



**OUR LADY STAR OF THE SEA**  
**PRIMARY SCHOOL**

# **Positive Behaviour Management**

## **Policy for Behaviour and Discipline in School**

Reviewed April 2024

# Behaviour and Discipline Policy

## Rationale:

*“The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves.”*

(Elton, 1989)

School communities are most effective when everyone adheres to the whole school policies, has high expectations, high self-esteem and respect for each other. The climate is then created which can encourage the development of self-discipline, enable pupils to become responsible members of society and in which all can attain their full potential.

## Discipline in schools – teachers’ powers

**Key points** (*Behaviour and Discipline in Schools – Advice for headteachers and school staff* – February 2024)

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers have the power to impose detention (on rare occasions at OLSotS this may be outside school hours).
- Teachers can confiscate pupils’ property.

## Purpose of the policy:

- To create a positive environment based on a sense of community and shared values
- To encourage the development of self-discipline and a sense of responsibility and caring attitudes
- To increase an awareness of an acceptable code of behaviour
- To encourage a sense of collective responsibility amongst staff and pupils
- To recognise the importance of rules and acceptable behaviour
- Prevent bullying
- Ensure that pupils complete assigned work
- Supports pupils to regulate their conduct
- To prepare children to be good citizens and recognise the importance of Rule of Law as a positive and important British Value.

The following policies should be read in conjunction with this policy:

1. Keeping Children Safe in School
3. Child on Child abuse Policy
4. E-Safety Policy
5. Confidentiality Policy
6. Health & Safety Policy

### **Guidelines:**

- All adults should demonstrate mutual respect as an example to the children
- The appearance of the school must provide a positive learning environment – a stimulating classroom environment is essential
- Children must be presented with an appropriate differentiated learning experience
- The school must provide a welcoming atmosphere for parents so that effective relationships are developed between parents and school
- There must be a fair and consistent approach to unacceptable behaviour.
- Positive behaviour should be praised and rewarded

The school recognises that at times it is necessary to:

- use screening and searching of pupils
- use reasonable force to ensure the safety of all pupils and staff
- discipline pupils for misbehaviour which occurs in school and in some circumstances, outside of school

NB. Use of screening, searching and reasonable force must be conducted in a way that does not compromise human dignity or the values of the school.

The power to discipline applies to all paid staff with the responsibility for pupils. It is therefore necessary for all teachers and TAs to be aware of the school Behaviour Policy and follow the guidance within.

It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE).

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

### ***Children should be encouraged to:***

- take responsibility
- make good choices
- reflect upon their actions, to look at alternatives and contribute to school and class rules
- explore increasingly complex issues related to behaviour within the school, local community and wider world
- see school rules as being supportive
- understand that rules and laws are vital part of British Society and this should be valued



## Establishing Acceptable Behaviour

### The Classroom

All teachers are expected to set high standards of behaviour within the classroom developed through planned moral and social education.

Children work within an agreed code of behaviour where they are encouraged to respect and take care of each other and their environment.

#### ***Behaviour not acceptable in the classroom includes:***

- lack of respect for others – body language, facial expressions, aggression
- bad language
- talking when the teacher is speaking
- talking when other children are asking or answering a question
- laughing at or making fun of other children when they make mistakes
- shouting
- pushing or hurting each other
- running
- isolating each other
- not sharing equipment
- deliberately damaging school equipment/resources/furniture, ...etc.
- distracting other children
- being off task
- not tidying the classroom
- inappropriate haircuts
- not wearing school uniform

### Around the School and Playground

Teachers all take general responsibility for high standards of behaviour around the school and work as a team.

#### ***Behaviour not acceptable around school includes:***

- fighting
- bullying
- swearing
- coughing or spitting into other people's faces
- not following basic hygiene rules
- running inside the school
- shouting or screaming
- throwing litter
- playing/standing in cloak room areas
- playing in toilet areas
- deliberately damaging school equipment or property
- vandalism and graffiti
- maliciously accusing other children or adults of wrong doing



***Emphasis should always be on positive reinforcement.***

This will ensure that children who are not following the school rules are reminded how to behave by being given good role models as examples. The teacher will spend more time on rewarding good behaviour than pointing out bad behaviour.

**Bullying**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- *An imbalance of Power: Young people who bully use their power – such as physical strength, access to embarrassing information, or popularity – to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same person.*
- *Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.*

**Online Bullying**

Online bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass, threaten or intimidate someone for the same reason as stated above.

