



Shiremoor Primary School Discipline Policy

INTRODUCTION

In Shiremoor Primary School we consider that good discipline is a vital part of school life to enable effective learning. Good discipline is also necessary to ensure the pupils' safety and well-being.

The ethos of the school is one in which its unique character and atmosphere promote an environment which will strive to ensure that all of our pupils can achieve their full potential in a happy and safe environment. School's role in discipline is an important one and can systematically and overtly contribute to pupils' personal and social development whilst impacting positively on mental health and well-being.

Aims in regards to Behaviour and Discipline

- To safeguard all children.
- To create a positive environment which encourages and reinforces good behaviour.
- To ensure that pupils take responsibilities for their actions and accept the consequences of their behaviour choices.
- To define acceptable standards of behaviour and manage behaviour proactively whilst promoting positive behaviour such as honesty and courtesy.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships based on kindness to others.
- To ensure that children complete assigned work to a high standard.
- To encourage the involvement of both home and school in the implementation of this policy.

The Curriculum and Learning

Teachers must:

- Have high standards of children in all that they do.
- Plan to ensure children's differing needs do not become a barrier to learning.
- Provide written and verbal feedback as part the school policy to ensure high expectation
- Manage the classroom effectively and fulfil the Teachers Standards.

SCHOOL RULES

Shiremoor Primary School has the following rules:

1. We keep hands and feet and other undesirable objects to ourselves.
2. Quiet voices - we do no shout or use bad language.
3. We are always in the right place at the right time.
4. We follow helpers and teacher instructions.
5. We follow the rules of each area.
6. We care for the school environment.

It is important that you know and keep the school rules. To achieve a Gold Award you will need to keep the school rules

Proactive Behaviour Management

Proactive strategies will be utilised to avoid the need for sanctions. These will include:

- High expectations of children in all that they do.
- Training children well in expectations of how they will behave at all times.
- Engaging lesson delivery which is well-paced to motivate children.
- Differentiated work that children can access at their own level including providing challenge for children with high ability in particular subject areas.
- Non-tolerance of low level poor behaviour and disruption.
- Expectation that all children will participate throughout each lesson.
- Developing positive growth mindsets so that children have positive attitudes to their own learning and understand their own targets.
- Ensuring good positioning of children in lessons and having high levels of vigilance.
- Using strategies for individuals as required e.g. individual work stations, visual timers, visual timetables, play zones, buddies, shortened unstructured times.

Rewards

Children need to develop a positive mindset where they understand the benefits of demonstrating correct choices in behaviour. The most effective reward is that of self-satisfaction and happiness derived from doing the right thing. The most common important reward is recognition in the form of praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

All children will work towards collection of a collection of bronze, silver and gold awards for **consistently excellent behaviour**. Children can 'collect' one award each term and, by the final term, should have a full set. They can then wear these awards on their 'excellence sash' with pride. Teachers will encourage children to come to their own decision about whether they deserve their awards. Any child not achieving their award will have a certificate which tells them clearly what their target is for improving their behaviour the following term. In addition, any child not achieving their award will be expected to have a discussion with the Headteacher to identify how they will improve their behaviour moving forward.

Equal Opportunities

All rewards and sanctions must be fairly applied and consistently and in accordance with the schools Equal Opportunity Policy.

Sanctions

Teachers will use proactive behaviour management strategies to avoid the requirement for sanctions. Although rewards are central to the encouragement of good behaviour, when necessary, appropriate disciplinary sanctions that are reasonable and proportionate will be used. The purpose of these will be to show appropriate disapproval, to impress upon the student that what has been done is wrong, to deter him/her from repeating that behaviour and to show other students that such behaviour is unacceptable and to deter them.

Sanctions range from:

- A verbal reprimand.
- Expressions of disapproval from staff.
- Warnings of consequences such as moving to an isolated space within the classroom.

- Extra work or repeating of unsatisfactory work until it is of the required standard.
- Withdrawal of privileges.
- Removal from a group, class or particular activity.
- Removal of lunchtime/breaktime.
- Referral to a senior member of staff.
- Being placed on report.
- Additional physical activity such as running around the playground.
- School based community service such as picking up litter or helping to clear the dining hall.
- An internal exclusion (Sanctioned by the Headteacher).

