



**Behaviour & Discipline Policy (including wider reopening of the school following COVID Lockdowns)
Stepney Primary School**

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Introduction

Our vision, underpinned by co-operative values¹, is threefold; to work in partnership with the community we serve to combat social exclusion and deprivation, to build a sustainable and vibrant community and local economy, and to provide learners with a global perspective helping them to become responsible and articulate citizens in a global economy. We will achieve this by delivering the highest possible standards of education, and for this we rely on the performance of all our employees. With this in mind the Trust is committed to providing staff with development opportunities and support.

The success of THRIVE is due to our employees performing at a consistently high level, through a shared passion for teaching and learning, high aspirations for student learning, with each individual continually developing and growing professionally.

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

1 Aims

The school aims to:

- foster standards of individual and social behaviour in school by developing mutual respect, so increasing self-discipline and social responsibility;
- establish and embed consistent rules so that effective teaching and learning can take place.

2 Objectives

In partnership with pupils, parents and governors our objectives are to:

- enforce school rules to promote safety and good order, and communicate these rules clearly to pupils, parents and governors;
- apply rules firmly and consistently with high levels of supervision, and all staff to provide a good example in their behaviour towards pupils and each other;
- provide real opportunities for children to behave with fairness, consideration and responsibility, and nurture children's confidence and self-esteem by recognising all their achievements, social, sporting, academic and non-academic;
- listen with genuine interest to children and encourage them to listen, take turns, put others first, not leave others out and abide by the rules of games;
- ensure effective classroom management with a stimulating and suitably differentiated curriculum addressing the needs of all our pupils, promptly seeking appropriate advice and assistance;
- provide as interesting and pleasant a physical environment as possible, discouraging littering and vandalism and promoting respect for our environment;
- to develop and enforce an anti-bullying policy;
- to foster an inclusive environment for all, promoting community cohesion.

¹ self-help, self-responsibility, democracy, equality, equity, solidarity, honesty, openness, social responsibility and caring for others

3 Implementation

The school uses a form of assertive discipline, coupled with restorative practice techniques and strategies. We use a whole school approach to rules, rewards and sanctions. As a school we have a fair and consistent approach to supporting children's behaviour.

4 Roles & Responsibilities

4.1 Teaching Staff

All members of staff have a joint responsibility in the implementation of this policy.

Essential to this are:

- regular discussion arising from specific difficulties;
- accurate recording of specific issues;
- seeking commonly agreed solutions;
- support from senior staff and external agencies when necessary;
- mutual support amongst class teachers.

4.2 Non-teaching Staff

The Teaching Assistants and Lunchtime supervisory assistants support children in the classroom with a consistent approach to discipline and learning.

The Head and Deputy support them in their tasks as appropriate.

4.3 Whole-school

Our school rules are:

- Follow instructions;
- Show respect for classmates;
- Show respect for staff;
- Complete work;
- Show respect for school property

These are whole school rules, to allow a consistent approach, and are enforced by all staff.

4.4 Reporting Incidents Using CPOMS

Alongside many other schools in Hull, Stepney bought into the CPOMS online reporting system in 2016. Teaching and support staff record incidents under a variety of areas including behaviour, child protection and safeguarding, health, and welfare. The headteacher and Child Protection coordinator (the deputy head teacher) are notified of all incidents that are logged. Other staff, depending on their position in school, may receive copies of certain incidents. For instance: the SENCO would receive reports about SEN issues.

Incidents are followed up by actions where necessary.

Please see Appendix (i) for Categories used by Stepney Primary on CPOMS (please note that CPOMS allows each school to create bespoke categories)

5 Rewards

Children are praised and rewarded by class teachers and non-teaching assistants. Pupils may be sent to other teachers or the Head of School to show good work.

