



**Beaumont
Primary
School**

A Learning Community Partnership

Policy for Behaviour and Discipline

**including
prevention,
detection &
response
to bullying.**

Beaumont Primary School Behaviour and Discipline Policy (including prevention, detection & response to bullying)

1. Aims and expectations

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. In our school we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life.

The school has a number of school rules, 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. "A Learning Community Partnership."

The school expects every member of the school community, adult and child, to behave in a considerate way towards others – "To be polite, kind and hardworking".

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school 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.

2. Rewards and sanctions

- Staff praise and reward children for good behaviour in a variety of ways (ACE points).
- The school acknowledges the efforts and achievements of children, both in and out of school.
- The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Punishments and sanctions involve children working during break times or lunchtimes and include loss of privileges. Occasionally pupils will not be allowed on school visits or journey if their behaviour has been a cause of concern within the school and is deemed unsafe.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will reprimand him or her. If a child misbehaves repeatedly, we 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.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the member of staff stops the activity and if a Teaching Assistant is present

the child will be taken to the Headteacher or Senior Management Team Member or a message will be sent for support (red card).

- If a child threatens, hurts or bullies another pupil, the member of staff will take the necessary action and then refer the incident to a member of the Senior Management Team. Parents will be informed and a meeting arranged in order to discuss the situation, with a view to improving the behaviour of the child.
- The class teacher discusses the school rules with their class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. 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'.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

3. Escalation procedure for the pupil where poor behaviour occurs

- It is unfair for a child to disrupt the class when their friends want to work and their teacher needs to teach. If poor behaviour occurs, the following will happen:
- The child will be warned using the 'Assertive Discipline Policy' about the poor behaviour and told it must stop. This may include being kept in at playtime/lunchtime to catch up with their work.
- If this behaviour does not improve, the class teacher will discuss this informally with the child's parent.
- If poor behaviour continues, the child may be sent to another teacher's class to work. This is serious because their teacher feels that s/he cannot settle down in their own class. This is called 'Time Out'.
- If the child has received two 'Time Outs' from their class, then the parent will be contacted to discuss how we can help the child improve their behaviour.
- If the child is sent out of the class again, then s/he will spend some time working with the Headteacher or a senior member of staff. They will miss all playtimes and eat their lunch by themselves. The parent will be told that this has happened and invited to come and discuss the situation.
- If the child's behaviour still shows no improvement the Headteacher will warn him/her, in the parent's presence, that if their behaviour does not improve they will be temporarily excluded from the school for a fixed period of time.
- Permanent exclusion is used when all other sanctions and ways of behaviour management have been exhausted.
- For very serious incidents, the Headteacher or their deputy will immediately make contact with the parent and decide on an appropriate punishment.

We tell the children that the best way to stay happy at Beaumont Primary School is to learn from their mistake with the first warning. We also tell them that when they hurt or upset someone else they are breaking the rules and should expect to be sanctioned. At school the children are always given time to tell us their account of what happened. We take every care to find out what the facts are and to make sure, as best we can, that the right child(ren) receive sanctions. We want to work in partnership with parents in helping every child work hard, play safely and be happy at Beaumont Primary School. 'To be Polite, Kind and Hardworking'.

4. The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers 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.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher/team manager/school management team member.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in the first instance, having consulted a member of the Senior Management Team/Headteacher. If we feel there is a serious breakdown of conduct we will always seek to discuss the situation with you.

5. The role of the Headteacher

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 report to governors, when requested, on 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.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been consulted.

6. The role of the parents

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

We explain the school rules in the home-school contract, and we expect parents to read these, support them and share them with their children.

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

If the school has to sanction a child, parents are expected to 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 headteacher/senior management. If the concern remains they should refer to the school complaints procedure, which is available in the School Office.

7. The role of the governors

The Board of Governors has the responsibility of setting down these general guidelines of standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

8. Prevention, detection and response to Bullying

“Bullying is a range of unacceptable behaviours that are intended to hurt, intimidate, frighten, harm, humiliate, undermine, or exclude. Bullying is often characterised by being repeated over time and difficult for the sufferer to defend themselves against.” Croydon Department for Children, Young people and Learners.

Beaumont Primary School recognises that bullying can take forms and can affect all members of the school community this can include homophobic bullying, cyber-bullying, racist bullying and against pupils with special educational needs and disabilities.

Bullying can be done verbally, in writing or images, including through communication technology (cyber bullying) e.g.: graffiti, text messaging, e-mail or postings on websites. It can be done physically, financially (including damage to property) or through social isolation. Verbal bullying is the most common form.

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology; they must be able to do this without fear.

Beaumont Primary School has a three tiered approach to stopping bullying in the school, based on **Prevention**, **Detection** and **Response (Low-level, Escalation and High-Level)**

Prevention:

Beaumont promotes a safe school environment through the following strategies:

- Valuing relationships, all staff and pupils are expected to show respect, tolerance and trust to each other. Through these values we will show through our behaviour towards each other.
- The curriculum, PSHE, Social and Emotional Aspects of Learning (SEAL), Citizenship classes. Through the curriculum pupils will learn about building positive relationships, conflict resolution skills, and emotional health and well-being.
- The school staff will promote the Anti-bullying message in assemblies and through PSHCE lessons.
- Teachers and school staff use a range of techniques to help promote communication and acknowledge feelings including circle time, talking pieces.
- We are a telling school and pupils, and parents must feel safe and confident informing staff and matters will be treated confidentially (please see confidentially policy)

Detection:

Beaumont uses a range of strategies to detect bullying in school:

- The school community is urged to report bullying, in this case it is better to report and be wrong, than be right and do nothing.
- Pupils can report bullying to any member staff; however the school is aware that other pupils may talk to other members of the school community, including friends and parents.

