



Glen Hills Primary School

Behaviour and Discipline Policy

Some children do provide a constant challenge to teachers and children alike, and it is a fact that we have to spend considerable time and energy with these children in order to safeguard others. There are no swift, simple solutions, but we find working together as a staff with parents means that problems are discussed and shared. We endeavour to modify children's behaviour by praise of their positive actions rather than responding only to their negative conduct. The children are dealt with in as fair and consistent a manner as possible, in the way best suited to their individual needs.

AIMS

THE AIM OF THIS POLICY IS SELF DISCIPLINE AND RESPECT FOR OTHERS

For all incidents of behaviour management, please see Appendix C for guidelines and procedures.

As in all aspects of a child's development, his or her general behaviour should be considered as a joint responsibility and collaborative effort involving parents, child and school. When applying this policy, individual circumstances will be taken into account, particularly in relation to children with SEND to ensure no discrimination takes place

Children come with many different backgrounds and values and while this can be a strength, whilst in school we try to emphasise positive constructive and sociable values.

We expect and ask for a good standard of behaviour from all children - including consideration and respect for others, tolerance, taking turns, care of property, politeness and honesty.

We recognise that some children find this difficult or alien for a variety of reasons (sometimes long lasting and deep seated, sometimes temporary) but the majority of the children here are friendly, cooperative and well socialised.

To encourage these aims, fortnightly PSHE themes are displayed around the school and referred to in whole school assemblies.

TEACHING

We teach about relationships as part of our Citizenship, Personal, Social and Health Education work (which in primary schools exists in all areas of the curriculum) and through our SEAL work (Social and Emotional Aspects of Learning)

- Through discussions of real or fictional incidents
- Through stories and videos
- In Assemblies and R.E.
- In individual discussion with children
- The 'hidden curriculum' e.g. praise of good behaviour
- Through drama and role-play to develop positive interpersonal skills
- Through debate of serious issues (especially with older children)
- Group and collaborative work
- Circle time

Issues, which may be included in such work, are;

- Teasing
- All aspects of stereotyping
- Racism and incidents of 'hate'*
- Sexism
- Ageism
- Providing alternatives to violence
- Truth/lying
- Abuse - physical, sexual and emotional
- Cooperation
- Unsocial language
- Disabilities
- Feelings
- Stealing
- Bullying, including homophobic bullying

**A 'hate' incident involves any pupil/s demonstrating malicious or threatening behaviour (physical, mental or verbal) towards another pupil or groups of pupils.*

The term 'bully' is commonly used. At Glen Hills we interpret it as involving the aggressive domination or continual regular harassment of one person or group over another. We try to pre-empt this problem by dealing with incidents as soon as they occur, whether they are of a physical, verbal or emotional nature. All bullying, incidents of racism, sexism, hate incidents, physical violence and sexually

inappropriate incidents are recorded on serious incident forms. The Local Authority request annual returns regarding incidents of racism and hate.

We are aware that problems with behaviour can arise at any time, but in particular at lunchtime, playtime and arriving at / leaving from school.

We stress regularly the type of behaviour we expect at all times. We provide supervision at break-times and talk regularly with dining supervisors about the children's behaviour.

Departments will annually review, with the children, a series of rules governing behaviour in and around school. These may be prominently displayed around the school buildings and will cover such areas as classroom, cloakroom and playground behaviour.

When problems arise we encourage children to tell us if they feel hurt, insecure or badly treated and also to support each other in such situations. On occasions we encourage children to talk problems through between themselves, under adult supervision, to eventually have ownership of the solution.

We observe children who have problems and try to determine what reasons, frustrations etc. lie behind them and in what particular circumstances the undesired behaviour occurs. We talk with individual children about their behaviour and detail what aspects of their behaviour are unacceptable and why. We can provide small, achievable 'goals' to encourage change.

It is important that this policy is carried out by **ALL** members of staff on every occasion. **ALL** children must be seen to be treated equally in matters of discipline.

