



Behaviour and Discipline Policy

At Camelot Primary School we aim to create a learning environment where children feel safe, secure and motivated to learn. We are determined to develop an inclusive culture where all children are encouraged to strive for continuous self-development and become life-long learners.

At Camelot Primary School we:

- Teach pupils a range of strategies to support good behaviour in all aspects of school life
- Raise pupil self-esteem and awareness of wider community and societal responsibilities as well as the value of good manners and conduct.
- Provide clear expectations of behaviour to which all can aspire.
- Are explicit about what adults and pupils in the school can expect from each other.
- Integrate behaviour management into all areas of school life through a structured system of praise and accountability.

Our Aims for Pupil Behaviour and Discipline

- To provide the highest standards of education through effective teaching and learning for all pupils with a broad, balanced and differentiated relevant curriculum.
- To provide equal opportunity for everyone at our school regardless of race, class, gender, special educational needs, religion, culture of ability.
- To encourage and develop independent thinking, lifelong learning, self-esteem and confidence, alongside respect and support for others.
- To provide a safe, caring, happy and stimulating atmosphere within an aesthetically pleasing environment.
- To encourage an educational partnership between children, staff, parents/carers and governors in order to promote links with the wider community.
- To provide efficient management with effective communication at all levels.
- To further encourage teamwork amongst the staff.
- To ensure the efficient use of resources – human, physical and financial to maximise educational outcomes

The Teacher's Responsibilities

Core strategies for ensuring outstanding behaviour at Camelot Primary School are:

Through implementation of best practice in learning and teaching:

- **Quality first teaching** (inclusive, fun & inspiring) supported by outstanding planning and ongoing assessment that informs planning.
- **Marking which provides feedback, achievable targets** that encourage positive learning and 'can do' attitudes as well as marking that elicits a response and dialogue between teacher and pupil.

By building positive relationships:

- **Rewards/Praise** – e.g. actively noticing good behaviour, positive messages to parents.
- **Good relationships with parents** – Building positive relationships with parents supports teachers to understand the pupil and sends the message that you are working together. Be available to talk to parents whenever possible and inform them of good behaviour as well as poor behaviour.
- **Teachers own role in the behaviour of a class.** Be aware of the causes that may lie behind behaviour e.g. through inappropriate activity or timetabling, accessibility of resources, building positive relationships,
- **Balance of reward & sanction** – not punishing a whole class for the actions of individuals and knowing that sometimes a telling off is enough.
- **Building relationships with children as individuals.** Understanding the best way to support our children, encouraging confidence, self-esteem and positive relationships with other children and adults.

By modelling and teaching learning behaviours

- **Helping children become independent and active learners**, encouraging them to think for themselves, develop their own opinions by giving options, and to organise their time and resources effectively, with support from the teacher.
- Teachers giving explicit direction and **being clear with reasons for actions and consequences** for actions
- By **not engaging children in protracted discussion about incidents** but simplifying them in relation to school expectations e.g. *'I understand that you are upset but you are disturbing the learning of other children and I cannot allow you to do that' 'You kicked someone and even though you were provoked it is still unacceptable'*
- To **clearly set the expectation** that respect means pupils not raising their voice at you or answering back.
- By **refusing to engage** in shouting matches
- By **utilising choice direction** e.g. *'You can either complete this work now or you can complete it at playtime, it is your choice.'*
- Knowing that an extremely agitated or angry child will not listen until they have calmed down.
- Knowing that sensitive humour can be an extremely powerful behaviour management tool.

By ensuring consistency of expectation from all stakeholders

- All children from Nursery to Year 6 are expected to enter and leave assembly and to *walk* around the school sensibly.
- **Ensuring that when a sanction is used it is fair and appropriate** for the action.
- Actively discouraging children from leaving the classroom to use the toilet during lesson times and use escorts for the least trustworthy to prevent incidents of vandalism and cloakroom theft.
- By active implementation of the systems and procedures outlined in this policy.
- By listening but being clear that your decision is final regardless of whether it is perceived as right or wrong.

The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers *all* want their children to succeed and be safe and happy within school.