Internal Exclusion

If a child's behaviour is deemed to be to the danger or detriment of others the Headteacher may choose to sanction an internal exclusion which is carried out in an isolation room. The expectation is that the child will work all day and have no interaction with anyone other than the supervisor. This has to be a severe punishment to ensure that children do not want to repeat the experience. Parents will be expected to bring their child to school via the front entrance and collect their child at the end of the day. If the child continues to behave inappropriately, the internal exclusion will continue until the child is remorseful and respectful of rules. We cannot allow any child to have a detrimental impact on the safety or learning of others.

External Exclusion

At Shiremoor Primary School, we try not to utilise our right to exclude a child, but rather will seek an alternative placement for the child if necessary, however, where necessary for the protection of the rights of the majority, an external fixed-term or permanent exclusion may be sanctioned.

The Education and Inspections Act 2006 gives teachers and other staff in charge of students the right to deal with students' misbehaviour and to impose sanctions. This power extends to students outside of school, for example on a school trip at home or abroad, where poor behaviour may result in the student being sent home at the Parents' expense. Poor behaviour by students on the way to and from school or in the community in general, will be dealt with by the school if deemed appropriate.

The School's Responsibilities during external exclusion:

During the first 5 days of any exclusion the school will set work for the student. From day 6 an excluded pupil must receive full-time education provided by the school, if the exclusion is fixed term, or by the Local Authority if the exclusion is permanent.

Parents/Carers Responsibilities during external exclusion:

1. During the first 5 days of exclusion Parents/Carers must ensure their child is not in a public place during school hours without good cause. Parents/Carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this requirement. From day 6 Parents/Carers must ensure that the student attends full-time education by the designated provider.

Use of Force

Whilst school staff would endeavour to resolve every situation calmly, there may be times when it is necessary for members of staff to intervene physically for safeguarding purposes.

Use of force can be used to:

- Prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- To prevent a pupil causing deliberate damage to property;
- To prevent a pupil causing injury or damage by accident, by rough play or by misuse of dangerous materials or object;

- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- To prevent a pupil behaving in a way that seriously disrupts a lesson; or
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

Parental consent is not required to restrain a pupil.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- a. Committing a criminal offence (or, for a pupil under age of criminal responsibility, what would be an offence for an older pupil);
- b. Causing personal injury or damage to property; or
- c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

- I. Any member of staff at the school;
- II. Any other person whom the Headteacher has authorised to have control or charge of pupils. This can also include people whom the Headteacher has given temporary authorisation to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school-organised visits); and
- III. Does not include any pupils.

Appropriate staff have had training in de-escalation techniques and restraint for when it may be required. (See Restraint Policy)

Bullying (Including Racial and Sexual Harassment)

At Shiremoor Primary School we do not tolerate any kind of bullying. (See Anti-Bullying Policy) Signs of Bullying should be recognised and all situations investigated and responded to quickly and appropriately. When parents suggest that they have a concern related to bullying, the matter will be investigated and short or long-term strategies or sanctions agreed and put in place with opportunities to evaluate measures taken. All incidents or allegations are recorded on CPOMS and records maintained. (Please see Data Protection Policy).

Stop and Search

The Violent Crime Reduction Act 2006 gives staff the right to search students for offensive weapons. The Police must be informed of the seizure of knives, blades or offensive weapons or any other things which are reasonable grounds for suspecting are evidence in relation to an offence, found in the course of a search of a student, this might include drugs.

Confiscation of Property

Children should not bring property of value to school. Children are expected to take responsibility for their own property. Staff reserve the right to confiscate property in the following circumstances:

- When the property interferes with the education of others.
- When the property may cause a health and safety issue.
- When more than one child claims ownership to the property.
- When the property is not part of school uniform.

Confiscated property will be handed, by the teacher, to the office and will remain in the office until a parent collects the property in person. This is in line with the Education and Inspections Act 2006, part 7 – discipline, behaviour, exclusions, chapter 1 school discipline.

Children in Years 4, 5 and 6 are permitted to carry mobile phones to safeguard these children as they may travel to and from school on their own; however they must be switched off at all times inside school premises and should not be visible to others. They can be handed in to the office on arrival for safe-keeping.

Malicious Accusations

Any pupil or parent found to have made a malicious accusation against a member of staff may face Police action

(See also our Home School Agreement and our Behaviour for Learning Booklet)