LANGUAGE

The use of inappropriate, racist, hate, sexist or offensive language will not be tolerated. We are aware that some children may not realise that some language is offensive and staff will work sympathetically to modify behaviour.

ACTION FOLLOWING ANY REPORTED 'INCIDENT'

LEVEL 1 – (Individual isolated incidents)

1. Calm and comfort the injured parties.

1. Listen to both sides of the story, including witnesses. Try to ascertain facts. This may involve children talking, drawing or writing about the incident.
2. Try to clarify whether this was intentionally 'aggressive' or 'accidental'.
3. Encourage a written or verbal apology to child or adult involved.
4. Show disapproval of the unacceptable behaviour. Appropriate sanctions should be used e.g. partial loss of playtime.
5. Discuss with the children alternative ways of avoiding or dealing with such incidents should they recur.

Serious incidents must be reported to the class teacher/team leader by other members of staff who will then inform the parents/carers and head teacher (a serious incident form will then be completed). A School / Parent liaison form can be used in such circumstances (Appendix B).

LEVEL 2 – (Repeated inappropriate behaviour)

WHEN SEVERAL INCIDENTS INVOLVE ONE INDIVIDUAL (OR A GROUP) WE DO NOT CONSIDER IT A COINCIDENCE.

1. After an incident at this level the teacher must complete the Incident Behaviour Log sheet located in the child's personal file. (Appendix A)
2. A teacher talks to other staff and we observe the child and report any incidents. (This may include Head, Senior Staff member, SENCo or non-teaching staff). This may involve watching a suspected 'perpetrator' and/or a 'victim' of bullying or, a child reported to be unhappy in some way.
3. If considered appropriate the member of staff may wish to contact the parents informally to discuss the situation. For this it is recommended that the School/Parent Liaison Form (Appendix B) is used.
4. If further incidents occur then parents are formally contacted and encouraged to discuss the problem and work with us to eradicate it, e.g. a weekly or daily meeting with parents, or a 'report' - or a change of friendship group. First -formal letter is sent to parents and a copy of this is put in the pupil's record file in the school office. At this stage a Behaviour

IEP would be started with agreed targets and the child would be placed on the Special Needs Register.

5. In some circumstances we may recommend a physical, psychological or psychiatric assessment. We may direct parents to G.P. or other appropriate agencies, Leicestershire Family Service Unit, N.S.P.C.C., various 'help' lines.

6. There is the final sanction of temporary or permanent exclusion from school.



Appendix A – Child Behaviour Log

GLEN HILLS PRIMARY

Behaviour Log Sheet

Date	Details of Incident	Teacher

GLEN HILLS SCHOOL

GUIDELINES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

DEFINITION: -

Unacceptable behaviour is defined as anything that causes actual or emotional injury or offence to anyone or damage to property.

- On discovering any unacceptable behaviour the member of staff or responsible adult should: -
 - Stop any incident. (Any physical restraint must be kept to a minimum.)
 - Try to establish what happened.
 - Stay impartial
 - Deal with the immediate problem
 - Use appropriate methods to get the children to explain what happened
 - Get the children to apologise
- All incidents must be reported to the class teacher at the earliest opportunity.
- If the matter is serious then it must be reported to the 'line manager'
- If a pattern of unacceptable behaviour begins to emerge then a report of these incidents must be kept.
- If the problem continues then informal contact should be made with the parents (e.g. home time)
- A serious incident (eg. severe physical / verbal abuse directed towards another child or member of staff) must be reported to parents by letter (written by the Head Teacher) and a copy put into the child's folder (using a serious incident form)
- If the situation deteriorates then the parents will be asked to come to school to discuss the situation. Parents could receive a formal warning.

Sanctions to be considered include: -

Report Card

Behaviour Trackers/ Star Charts

Home School liaison book.
Loss of Playtimes /Dinner times
Fixed term exclusion
Permanent exclusion

