



## NORLAND PLACE SCHOOL

### BEHAVIOUR and DISCIPLINE POLICY (Whole School, including EYFS)

Reviewed: July 2018	Next Review Date: July 2019
Responsibility: SMT	
Location (s): SMT/Staff Drive, Staff Handbook, School Website, Staff Room Policy Folder	

Norland Place is a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy aims to:

- Promote an environment where everyone feels happy, safe and secure and behaves in a considerate and respectful way towards others
- Promote self-discipline
- Prevent bullying
- Ensure that all pupils complete their assigned work
- Regulate the conduct of pupils

This policy is designed to promote good behaviour, rather than merely to deter poor behaviour, mindful of the advice in Behaviour and Discipline in Schools (2014).

We recognise that we are fortunate to have children who have inherently high standards of personal conduct. The school endeavours to encourage and reward this good behaviour, as it believes that this is central to our ethos of kindness, co-operation and respect for learning.

Our aims for discipline, in line with our school values, are that all children will:

- Be kind, helpful and polite
- Treat others as they expect to be treated
- Do their best
- Be honest
- Listen to, and respect, other people's views

A number of structures are in place to achieve these:

#### **1. Role of the teachers and members of the school community**

At Norland we believe that discipline and the development of self-discipline in children is achieved through a co-operative process involving both the parents and the teachers. Teachers at Norland Place have high expectations of the students in terms of behaviour, and they strive to ensure that all students work to the best of their ability. All members of the school community work towards our discipline aims by:

- Respecting the children as individuals
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Encouraging, praising and rewarding good behaviour
- Treating each child fairly and enforcing the classroom rules consistently
- Promoting a sense of belonging in the community
- Providing good role models
- Supporting one another
- Following procedures where difficulties persist
- Regarding the safeguarding and safety of the children as paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session

- Intervening physically only where necessary to restrain children or to prevent injury. Please see Anti-Bullying Policy
- Making clear in all cases why a sanction is being applied, what changes in behaviour are expected and what the future consequences will be should the child's behaviour continue
- Confiscation pupils' property, if this is inappropriate for school or it causes discipline problems
- Considering whether continuing disruptive behaviour might be the result of unmet educational or other needs.

Teachers are encouraged to observe the guidance in *Counselling in Schools: A Blue Print for the Future* (March 2015) and in *Mental Health and Behaviour in Schools* (March 2015) and recognise that effective counselling is part of a whole school approach to mental health and wellbeing. (see our PSHEE and Learning Support Policies)

In all cases, it is the behaviour, rather than the person, that is reprimanded (for example '*that* was an unkind thing to' do rather than '*you* are unkind') and there is a distinction between minor and major offences. Group punishment is avoided at Norland (unless the majority of the class have been engaged in a particular unacceptable behaviour) as we believe that this breeds resentment.

## **2. Strategies to foster and promote good behaviour**

All parties at Norland are made aware of and agree to our discipline aims: parents receive a clear explanation of the school's ethos during initial tours of the school and from the Curriculum meetings at the start of each academic year; teachers are briefed in full during the induction process, through the staff handbook (Top 20 Tips for Behaviour Management) and in staff meetings as the need arises; expectations for behaviour are shared with the children at the onset of a new term and throughout the school day.

Repeated and serious inappropriate behaviour should be recorded in the **Behaviour Concerns Log** and followed by an **Individual Behaviour Support Plan**.

### **Rewards**

At Norland we always aim to reinforce and promote good behaviour through reward. We believe that rewards have a motivational role, helping children see that good behaviour is valued. However, we also believe reward and praise have to be genuinely earned, as when this is the case, the reward assumes greater significance in the pupils' eyes. In an increasingly material world, even an encouraging word from the teacher is believed to carry great significance. Pupils are rewarded in a variety of ways; these include:

- Verbal praise – informal and formal, public and private, to individuals and groups.
- Written praise – in line with the Marking Policy
- House points (Years 3-6, Year 2- Summer Term only)
- Effort Grades (Years 4, 5 & 6)
- Class based sticker charts and individual stickers (Reception to Y6)
- Celebration of children's work in assemblies
- Leader Badges (presented in whole school assemblies)
- Sports Awards (presented in whole school assemblies)
- Music Awards (presented in whole school assemblies)
- 'Art Ducks' (presented in whole school assemblies)
- Rewards for tasks that the children voluntarily undertake in the classroom.
- 'Good Egg Cup', 'Coccolatos Cup', 'Courtesy Cup', the 'Kindness Cup' and 'The Ginty Prize' awarded to children embodying the values held by Norland
- Being chosen to represent the school as a Prefect, Deputy Head Girl or Head Girl
- Being chosen as a music, art or sport 'Captain'
- Being chosen as a school Librarian
- Being elected to the school Environmental Committee
- Being elected to the School Council
- Headmaster prizes (presented at Prize Giving)

### 3. Consequences of Unacceptable Behaviour

It is the responsibility of the teacher to promote good behaviour and to ensure that the class behaves in a responsible manner during lesson, break and lunch times. On occasions it is necessary to employ appropriate sanctions to ensure a safe and positive learning environment.