Children's achievements are recognised in a weekly Achievement Assembly. One child is chosen from each class to receive a 'Star of the Week' certificate. Staff keep a record of this to ensure that all children receive this award at least once in the academic year. Since 2018-19, we have had a *Growth Mindset/Learning Muscles* ethos across

the school. Staff award a 'Learning Muscle' certificate for pupils displaying these traits. Parents are invited to watch their children receive their certificates in the Achievement Assembly. As well as recognising children's achievement in the weekly assemblies, their work is celebrated by being put on display in the communal areas of the school. Each phase has their own display boards. Throughout the year we have further assemblies to present awards and celebrate other achievements such as swimming and cycling. In addition, stickers, certificates and other small prizes are issued by any member of staff as and when appropriate.

6 Sanctions & Detentions

Where possible restorative practice techniques and strategies will be followed:.

Sanctions follow an Assertive Discipline approach. These follow 5 stages:-

- If a rule is broken → Pupil will be given a verbal warning.
- ↓
- If a further rule is broken → Pupil will miss 5 minutes of their playtime & a text message will be sent to parents
- ↓
- If a further rule is broken → Pupil will miss 10 minutes of their playtime & a text message will be sent to parents
- ↓
- For repeat detentions → A text message will be sent to parents inviting them to see the class teacher
- ↓
- For extreme circumstances → Parents will be called and invited to see a senior member of staff and pupils may be put on report following these meetings. **See Appendix (ii) for a copy of the Report Card.**

NB Parents will be spoken to at the start of the week in which their child is 'on report' and at the end of a/each week. Mid-week meetings with parents will be called if needed



- Repeated 'on report' sessions → This may result in exclusions on an escalating scale from 1 day to 2 days to 3 days

No child can earn minutes back from these sanctions.

7 Stepping Down

If patterns of persistent poor behaviour emerge but a pupil is not getting to the stage that parents would be asked to come into school, it may be necessary to 'step down' so that parents are contacted earlier.

8 Detention

Detentions are supervised by a senior member of staff (usually the head or deputy) and the number of times a pupil has detention is recorded in a Detention Folder in accordance with the procedures for sanctions. This is passed to the office staff to text to parents.

A record is kept of this and a chart showing who has had detentions is monitored by the Headteacher. During the year, whole school treats may be organised.

Pupils who have had many and repeated detentions may risk losing the privilege to take part in these. These treats do not include visits and other activities which are part of the curriculum.

9 One-to-One Support

More serious offences may mean the child spends time in a room, away from their usual classroom. This is at the Head's discretion and offers an alternative to exclusion. Parents will be informed. We will endeavour to use the Emotional Social Welfare officer to provide assistance and work with the pupil in her room.

For repeated serious offences, or for those at risk of exclusion, pupils may need a Pastoral Support Plan. These are managed by the SENCO or other senior members of staff. Parents and other relevant agencies will be invited to attend these meetings. Class teachers will be expected to liaise with parents and inform parents if the child has had a good day. There will be follow up meetings dependent on the progress made by the child. These will normally occur once a fortnight, however, the final decision on timings will be decided at the PSP meeting.

See Appendix (iii) for a copy of our school Pastoral Support Plan

In extreme cases pupils may be excluded from the school. This will involve the Governing Body.

Poor lunchtime behaviour is reported to the Senior Supervisor. As appropriate he/she will send a letter home to parents or report the incident to the Head. Records of lunchtime incidents are kept by the senior supervisor.

For repeated poor playtime and lunchtime behaviour, a warning will be sent to parents, if this continues the child may be excluded from dinner times for up to one week.

10 Pupils with Complex Emotional & Behavioural Difficulties

A range of strategies will be used to support pupils with more complex needs, to avoid exclusions wherever possible. These include:

- Individual Behaviour Plans;
- Self-esteem programme;
- Close liaison with home;
- Referral to Primary Behaviour Referral Unit (SENCO).

11 Teaching Styles

Consistency in teachers following guidelines is very important, as is the organisation of the framework within which pupils may work. It is also true to say that children learn better and behave better when they are stimulated and challenged.

In an effective working environment one would expect high levels of industry, low noise levels, effective pupil talk and movement around the class that is work-related.

Communication between teacher and pupil is clearly important in class if pupils are to make progress.