Online bullying can take many forms:

- Abusive or threatening texts, e-mails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressurising children to send sexual messages or engaging in sexual conversations

## Strategies for Developing Good Behaviour

### Children to be:

- given opportunities to reflect upon behaviour within the school with peers and adults – part of the School Council and class meetings
- involved in a code of conduct in their class (Class Rules)
- given responsibilities – school council representatives, classrooms may have monitors for tidying books, pencils, looking after the laptops/iPads, switching off lights, tidying displays etc.
- well-motivated and their learning extended where appropriate

### Teachers to:

- prepare interesting differentiated work
- have a well organised classroom – create a stimulating environment for children to work in
- encourage children to build relationships through carefully planned moral, social and spiritual education
- operate school reward system within the classroom – children are praised and get House points/stickers/certificates for good behaviour
- identify children to receive an award for good behaviour presented by the Executive Headteacher or Assistant Headteacher in a special assembly each week
- end lessons at a suitable time so that classrooms are left in an orderly fashion (tidy) at the end of each session

### Around the School

It is important that teachers/staff work as a team and are consistent in their approach to discipline– staff support each other, praise good behaviour and speak to any children behaving inappropriately. Behaviour management is seen as a collective responsibility.

Teachers and teaching assistants, on yard duty, are responsible for the children being lined up in a quiet and orderly manner. Teachers not on duty should ensure that they are on the yard, promptly as the children line up, to support orderly and good behaviour.

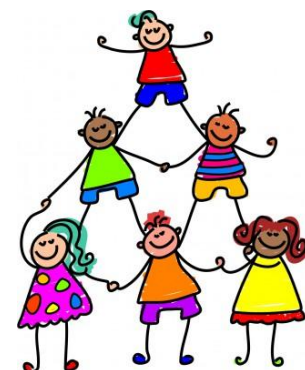
All children are expected to leave and enter classrooms quietly and orderly.

It is important that set procedures are established in the school to promote a sense of calm and order.

**All teachers** are expected to manage behaviour effectively to ensure a good and safe learning environment *see point 7 bullet points in Teachers' Standards (DfE)*.

Teachers must:

- act with appropriate authority and act decisively
- inform parents of incidents of bad behaviour by phone or face to face ASAP – make sure parents understand what has happened and the consequences



NB. It is not the responsibility of Teaching Assistants (TAs) to manage unacceptable behaviour alone. Teaching assistants will assist the teacher and may handle minor incidents within a

classroom; however, the overall authority re behaviour management lies with the class teacher and Senior Leaders.

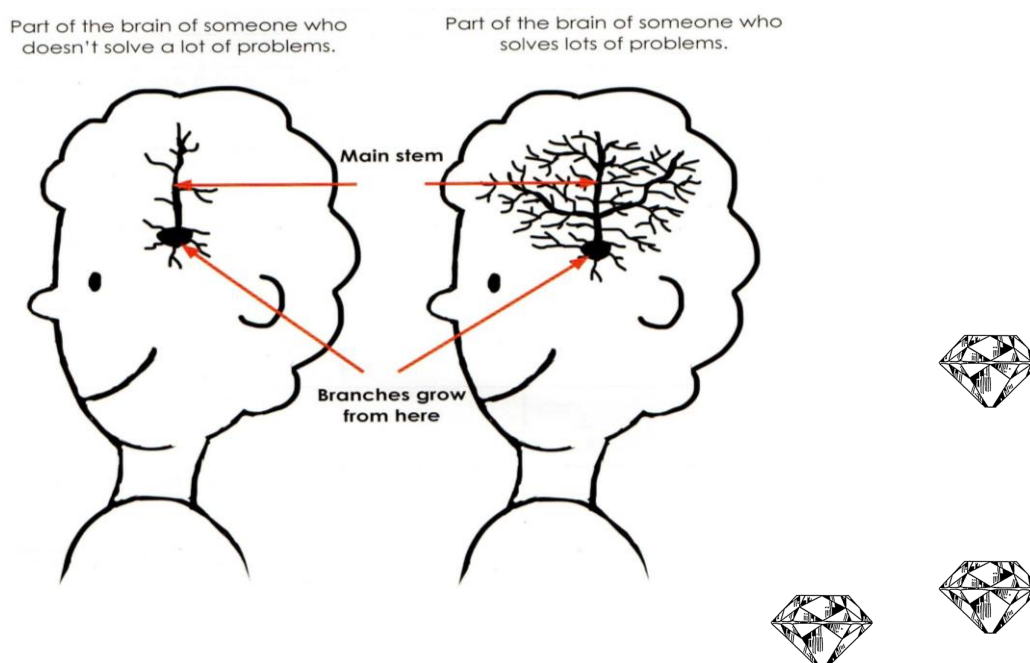
If teachers encounter behaviour in their classroom which requires a pupil to be removed then:

- TAs may be used to escort pupils to senior leaders or to request their presence in the disrupted classroom
- Pupils should only be restrained as a last resort – if it is deemed that their behaviour poses a risk to themselves or others. Staff who have been trained in TEAM TEACH should carry this out.
- If a child needs to be restrained, staff should inform the child's parents and a record of the incident should be placed on CPOMs.