Under section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited at Norland Place School. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises and the use of corporal punishment as a threat. Corporal punishment by any member of staff at Norland Place can never be condoned. All members of staff may use physical intervention (including restraint) only to avert an immediate danger of personal injury, or an immediate danger to the property of a person or the school. The use of restraint should always be recorded (on the Behaviour Concerns Log/Individual Behaviour Support Plan) and reported to parents within 24 hours. The DfE Use of Reasonable Force in Schools provides further guidance on physical intervention.

The Headmaster/Deputy are overall responsible for behaviour management and are able to advise staff on behaviour issues and are able to access expert advice, including liaison with external agencies, if necessary. This includes decisions regarding disciplinary action against pupils who are found to have made malicious accusations against staff.

Under the Equality Act 2010 Norland Place School has a legal duty in relation to pupils with special educational need, those with disabilities and those that may have, and any religious requirements affecting them. In determining whether a punishment is reasonable the Headmaster/Deputy will consult with the Learning Support Co-ordinator and the form teacher prior to making a decision regarding adjustments to consequences of unacceptable behaviour.

It is our responsibility to consider whether the behaviour under review (recorded in the Behaviour Concerns Log/Individual Behaviour Support Plan) indicates that there may be a safeguarding concern. Where this is the case, school staff must follow the school's safeguarding policy without delay. They must also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a learning support assessment is necessary and/or seek the advice of outside agencies (such as behaviour therapists).

#### Consequences can include:

##### Lower Years

1. Verbal reprimand and warning from their Form Teacher
2. Pupil is removed from lessons and transferred to parallel class; parents to be informed
3. Pupil may then be sent to the LYC/ Deputy Head during playtime; during this a task is redone (if necessary), discussion/written account of behaviour displayed may take place in an attempt to apologise/putting things right; parents to be informed
4. Serious breaches of discipline, such as gross disobedience, violence or persistent bullying, would trigger a Headmaster/parents-concerned meeting, subsequent letter may follow
5. Information on all recorded incidents (points 2, 3, 4 above) to be kept in the Sanctions Record
6. Suspension or Exclusion (*as set out in the Exclusions Policy*)

##### Upper Years

1. Verbal reprimand and warning from their Form Teacher
2. Poor Effort Grades (Years 4, 5 & 6) as detailed in Marking and Grading Procedure
3. Pupils may then be sent to the Deputy Head during playtime; during this a task is redone (if necessary), discussion/written account of behaviour displayed may take place in an attempt to apologise/putting things right; parents to be informed
4. Pupil Report (Encouragement Card)
5. Serious breaches of discipline, such as gross disobedience, violence or persistent bullying, would trigger a Headmaster/parents concerned meeting, subsequent letter may follow
6. Information on all recorded incidents (points 3, 4, 5 and 6 above) to be kept in the Sanctions Record

## 7. Suspension or Exclusion (*as set out in the Exclusions, below*)

### **4. Pastoral Care**

We recognise that eliciting the good behaviour and co-operation of the children is often a function of high quality pastoral care. This is at the heart of what we do at Norland.

The first port of call for any child is their class teacher or classroom assistant. While children are always encouraged to speak with these adults if they experience any difficulty, at the same time teachers are always on the lookout for the welfare of each pupil, as they aim to provide a nourishing and supportive environment for all.

Equally important are concerns that are expressed by parents, who are often acting on their own awareness of their child at home. We recognise that children may not always show in school the full extent of their feelings and we therefore value this feedback.

Whichever the case, the primary objective is to reassure the child and move forward with strategies, as appropriate, to ameliorate the situation. In some cases, this will involve communicating with colleagues or raising the issue during a whole staff meeting, so that all understand and can implement recommended actions.

To provide consistency and continuity of care, a detailed handover takes place during the summer term between the current and future form teachers. This covers information such as special family circumstances, relationships with peers and any specific information that a teacher might need to bear in mind in maximising the welfare of each pupil.

Teachers know the individuals in their class well and value each child. Although aspects of pastoral care are encompassed in PSHEE, there are many opportunities throughout the day where the self-esteem and confidence of a child can be promoted on either an individual or a class basis. Form time is an ideal vehicle for this, where specific activities can be undertaken to promote a sense of belonging and wellbeing.