Parents/Carers can support their child to adhere to the expectations of the school community by:

- **Explaining to your child what school is for:** a place for learning where he/she will be living with other people and that means sharing – books, equipment, adult attention and co-operating with others.
- **Helping your child with his/her learning.** This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after/returning borrowed books and attending parents' meetings to discuss your child's progress with the class teacher.
- **Supporting the school.** Any worries or concerns should be shared first with the class teacher. It is not always appropriate to voice your concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding. We expect that parents/carers actively support and encourage pupils' good behaviour outside of school.
- **Acting on messages from the school.** This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that undermining your child's teacher in front of your child will create further situations that may be very difficult to repair.
- **Understanding that children also learn from watching the behaviour and actions of their parents and siblings.** If the parent / carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents / carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.
- **Sending your child to school on time,** every day when he/she is fit enough to come, to notify school if he/she is not fit enough to come, and to collect him/her if they do not go home on their own.
- **Sending your child to school ready to learn.** Children to need concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- **Communicating with the school any special medical needs,** or any special circumstances at home that may affect your child's learning.

Please note: During the school day all parents/carers must report to the school office before contacting a member of staff. It is not acceptable for parents to approach staff when they are teaching. Equally, it is inappropriate for parents to approach support staff directly about their child's behaviour without first consulting the class teacher, Deputy or Headteacher. Additionally, it is inappropriate for parents to canvass and seek the views of other parents in relation to behaviour issues specific to their child.

The Child's Responsibilities

The expectations of the children at Camelot Primary School cover both inside and outside of the classroom:

- To co-operate with other pupils and staff following instructions
- To take responsibility for their own actions
- To develop self-control
- To be polite and well mannered
- To be honest
- To follow our school and class rules (Camelot Code)
- To respect the feelings of others, and learn to sort out difficulties without using physical or emotional violence
- To respect other children's and the school's property
- To listen when asked and wait their turn
- To work hard, not waste time and allow other children to do the same

Behaviour management systems

Below is a guide for **all staff** in how to achieve consistency of approach across the school.

- Always expect high standards in behaviour e.g. please and thank you, good manners
- Consider the pupils and what is reasonably expected of them e.g. do they have the money for new shoes? If not then do not make them feel worse by commenting or if they are tired is it because they have housing issues?
- Clear routines in class will encourage high standards of behaviour and a feeling of safety and reassurance
- Taking five minutes off the break time for those that flout the rules or do not try with their work is often more effective than bigger sanctions – but class teachers need to do it otherwise the power is given away to a member of SLT
- Be aware that ‘bullies’ are often bullied somewhere else in their life, so re-educate them into a positive way of behaving not a negative one.
- Positive class rewards e.g. raffle tickets or sticker charts often work with a relevant prize per week
- Mobile phones of any kind must be handed in at the beginning of the school day to the main office and collected at the end of the day.
- Pupils should not bring anything into school from home e.g. sweets, electronic equipment, or jewellery. This is because it will cause problems in class if it gets lost or stolen.
- For serious offences – where the child has put themselves and others in danger- contact SLT for support.
- Use agreed process when dealing with behaviour

Always think about what you can do to support that child but remember that

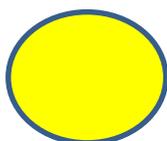
Reward Systems

The most effective form of behaviour management is one which notices where good behaviour is occurring and promotes it. At Camelot Primary School we have a weekly assembly which celebrates the behaviour and hard work of children and classes with Lanyards to show who is exhibiting our school values.

Within each classroom there is an expectation that there will be reward systems related to individual, group and whole class achievements including stickers, achievement charts, You may have a reward for those that are consistently demonstrating good behaviour.

Lower School:

In each classroom a chart must be displayed



Constant class disruption – giving reminders and supported in getting back on task

Disruption continues despite reminders

Children could be given time out to reflect (child to take timer and reflection card)

Behaviour worsens and warrants SLT intervention

Key stage 2:

Step 1 **Low level behaviour- reminder of choices**

Step 2 **Serious disruption/ continued low-level: straight to time out** (out of class)

e.g. disrespectfulness and/ or continued low level disruption or poor attitudes to learning (time out can be in or out of class at teachers discretion)

Step 3 **Continued disruption after time out - loss of break time** work on independent table for rest of lesson

Step 4 **Continued disruption: sent to Deputy or Assistant Head** This is an opportunity to discuss choices and improve

Step 5 **Reflection room**- behaviour team to contact parents to inform, meeting may be required.