Response:

Beaumont uses a range of methods to resolve incidents of bullying when they occur these include the following:

Low-level bullying and relationship-break-downs

- At this level, pupils are asked to take ownership of the situation and responsibility for their behaviour.
- This can include space to have a discussion, where-by any agreement reached will be reported to the Head of House, to monitor the agreement.

Escalation:

Where bullying has come to the attention of staff then staff will take the following measures:

- Discuss with each pupil involved what has happened, or ask pupils to fill in a reflection sheet which will be used to ascertain what has happened
- Staff may also do indirect mediation where pupils do not wish to meet, but a resolution is necessary for both pupils to feel safe in school.
- Where staff feel that the seriousness of the incident has impacted on the school community this will be referred to the Headteacher.

High Level response:

Incidents that affect the whole school community or have an impact of the local community mean that the Headteacher may take specific action including:

- Restorative Conference – where a bullying incident occurs all those affected are asked to attend to acknowledge the harm cause and what needs to be done to repair the damage, and prevent it happening again.
- Exclusion from school in severe cases.
- Referral to outside agency this may include the Police, Social Services, Counsellors and voluntary agencies such as e.g. victim support.

9. Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The headteacher, prior to excluding a pupil, will inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Board of Governors. The school informs the parents how to make any such appeal. (See LA guidance - Appendix 1)

The headteacher informs the LA and the Board of Governors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. (See LA guidance - Appendix 1)

The Board of Governors itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The Board of Governors has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

10. Monitoring

The headteacher monitors the effectiveness of this policy, with the School Management Team, on a regular basis. S/he also reports to the Board of Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher maintains a record of behaviour incidents referred to the School Management Team with actions/outcomes. This is kept in the Headteacher's office. A record of incidents, involving injury, at morning playtime and lunchtime are kept in the incident book in the first aid cupboard.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Board of Governors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Links to other policies

British Values policy

Code of Conduct for staff

Code of conduct for parents, carers and visitors

Disciplinary Code and practice

Equality and Diversity policy

Home School Agreement

Online Safety policy

Parental Involvement policy

P.S.H.C.E. policy

Prevent and Anti-radicalisation policy

Safeguarding Children in Education policy

Review

The Board of Governors reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Board of Governors receives recommendations on how the policy might be improved.

Policy of Equality Statement

The Board of Governors and School is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Date: Autumn Term 2018

Review Date: Autumn Term 2020

Appendix 1

LA guidance on the Head Teacher's duty to inform parties about an exclusion

4. The head teacher's duty to inform parties about an exclusion

4.1 The head teacher's duty to inform parents about an exclusion

A guide to the law¹⁰

26. Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it.

27. They must also, without delay, provide parents with the following information in writing:

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

28. Written notification of the information mentioned in the above paragraph 27 can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way¹¹.

29. Where an excluded pupil is of compulsory school age the head teacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The head teacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session¹².

¹⁰ Section 51A Education Act 2002 and regulations made under that section.

¹¹ Section 572 Education Act 1996

¹² Sections 103 to 105 Education and Inspections Act 2006 and regulations made under these sections.

30. If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:

- the start date for any provision of full-time education that has been arranged for the child during the exclusion;
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the pupil to identify the person they should report to on the first day.

31. Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

32. The information in paragraphs 29 to 31 must be provided in writing but can be provided by any effective method (paragraph 37 provides guidance on this issue).

33. The failure of a head teacher to give notice of the information in paragraphs 29 and 30 by the required time does not relieve the head of the duty to serve the notice. A notice is not made invalid solely because it has not been given by the required time.

34. If a child is excluded for a further fixed-period following their original exclusion, or is subsequently permanently excluded, the head teacher must inform parents without delay and issue a new exclusion notice to parents.

4.2 Statutory guidance to the head teacher on informing parents about an exclusion

35. For notifications under paragraph 26, although this must not delay notification, ideally, notification should be in person or by telephone in the first instance as this would give the parents an opportunity to ask any initial questions or raise concerns directly with the head teacher.

36. When notifying parents about an exclusion, the head teacher should set out what arrangements have been made to enable the pupil to continue their education prior to the start of any alternative provision or the pupil's return to school, in line with legal requirements and guidance in section 5.

37. For notifications under paragraphs 29 and 30, effective methods for providing the information may include email or text message, giving the notice directly to the parents, or sending the information home with the excluded pupil. Where information is sent home

4.3 The head teacher's duty to inform the governing board and the local authority about an exclusion

A guide to the law¹³

40. The head teacher must, without delay, notify the governing board and the local authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);
- any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any exclusion which would result in the pupil missing a public examination or national curriculum test.

41. The head teacher must also notify the local authority and governing board once per term of any other exclusions not already notified.

42. Notifications must include the reason(s) for the exclusion and the duration of any fixed-period exclusion.

43. In addition, within 14 days of a request, a governing board must provide to the Secretary of State and (in the case of maintained schools and PRUs) the local authority, information about any exclusions within the last 12 months¹⁴.

44. For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the head teacher must also notify the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

¹³ Section 51A Education Act 2002 and regulations made under that section.

¹⁴ As set out in the Education (Information About Individual Pupils) (England) Regulations 2013.