If there are incidents of poor behaviour that have affected the whole class, the class teacher will discuss these with the class during 'circle time' or in a form period.

### **5. Visiting School Counsellor**

We have a visiting school counsellor who is available to offer counselling to children. The counsellor can offer one-to-one sessions by prior arrangement with a child's parents. The counsellor also supports teachers with issues as they arise and delivers whole class workshops on specific topics such as friendship and confidence building.

### **6. Reporting and recording procedures.**

As a school, we value good relations between parents and staff. Where poor behaviour persists in a child it is essential that good communication and accurate recording takes place. This includes:

- Parent and teacher meetings at the door
- Formal parent and teacher meetings (these must be recorded and forwarded to the Headmaster)
- Weekly feedback
- Pupil Report (Encouragement) Card
- Incident Report Forms
- Parent/Teacher meetings
- Reports (Autumn & Summer)
- School Sanctions Record (this centralised record enables patterns to be identified and it includes the pupil's name and year group, the nature and date of the offence, and the sanction imposed)

Teachers are encouraged to emphasise positive feedback concerning behaviour as well as pointing out areas requiring improvement.

## **7. Exclusion**

The school reserves the right to exclude a child whose conduct has been prejudicial to good order or school discipline or to the reputation of the school. Temporary or permanent exclusion is at the discretion of the Headmaster.

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school.

No exclusion will be initiated without first pursuing other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion include:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school
- Breakdown of the relationship between the school and parents

Any exclusion will be at the recommendation of the Headmaster (or the Deputy Head, if fulfilling the Head's role).

### **TEMPORARY EXCLUSION**

A temporary exclusion should be for the shortest time necessary; Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

#### **Single Incident**

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence.

In such cases, the Headmaster will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events.

#### **Persistent or Cumulative Problems**

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would normally be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the pupil
- Mentoring (Form teacher support)
- Report (Encouragement) card
- Discussions with parents
- Target setting
- Checking on any possible provocation
- Mediation
- Internal exclusion

### **PERMANENT EXCLUSION**

A permanent exclusion is a very serious decision. As with a temporary exclusion, it will normally follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on school premises
- Carrying an offensive weapon
- Persistent bullying
- Persistent disruptive behaviour
- Racial harassment

This is not an exhaustive list and there may be other situations where the Headmaster makes the judgment that exclusion is an appropriate sanction.

#### **The Decision to Exclude**

If the Headmaster decides to exclude a pupil, he will:

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents, explain the decision and ask that the child be collected
- Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- Plan how to address the pupil's needs on his/her return
- Plan a meeting with parents and pupil on his/her return

There will be no refund of fees following temporary or permanent exclusion. In the case of permanent exclusion, the Acceptance Deposit will not be returned/credited. Fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

### **Behaviour Outside School**

Pupils' behaviour outside school on school business (e.g. on school trips, at sports fixtures), is subject to this policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

For behaviour outside the school, not on school business, the Headmaster may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

### **Marking Attendance Registers following Exclusion**

When a pupil is excluded temporarily, he/she will be marked as absent using Code E.

### **Managed Move**

In cases where the Headmaster and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably, the Head may require the parents to remove the pupil at the end of a term. This is not exclusion and in such cases the Head will assist the parents in placing the pupil in another school.

The Acceptance Deposit will be refunded in the event of a managed move and fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

### **Removal from the School for Other Reasons**

The Head may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not exclusion and should be for the shortest possible time.

### **Procedure for Appeal**

If parents wish to appeal the decision to exclude, the matter will be referred to one of the Partners and/or the School Accountant. One of the Partners and/or the School Accountant will acknowledge the complaint and schedule a hearing to take place as soon as practicable. The matter will be adjudicated by one of the Partners and/or the School Accountant.

Records relating to the decision to exclude and the parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances, however, will the school or its staff be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to the exclusion or which the Headmaster has acquired during an investigation.

The parents may be accompanied to the hearing by one other person. This may be a relative or friend. Legal representation will not normally be appropriate.

If possible one of the Partners and/or the School Accountant will resolve the parents' complaint without the need for further investigation. Where further investigation is required, one of the Partners and/or the School Accountant will decide how it should be carried out. After due consideration of all the facts she considers to be relevant, one of the Partners and/or the School Accountant will reach a decision on whether to uphold or rescind the exclusion or they may make other recommendations. This decision will be made within ten days of the hearing.

One of the Partners and/or the School Accountant will write to the parents informing them of the decision and the reasons for it. The decision will be final. The findings and, if any, recommendations will be sent in writing to the parents and the Headmaster.