluding from activities
- * Making children give things away
- * Mocking appearance
- * Ganging up to be 'scary'

We will not tolerate bullying at Eastling School.

Repeated bullying will be treated seriously and may result in exclusion.



* Cyber-bullying (eg using technology to send upsetting messages)

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

Further information on each of these types of bullying can be found in the DCSF publication "Safe to learn: Embedding anti-bullying work in schools" [ISBN 978-1-84775-027-3]

All schools have bullying of some sort but it is important to recognise the difference between inappropriate behaviour and bullying. Our aim is to reduce its occurrence and prevent it happening for extended periods. We have many approaches that are successful. These include:

- ✓ Observation during periods when bullying is perceived to be taking place
- ✓ Discussion about the effect of bullying
- ✓ Change of class seating or playground routines to minimise opportunities

For these techniques to work we do need the help and support of parents, both to inform us of children's concerns and to negotiate behavioural standards with their children.

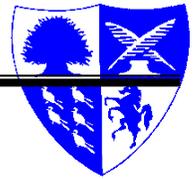
We have a positive view of discipline and have adopted the 5 golden rules noted above.

There is a wealth of support advice for parents who are concerned about the various aspects of these issues. We have provided a summary of information sources as an Appendix to this document.

Health and safety

There are a few rules that ensure your child's health and safety:

- ✓ Children should always remain in supervised areas whilst at school
- ✓ Children should not remain or return to the site outside the hours when supervision is available (eg 8:40-3:30pm) unless to attend school activities which are supervised.
- ✓ No jewellery should be worn except watches or stud earrings. Earrings and watches **must** be removed **by the child** before PE, dance, swimming or gymnastics.
- ✓ Every absence must be covered by a note, telephone call or personal visit to the class teacher or secretary. Without this contact it will be recorded as 'unauthorised' absence and cause concern and investigation as to the whereabouts of the pupil.
- ✓ Blocking entrances and exits with pushchairs always causes obstruction and could be extremely dangerous if the building had to be evacuated quickly.
- ✓ Parents are responsible for toddlers and babies while on the school premises. Please prevent small children from climbing, running, and moving our equipment.



- ✓ No dogs are allowed on the school premises.
- ✓ Although Kettle Hill Lane is a public thoroughfare, parking on the lane causes particular dangers to children at the beginning and end of school. The school has specially arranged parking at the village hall and church car parks to ensure children's safety in transit from transport to school. Please consider and use this
- ✓ Once children are under the supervision of their parents (which is as soon as Parents have taken this responsibility at the class door), normal safety rules should apply (e.g. they shouldn't be allowed to climb trees or fences, use equipment inappropriately or play in potentially dangerous situations)

Sanctions

We believe that our school provides fantastic opportunities to all. These are on the basis of mutual respect between staff and pupils. If a pupil finds it difficult to maintain this respect, their opportunities to access rewards will be reduced.

For those children who find it hard to behave, or who consistently challenge our rules we have a framework of such sanctions. There is no corporal punishment (i.e. hitting by staff) in school. Physical intervention may be necessary to prevent children hurting themselves or others.

Each incident is responded to as an individual case, considering such factors as past behaviour and are at the discretion of the class teacher, mid-day supervisor or Head teacher. Sanctions may include (they are not in any particular order):

For disruption in class:

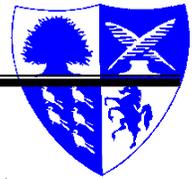
- * losing a playtime(s)
- * being seated by themselves
- * finishing work at playtime or at home
- * being sent out of class to calm down
- * being taken to see the Head teacher, who may then contact parents
- * withdrawal of privileges such as after school clubs, sitting on benches in assembly, trips (including residential experiences where staff are concerned that behaviour or actions will cause health and safety concerns or bring the school name into disrepute)

For disruption at playtime:

- * standing out, usually by the wall
- * being sent into School House
- * working or sitting in silence

Extreme Cases

If a child continually behaves badly, in spite of discussion between home and school, parents will be asked to allow the child to reflect on their behaviour at home, for a period of days or even permanently.



If bad behaviour is repeated and there is little evidence that the child is responding then meetings will be arranged involving the class teacher, Head teacher and parents. The school also makes use of an Independent Behavioural Service with parental consent.

We may decide to put the child 'on report' in an effort to improve their behaviour. Brief daily reports are written and then read and signed by the class teacher and/or the Head teacher and the parents. The child will be told clearly of any rewards or sanctions.

In cases of extreme bad behaviour, or if there is no response to all our previous strategies, children will be excluded from school. This may be to cool off

- perhaps for the rest of the day
- for a specific number of days
- permanently

Fixed Term Exclusions are given on three strict criteria. These are that:-

- ✓ A child physically assaults someone with intent to cause actual bodily harm.
- ✓ A child openly and blatantly uses abusive language in the presence of a member of staff with intent to disrupt or verbally abuse.
- ✓ A child deliberately leaves the learning environment without permission putting themselves in a dangerous, unsupervised situation.

And in addition, may be given for

- ✓ serious damage to school property in school hours
- ✓ continued bullying which is systematic and making another's life a misery after warning steps have been taken.
- ✓ continuous behaviour, as detailed above, which prevents others from learning and teachers from teaching (again after initial warning stages have been undertaken)

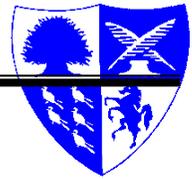
Upon return to school following exclusion the following happen: -

- ✓ a re-evaluation of the support being given to the child and the various roles between school, home and pupil
- ✓ a signed agreement from child and/or parents is sought to agree to behaviour code [a reintegration contract]
- ✓ If the number of fixed term exclusions exceeds five days then a Personal Support Plan (PSP) will be drawn up in agreement with outside agencies and parents.