## Gem Power

Teachers are to use 'Gem Power' to establish good habits, behaviour, resilience and independence in the classroom.

Children should be introduced to 'Gem Power' at the beginning of each year to ensure that they understand the concept and help them to become more independent, resilient and kind.



Each class teacher **must**:

- introduce 'Gem Power' to their class of children
- establish the 'challenge' ie. what the children will have to do in order to achieve their 'gem'

- display information in the classroom regarding 'gem power' and 'challenge'
- ensure that jars of gems are displayed (one for teacher, one for children and one to hold the 'gems')
- 'gems' are awarded to children and staff appropriately and consistently
- introduce new 'challenges' when children have achieved target challenges
- be consistent in practice – when rewarding children or when awarding staff

**Support staff and lunchtime supervisor** are to use 'Diamond Power' to establish good habits, behaviour and independence in the dining hall and school yard:

Support staff and lunchtime supervisors are to:

- identify 'challenges' during lunchtime eg. independently use a knife and fork' , show good table manners eg. please, thank you , .... not talking with mouth full ...etc.
- challenge displayed in dining hall
- establish 'challenge' on the playground eg. able to line up quietly at the end of lunchtime ... etc.
- lunchtime supervision consistent re children receiving diamonds
- ensure that jars of 'diamonds' are displayed ( one for supervisors, one for children and one to hold the 'diamonds')
- introduce new 'challenges' when children have achieved target challenge
- be consistent in practice – when rewarding children or when awarding staff





## **The Zones of Regulation**

The Zones of Regulation is a whole-school strategy, which enables children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate.

These include: use of language / application of colours to feelings / considering their response to these feeling and calming and regulating activities.

It is delivered through regular whole-class teaching sessions, as well as through more bespoke interventions - in response to individual need.

This approach helps children to:

- understand themselves better
- rationalise their worries and/or concerns
- learn to co-regulate, through adult modelling techniques and strategies and consequently,
- become better able to manage their own emotions independently – self-regulation

## **Strategies for Dealing with Problem Behaviour**

### **Class Teachers**

Class teachers are responsible for dealing with general bad behaviour both in the classroom and around the school.

#### *Disciplinary measures:*

- Teacher reprimands child – verbal warning
- Accompanying teacher on duty at playtimes  
Breaktime or lunchtime detentions (These must be supervised by staff – in most cases the member of staff providing this as a punishment)
- Not representing the school on teams i.e. football, netball, etc. for a set period eg. one game
- Teacher responsible for teams must check on the behaviour of children who have misbehaved
- If reprimanded off-site e.g. at the swimming pool – rules of the swimming instructor will be applied

If a child contravenes the code of behaviour repeatedly the teacher needs to keep a diary/log, noting the dates, details of the behaviour and consequences.

In serious cases, arrangements will be made to send children to Easington Colliery Guidance and Learning Centre (GLC).

### **Assistant Head Teacher**

If more serious incidences occur such as frequent aggressive behaviour, bullying, stealing, bad language directed at members of staff or vandalism the Assistant Head is informed immediately. (At present these rarely take place.)

For serious, persistent unacceptable behaviour parents will be contacted and children will be referred to the GLC. This will involve the child attending the GLC for 1 to 3 days – depending on the level of unacceptable behaviour.

A referral to the GLC would normally be made by the AHT or EHT and with agreement of parents.

### **The Executive Head Teacher**

The AHT will inform the Executive Head Teacher when she feels an incident is sufficiently serious. Teachers must inform the Head Teacher if they believe the behaviour warrants a fixed term or permanent exclusion from a school team or school.

The HT will discuss serious behaviour issues with parents and parents may be asked to agree to a referral been made to the Guidance Learning Centre (GLC) at Easington Colliery Primary School.

If a referral is made to the GLC arrangements will be made for the child to attend the GLC for 2 or 3 days. The school will organise transport and provide work while the child attends the unit.

For severe breaches of the behaviour conduct in the school pupil exclusions may be enforced and the EHT will follow the Durham County guidance on fixed term exclusions.

### **Parents**

Parents may be informed at the end of the day, by telephone or by invitation into school to discuss issues. It is important that concerns are dealt with quickly and sensitively.