* any physical assault on another child is automatic reflection room behaviour. Any parent of a child sent to reflection room will be contacted by a member of the behavioural team (ideally by text.)

All behaviour incidents are logged on Arbor. Behaviour incidents are not passed on to other schools. However a child who has accumulated many incidents will have other interventions so it is important to share the main behavioural concerns with anyone who is involved in supporting the child.

It is expected that any **serious incident** has been shared with the senior leadership team first so that a judgement can be made and parents and carers informed if appropriate. It should be recorded on Arbor if home has been contacted.

Behaviour/Learning Charts

Behaviour charts may sometimes be used for individual children to help them focus on specific targets. These targets will be agreed with the child, the teacher or allocated member of support staff or a member of the senior leadership team. The targets need to be specific to the needs of the child and relevant to the reason for putting the child on the chart in the first place. Ensure that they are achievable constant 'failure' to meet may result in reviewing the targets. If staff are unsure as to what targets to apply they can get guidance from a member of senior leadership. The charts will be monitored and if it is felt appropriate sent home to parents on a weekly basis. Parents must be informed and be an integral part of the process. Incorporate rewards from home as well as school for when the child meets a target.

Break and Lunch time support

Rio Hub Reflections

This is time spent with an adult at lunchtime to discuss incidents and offer support to the child so that better choices can be made in the future.

Preventing Bullying at Camelot

Aims

- Our pupils must be able to learn in a supportive and safe environment without fear of being bullied.
- Our School Community must understand that bullying is anti-social behaviour and affects everyone;
- Everyone must be made aware that bullying is unacceptable and will not be tolerated in our school.

Our School Statement:

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported if any bullying is reported.

“Bullying will not be tolerated at Camelot”

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a secure atmosphere. Bullying of any kind is unacceptable at our school. If any bullying should occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that **anyone** who knows that bullying is happening is encouraged to tell the staff. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at Camelot School.

We take a proactive approach to bullying as well as responding when an incident occurs. We regularly provide opportunities through circle time, assemblies and through the curriculum to reflect on what constitutes bullying and appropriate reactions to it. We support a telling environment where children are enabled and encouraged to ask for support. Staff are aware of the signs of bullying and will record, monitor and then devise an action plan. All incidents will be recorded in the log kept in the staff room and monitored by the Deputy Head. The situation will be discussed with parents/carers in order to achieve a successful conclusion.

What is Bullying?

“Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It’s usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks and mobile phones, is often called cyberbullying. A child can feel like there’s no escape because it can happen wherever they are, at any time of day or night.”

(NSPCC Research Bullying Definition 2015)

Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures etc.)

Discriminatory: by including attitudes and behaviour that demand to be challenged

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: racial taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic or Transphobic: because of, or focusing on the issue of sexuality

Verbal: name-calling, sarcasm, spreading rumours, teasing

Face to face, via a third party or through the use of modern technology (i.e. cyberbullying). This may take place in or out of school.

Signs and Symptoms

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence of lacking concentration or truanting from school. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. The staff will be alert to any signs of bullying and act promptly against it in

accordance with this policy.

Statutory duty of schools

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Prevention of Bullying

We at Camelot School believe that bullies need to learn new attitudes and behaviours that reflect our caring and inclusive ethos. Below are some methods for helping children to prevent bullying. As and when appropriate, these may include:

- reinforcing school expectations;
- use of school assemblies;
- use of behaviour contracts
- whole class stories about bullying;
- nurture groups;
- drama and role-plays;
- meeting with parents/carers to resolve issues;
- discussions about bullying and why it matters;
- PSHCE (Personal, Social, Health, Citizenship Education);
- using external agencies such as Educational Psychology, Behavioural Support Team etc.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Any pupil who is found to be bullying will be challenged and required to change their behaviour. We acknowledge our responsibility to respond promptly and effectively to issues of bullying. This policy is used in conjunction with other School policies, e.g. our Equality, Spiritual, Moral, Cultural and Social (SMSC) and Safeguarding Policies.

