



‘Releasing the Potential Within All’

Behaviour and Discipline Policy

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.

The Policy is consistent with our School Values of CARE (Commitment, Aspiration, Respect and Enjoyment) and School Aims and creates the environment for these to be actively promoted.

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.

The school expects every member of the school community to behave in a considerate way towards others.

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.

Rewards and punishments

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children;
- Teachers give children team points;
- Each week we nominate a child from each class to be ‘star of the week’ to celebrate a particular achievement such as trying exceptionally hard with a piece of work or reaching an individual target;
- Each ‘star of the week’ receives a certificate in the school assembly and parents contribute to a ‘star of the week’ comment book; they are also named in the weekly newsletter.
- Good behaviour is rewarded, for children who have NOT received any ‘strikes’ throughout a term through receiving an ‘exceptionally well behaved’

certificate at the end of each term. The School Council proposed three levels of certificates – a bronze for one term's achievement, silver for two terms without a 'strike' and a gold certificate for a whole year without a 'strike'. This has become policy.

- Teachers can operate a class reward system whereby collective good behaviour or hard work earns a marble for a class marble jar. When the jar is full the children receive a reward.
- We distribute postcards or certificates for children to take home either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- All classes have an opportunity to lead an achievement assembly where they showcase their work to parents.
- Children show work or are sent to other teachers, the Deputy Head or the Headteacher to receive reward stickers.
- Parents may be texted with messages about achievements and efforts of their child with regard to work or behaviour.

Children's efforts and achievements both in and out of school are celebrated each week in a special celebration assembly. These children are also named in the weekly newsletter.

The school rules are formed from our School Values of CARE (Commitment, Aspiration, Respect, Enjoyment):

Try our best (Commitment)

Aim high to achieve (Aspiration)

Show respect, kindness and consideration to all people and property (Respect)

Be Safe! Especially online.

Enjoy learning and working together as a team (Enjoyment)

The school promotes positive behaviour by rewarding children for good behaviour and managing the behaviour of pupils who have difficulties in following the school rules by using positive approaches to managing 'The 4 Mistaken Goals' and by using a 'stepped approach'. All staff follow the same procedures using the following 4 levels of intervention in class and in the playground and 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:

Level 1

- General praise
- Tactically ignoring behaviour
- Stern look
- Shaking head

Level 2

- Directed praise
- Positive rule reminder – "Remember our rule about.....?"
- Simple verbal direction – "Carol (pause) sit on your chair now, thanks."
- Simple question – "Where should you be?"

Level 3

- First warning and choice with face saving time
- Second warning and choice with face saving time- enter child on amber traffic light)

Level 4

- If the child does not make the appropriate choice they will receive a 'strike' which will be recorded in a class book by all members of staff. Instructions for their use is contained in the books (Appendix D)
- A 'strike' is only to be given after warnings and choices unless in an exceptional circumstance where it is a serious transgression – for example: violence, foul language or a health and safety issue.

Logical consequences

- 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 to 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 reprimands 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 class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
 - Thinking time can be used at this point to reflect on feelings and behaviour, repair and rebuild relationships and problem solve – use the 5 'w's (Appendix E)
 - A strike and the child loses 15 minutes of the next lunchtime play or the next playtime (eg afternoon play) if in Key Stage 1.
 - Loss of two privilege plays in the half term will mean the child's parents are invited into school to discuss the matter further with the class teacher and/or deputy head teacher
 - Loss of three privilege plays in the term will mean the child's parents are invited into school to discuss the matter further with the Headteacher.

Traffic Light System

Visual means of indicating children are on the warning scale will be used in the form of a traffic light system. This consists of 3 large light coloured circles with each child's name in green. Warnings (Level 3) are then visually represented by the names being moved to amber and then red (Level 4-'strike' given). After the child has received a strike and is making up for their inappropriate behaviour their name is moved back to green to enable the child to 'start afresh' each session.

Children may move to red and receive a strike in particular circumstances such as where a serious transgression has occurred eg foul language, violence or health and safety is involved etc.

Time Out Room

The time out room is used when a child needs to be removed to an area away from the classroom in order to calm down. A child will always be accompanied by an adult who will remain at the door until the child is calm enough to return to class. Parents of challenging children will be informed about this procedure.

The class teacher discusses the school rules with each class. The school rules in the form of the School Values are 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.

The five aspects of social and emotional aspects of learning; self-awareness, managing feelings, motivation, empathy and social skills are included through Personal, Social, Health, Education (PSHE) lessons, 'circle time', 'social skills' games, 'social skills' groups.

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Ref: DFE-00295-2013 non statutory guidance, 'Use of Reasonable Force'. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child or adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

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 keeps 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 Deputy Headteacher or Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. A child who presents with particularly challenging behaviour may be referred to behaviour support.

Compliance with The Equalities Act 2010:

The school acknowledges its duties under the Equalities Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). Reasonable adjustments can be made to the provisions and measures under the Behaviour policy in respect of individual children's SEN or needs under a disability or medical condition. These will be documented as part of an individual educational plan.

A child may have specific emotional needs that are addressed through measures on an SEN Individual Education Plan or Statement / Educational Health Care Plan.

Reasonable adjustments may be made to provisions and measures under this policy as detailed in their individual plans.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

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 exclusions, including lunchtimes 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 school governors have been notified.

The role of parents

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

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try 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 use reasonable sanctions to punish a child, parents should 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 class teacher. If the concern remains, they should contact the Headteacher and then they should contact the school governors if a satisfactory conclusion is not reached. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The Governing Body has the ultimate responsibility for the standard behaviour in the school.

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.

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.

If the Headteacher excludes a pupil, s/he informs 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 Governing Body. The school informs the parents how to make any such appeal.

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 itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee which is made up of between three or five trained 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.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents if there is a regular occurrence. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident deemed necessary in the class behaviour books that we keep in the each class room.

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 Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Other relevant Policies:

Please read this policy in conjunction with the school's Anti-Bullying Policy, Use of Reasonable Force and Exclusions Policy.

Review

The Governing Body reviews this policy every three years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Adopted by Governors: PCP and FGB December 2015

Review Date: December 2018