Exclusions are very serious and we hope to avoid them by home and school working together.

Any exclusion is made known to our governors (we may arrange meetings with the governors prior to a possible exclusion) and is recorded in the child's file that is forwarded to their secondary school.

It is our role to discipline children in school if the behaviour recorded is within school times. We would ask parents not to intervene with another child's parents but report the matter to us if they feel it is not being dealt with in school.



Children with Special Needs

Some children with very specific difficulties find it hard to behave. If a child's behaviour gives cause for serious concern we can give additional support in school to try to put it right. We can, but only with parental agreement, seek the assistance of such services as the Primary Learning Support Service, the Educational Social Work Service, the Behaviour Support Service, or the Educational Psychologist.

With some children, a partial attendance at school may be appropriate as part of a programme to develop their social skills to cope with the demands in a normal community of many children.

Procedures in a reported case of bullying

We believe that the adherence to a set of procedures will help all concerned understand that the process is impartial, equitable and equally applied to all.

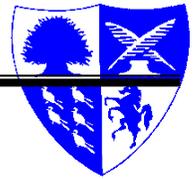
Reports of bullying may come from

- ✓ Staff observation
- ✓ Parent's reports
- ✓ Children's reports

In essence, our procedure will be the same

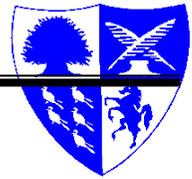
- a) Record the allegation within both the alleged perpetrators and victim's diary file. A professional judgment is made at this point as to whether the report is a transient feature of the child's perception. Our staff would also consider previous friendship patterns and alignments of alleged perpetrator, victim and possible witnesses before recording the account which makes the most plausible account with witnesses available. If a member of staff considered that the bullying report was a temporary disagreement between children, this would not be recorded each time.
- b) Consider the consequences and impact of the bullying actions that have taken place. If these are racist or sexist, different procedures would apply. For incidents of repeated bullying or inappropriate actions, school sanctions would apply.
- c) Where the incident has resulted in physical injury or potential physical injury, parents of both parties will be informed.
- d) Where incidents are characterised by intimidation through physical or verbal means children will be warned of the consequence of their actions continuing leading to fixed term exclusion
- e) Parents may be informed after an initial incident if this is serious in nature but will always be informed when a second similar incident occurs
- f) Consider appeasement activities which will prevent the bullying situation occurring again (including nurture activities, responsibilities, setting acceptable areas to play within for both parties, different seating patterns etc.

A fixed term exclusion may be allocated to a child on the basis outlined above.



This is seen as an opportunity for the child to reflect on their behaviour and its consequences and is not taken lightly by the school.

*In the case of a child who leaves the school environment, we will immediately inform parents of their departure using emergency contact numbers. If these are unavailable then we will contact the local police force reporting a missing child before searching in the immediate locality



Appendix A: A selection of sources of advice concerning the various types of bullying

The following agencies are engaged in anti-bullying work.

Some have their own helpline, publish advice leaflets, and can be approached for advice on individual cases.

Advisory Centre for Education

www.ace-ed.org.uk

Anti-Bullying Alliance

Resources include: Anti-Bullying Week materials; a monthly e-bulletin; briefings; and many other resources for professionals.

www.anti-bullyingalliance.org.uk

Tel: 020 7843 1901 (general information, not a helpline)

Barnardo's

www.barnados.org.uk

Tel: 020 8550 8822 (general information, not a helpline)

Bullying Online

www.bullying.co.uk

ChildLine (ChildLine in partnership with schools)

www.childline.org.uk

Tel: 0800 1111 (24-hour helpline)

Children's Legal Centre

www.childrenslegalcentre.com

Tel: 0845 456 6811 (helpline)

Department for Education and Skills

www.dfes.gov.uk/bullying

Each

www.eachaction.org.uk

Tel: 0808 1000 143 (national, freephone helpline for young people affected by homophobic bullying.

Lines

open Mon - Fri 10am - 5pm, Sat 10am - midday)

Every Child Matters

www.everychildmatters.gov.uk

Healthy Schools

www.wiredforhealth.gov.uk

Kidscape

www.kidscape.org.uk

Tel: 08451 205204 (helpline for concerned parents, carers, and relatives)

National Children's Bureau

www.ncb.org.uk

Tel: 020 7843 6000

National Council for Voluntary Youth Service

www.ncvys.org.uk

Tel: 020 7253 1010

National Youth Agency

www.nya.org.uk

Tel: 0116 242 7350

NSPCC

www.nspcc.org.uk

Tel: 0808 800 5000 (24-hour helpline)

Ofsted

www.ofsted.gov.uk

Parentline Plus

www.parentlineplus.org.uk

Tel: 020 7284 5500 (for general information only)

Parentline: 0808 800 2222 – 24-hour helpline for parents

Textphone: 0800 783 6783 – 24-hour helpline for parents

Relate

www.relate.org.uk

Schools Health Education Unit

www.sheu.org.uk

01392 667272

Teachernet

www.teachernet.gov.uk

Victim Support

www.victimsupport.org.uk

The school also provides guidance on Anti-bullying issues within its website [www.Eastling.kent.sch.uk] and often has publications from caring organizations dealing with and advising on the issues around the topic.