Challenging bullying as unacceptable behaviour

The following steps may be taken when dealing with incidents:

1. if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, holding initial discussions separately with both the alleged bully and the victim to try to resolve the issues and a clear account of the incident will be recorded. **At this stage it is important to be clear about whether this incident is defined as bullying, bearing in mind the definition as above**
2. if necessary, the staff member will pass on any information to the head or deputy head teacher
3. if involved, the head or deputy teacher will discuss the incident with all concerned record their findings accordingly. Any bullying behaviour or threats of bullying will be investigated within 24 hours of it being reported in order to ensure the bullying is stopped quickly
4. class teachers will advise the members of the school's senior management if the behaviour persists
5. if it is deemed to be of a serious nature, parents/carers of both parties will be asked to come in to a meeting to discuss its resolution and will be kept informed going forward on an agreed timescale
6. punitive measures will be used as appropriate and in consultation **with** all parties concerned.

Pupils who have been bullied will be supported by:

1. offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice (on the same day as any disclosure)
2. reassuring the pupil and parent/carer of the pupil regarding the school's action
3. offering continuous support, including follow-up checks after any incident
4. being given strategies (through 1:1 or as a group) that seek to restore self-esteem and confidence

Pupils who have bullied will be helped to address and change their behaviour by:

1. discussing what happened
2. discovering why they became involved
3. establishing the wrong doing and need to change
4. informing parents/carers to help change the attitude of the pupil in order to change their behaviour and to work towards a resolution

Outcomes

These are not necessarily steps that follow one after the other. We would hope that a range of interventions would be used to help resolve the situation and point 6 below is not an inevitable final stage.

- 1) The bully will be given the opportunity to apologise. Other consequences may take place (see 'Consequences for unacceptable behaviour' below)
- 2) If possible, the pupils will be reconciled and a resolution will be worked towards – a range of techniques and interventions may be used to achieve this including mediation, monitoring, challenging unacceptable behaviour and attitudes or employing external advice and support where necessary.
- 3) After any bullying has been acknowledged by the school and dealt with, the situation will be monitored on a daily basis for the immediate short term to ensure repeated bullying does not take place.
- 4) The victim will be supported and monitored through 1:1 and group work
- 5) The school will work to encourage pupils to modify unacceptable behaviour
- 6) In extreme cases, disciplinary steps can be taken and exclusion may be considered. Exclusion will only take place after official warnings have been given to cease offending; internal exclusion from class and exclusion from certain areas of school premises.

Exclusion

Fixed-term and permanent exclusions

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The school follows the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the DFE Statutory Guidance on School Exclusions 2012. (See 4.2 for brief outline)

The head teacher's power to exclude

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour and discipline policy.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.

Head teachers must take account of their legal duty of care when sending a pupil home following an exclusion. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment.

If the headteacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion and their rights of appeal against the decision to the governing body.

The headteacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The governing body has a discipline committee which is made up of between three and five member to considers any exclusion appeals.

Drug, alcohol and offensive weapon related incidents

It is our policy that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent will notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents of any child involved will always be notified. Any child who deliberately brings such substances into school for the purpose of misuse will be dealt with the above exclusion procedures. The parent of any child involved in such incidents must meet the headteacher before the child is readmitted to the school

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

Any child in possession of an offensive weapon may be permanently excluded

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse any concerns will need to be referred via the Safeguarding Policy.

Monitoring and Review

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed in the school
- All children, staff, parents and all associated adults know, understand and follow the golden rules
- Expectations and standards of behaviour are consistently high
- Staff feel confident and supported by our Leadership Team in managing children's learning, behaviour and social development
- Parents feel that the school deals effectively with unacceptable behaviour
- Governors are confident that behaviour is well managed in the school

The success of the school's Behaviour and Discipline policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Headteacher)
- Analysis of tracking data for individual children and for cohorts (class and individual logs)
- Termly Inclusion Review (carried out by Inclusion Leader on particular groups of children such as vulnerable, SEN, LAC, those with a disability)
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The Governors' Pupils Parents Community (PPC) committee has a watching brief regarding the implementation of this policy, ensuring the school's website displays copies of relevant policies and guidance.

Signed: _____ Chair of Governors

Signed: _____ Headteacher

Date: _____

Policy effective from:

Autumn 2017

Review due:

Summer 2018