It is the school's responsibility to inform parents of good behaviour as well as bad. This may be in the form of:

- verbal reports of improved behaviour,
- child being in receipt of good behaviour stickers, Dojo points
- certificates

### **Children**

It is important that children understand what the expectations of the school are with regard to acceptable and unacceptable behaviour.

Children need to experience a consistent approach to behaviour and know the 'consequences' of poor behaviour.

Children should feel that they have a 'voice' in determining the school and class rules.

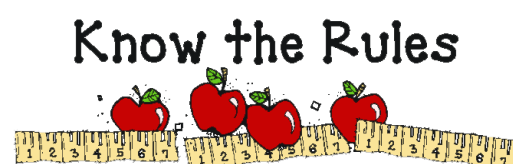
At the beginning of each year a class set of rules should be drawn up in consultation with the children and teacher. These rules should be displayed in the classroom and referred to when infractions of the rules occur.

### **Rules should follow the lines of:**

#### ***Class Rules:***

*To be agreed at the beginning of each year with children and teacher.*

- 1) Stay on task
- 2) Keep hands, feet and objects to yourself
- 3) Listen carefully when the teacher is talking
- 4) Take care of the classroom and look after books and equipment
- 5) Walk sensibly in the classroom



### **School Rules:**

- 1) Follow instructions
- 2) Keep hands, feet and objects to yourself
- 3) Keep the school in good condition
- 4) Walk sensibly and quietly in the school
- 6) Be polite and helpful to everyone

### **Rewards:**

*The following is a list of rewards that will be used in the school:*

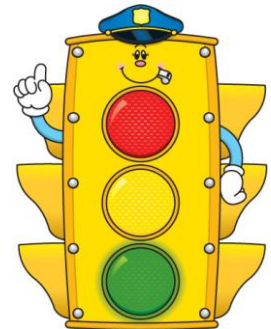
- 1) Verbal Praise
- 2) Good Behaviour Stickers
- 3) Certificates
- 4) 'Gems'
- 5) House Points
- 6) 'Dip in the box'
- 7) Reading vending Machine tokens



### **Consequences:**

*The following is a list of consequences to be used:*

- 1) Verbal warning
- 2) Use of 'traffic light' system in KS1
- 3) 1 minute after class/ 5 minutes away from the group
- 4) 2 minutes after class/ 10 minutes away from the group
- 5) Telephone/Letter home to parents (advisory call/letter)
- 6) Referred to Exec. Head or Assistant Head - request to see parents – from EHT or AHT
- 7) Referral to GLC
- 8) Fixed term suspension



## Prevention and De-escalation

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the school environment. Good classroom organisation, clear boundaries that are consistently applied and maintained and interesting well-paced lessons will be effective in preventing incidents with almost all pupils.

De-escalation techniques should be used wherever possible to defuse a situation and prevent an incident from occurring – a non-confrontational, calm by assertive approach is generally the most effective.

Diverting the pupil's attention and distancing them from the 'trigger' or third person intervening can also help prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk.

### Primary Prevention

This is achieved by:

- Avoiding situations and 'triggers' known to provide challenging behaviour
- Creating opportunities for communication, choice and achievement
- Exploring pupils' preferences relating to the way/s in which they are managed
- Developing staff expertise through a programme of Continuous Professional Development
- The deployment of appropriate staffing numbers
- The deployment of appropriately trained competent staff

### Secondary Prevention

This involves the recognition of the early stages of behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'diffusion' techniques to avert any further escalation.

- Pause – stand back, take a moment before approaching and assess the situation.
- Speak slowly and clearly in a calm voice.
- Explain your care actions.
- Try not to rush the person, act calmly.
- Show respect and treat child with dignity at all times.
- Minimise boredom, social isolation and irritating factors in the environment such as noise, uncomfortable clothing.
- Enhance comfort, exercise, participation in activities, decision making and dignity.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly to violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary intervention has not been effective, and
- The risk associated with **NOT** using RPI are greater than the risks of using RPI.

## **Types of incident**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Where a pupil's behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- ✓ A calming activity should be offered/made available to the pupil, including the option to withdraw from the task/activity
- ✓ A clear positive statement should be given to tell the pupil what it is that you want them to do – give positive instructions
- ✓ Positive reinforcement, praise and reward should be provided to the pupil for any attempt to calm down and/or behave appropriately, however small the effort
- ✓ Warning of intention to intervene physically and that this will cease when the pupil complies. If possible summon assistance.
- ✓ Physical intervention (used as a last resort) – positive handling uses Team Teach techniques to prevent a child harming him or herself, others or property.

*Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not measured by the absence of problems, but by the way in which we deal with them.*

## **Associated resources:**

This policy is to be linked to:

*Behaviour and Discipline in Schools – Advice for headteachers and school staff – February 2024*