12 Use of Restraint & Positive Handling

The Headteacher and senior management recognise the serious implications for all concerned when the use of physical intervention becomes necessary. In particular, they acknowledge the stress and very real anxiety that such actions can and do generate in children and young people, parents/carers and staff. With this in mind, the school follows procedures to ensure everyone has a positive and safe way of responding to behaviour that requires the use of physical intervention.

13 Minimising the Use of Force

In order to minimise the use of force, staff work within the framework of the following principles and procedures:

- creating and maintaining a calm environment that minimises the risk of incidents arising that might require using force;
- using Social and Emotional Aspects of Learning approaches to teach pupils how to manage conflict and strong feelings;
- de-escalating incidents if they do arise;
- only using force when the risks involved in doing so are outweighed by the risks involved in not using force;
- using positive handling plans for individual pupils.

14 Staff Authorised to use Positive Handling where Restraint is required

Members of the School Leadership team have been trained appropriately in the use of restraint techniques 'Team Teach' and should be called upon if such a need arises. Decisions on whether or not physical intervention is necessary, will be made in accordance with the 'Team Teach' guidance. If any restraint techniques are needed, details of the incident must be entered into the Numbered and Bound Book, which is kept by the Designated Safeguarding Lead. A scanned copy of this needs to be attached to the CPOMS entry for this incident.

14.1 Recording & Reporting Incidents

All incidents involving restraint and/or the use of significant force must be recorded using the CPOMS online system. This record must be completed on the day of the incident and include the names of all members of staff involved and any witnesses. It is the responsibility of the lead teacher involved in the incident to ensure a phone call is made to the child's parents/carers on the day of the incident.

For further information please see the Team Teach handbook and The Whitehouse PRU policy on the use of restraint. Both of these documents are available from the Designated Safeguarding Lead, Miss J Atkinson

15 Public Sector Equality Duty

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and

- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

16 Person Responsible

Updated Autumn 1 2022

Jo Atkinson

Appendix (i) CPOMs Categories used at Stepney Primary School Guidance

Please use the following codes when reporting incidents on CPOMS. Please note that there are sub-categories attached to each code, so that staff can be very specific about the nature of incidents.

Categories
Attendance Concerns
Behaviour
Child on Child
Child Sexual Exploitation
Contact with External Agencies
Disclosure
Discrimination
Domestic Abuse
E-Safety
Extremism/Radicalisation
Pastoral Information
Referrals
School Nurse
SEND
Social Care Involvement
Substance Abuse/Involvement
Welfare Concern (Family)
Welfare Concern (Pupil)

Appendix (ii) Behaviour Report Card

Stepney Primary School

Behaviour Report Card

Name: _____

Date: _____



	<u>Session 1</u>	<u>Assembly</u>	<u>Playtime</u>	<u>Session 2</u>	<u>Lunch Time</u>	<u>Basic Skills</u>	<u>Session 3</u>	<u>Total points</u>
<u>Monday</u>								
<u>Tuesday</u>								
<u>Wednesday</u>								
<u>Thursday</u>								
<u>Friday</u>								

Points awarded for: Following instructions
 Showing respect for class mates
 Showing respect for staff
 Completing work
 Showing respect for property

Points required to remain in class: _____

Headteacher: _____

Class teacher: _____

Pupil: _____



Appendix (iii) Pastoral Support Plan Form

Stepney Primary School Pastoral Support Plan

Student Name: _____

Year Group: _____

Contributors to the plan and agreed between: _____

Date plan agreed: _____

1. Reasons for drawing up the PSP:
2. Academic Performance/Exam Entry Information:
3. SEN: No
4. Start Date:
5. Review dates –
6. SMART Pupil targets:
7. Identified and agreed rewards: Home: School:
8. Actions/Strategies:
9. Monitoring arrangements:
10. Next review:
PSP Review 1 held on: Present: Details of Review: Actions: Next Review:
PSP Review 2 held on: Present: Details of Review: Actions: Next Review:
PSP Review 3 held on: Present: Details of Review: Actions: Next Review:

Student signature:

Parent signature:

Staff signature:

