



Behavior and Discipline Policy 2018

To be read in conjunction with:

Anti-bullying Policy
Safeguarding and Child Protection Policy
Equalities Policy
Exclusions Guidance
Complaints Policy

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 school has adopted three core values of Respect, Courage and Perseverance

In addition there are twelve other Values for living. We promote the values across the school through worship, the curriculum and other times of the school day. Creativity, Wisdom, Compassion, Truthfulness, Generosity, Responsibility, Friendship, Service, Justice, Peace, Thankfulness and Forgiveness

Although 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, whatever their ethnic background or culture.

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 house gems and stickers;
- Pupils sent to show good work to head teacher or other class teachers.
- Each week we nominate a child for a Head teacher award, given during Celebration assembly on Fridays, often relating to one of our 18 values.
- Each class teacher awards certificates each week;
- Class Dojos are used
- Governors give prizes annually for attendance.
- All children are entitled to 30 minutes of Golden Time Activities on Friday afternoons in return for good behaviour and hard work during the rest of the week.

The school acknowledges all the efforts and achievements of children, both in and out of school. These are celebrated in assembly on Fridays.

BEHAVIOUR SANCTIONS

The school 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.

- Classroom times
- Each class has the same system used and displayed in their classroom, hall and library - as set out below:
-
- Every day every child's name starts on the **sun**.
- 'Ready to Learn'
-
- If a child misbehaves then they are moved to the **rainbow**.
- '**Make a positive change**' this enables the child to think about his/her behaviour and amend it accordingly.
-
- If the further misdemeanours occur the child's name is moved to the **cloud**
- Resulting in the **loss of golden time** in 5 minute intervals
-
- Excellent behaviour and hard work will result in a child's name being put on the '**Superstar**' board and they are awarded 3 house points.
-
-

- Collective worship times
- During collective worship and assembly times the same system is used, as set out above.
-
- Playtime and Lunchtime
-
- At playtime, or lunchtime children who misbehave will be given 'Time Out' sitting on the time out bench - Time out is given in 5 minute intervals.
- If bad behaviour is serious at playtimes, e.g. time out does not result in a positive change, children may be sent to sit on the landing.
- 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.
-
- 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 by being sent to the headteacher during playtime. 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.
- Children who misbehave in class or playtime are sent to sit on the landing beside the headteacher's office during playtimes.
-
- Racial harassment of any kind will not be tolerated. Any such incidents will be reported to the Head Teacher who will record them. Parents of any pupils involved will be invited into school to discuss the matter and to agree a course of action. Repetition of such harassment will result in exclusion.

The class teacher will remind pupils of the school rules for class and playground behaviour. These are agreed annually during an assembly and are revisited by the whole school termly. They can be found displayed on the wall of each classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social

behaviour, the class teacher discusses these with the whole class during 'circle time'. We also have a home-school agreement.

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. (See Anti-bullying Policy)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.. Staff only intervene physically to restrain children or to prevent injury to a child, 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. (See Physical Intervention Policy)

Where unacceptable behaviour (including bullying) does occur over a period, a behaviour book will be discussed with relevant pupils and parents, then sent home to be signed daily until it is deemed unnecessary.

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, ensuring that all sides of disputes are heard in order to build up a clear picture of any incident.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents.

The class teacher liaises with external agencies to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

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 support staff

It is the responsibility of the support staff to ensure that the school rules are enforced in the school buildings and around the school grounds.

The support staff in our school have high expectations of the children in terms of behaviour.

The support staff treat each child fairly and enforce the classroom and school rules consistently. The support staff treat all children in their care with respect and understanding, ensuring that all sides of disputes are heard in order to build up a clear picture of any incident.

If a child misbehaves repeatedly in at playtime or during class the support staff keep a record of such incidents and refer to the class teacher.

The role of the head teacher

It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. An incident book is maintained in school of all serious incidents of misbehaviour. Parents are informed of any serious incidents. The headteacher

also logs less serious incidents of pupils being sent to her/him. If a pupil is repeatedly sent for similar misdemeanours, the headteacher will meet with parents to discuss incidents/further action.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher 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 home/school agreement, 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 Head teacher. If the concern remains, they should contact the school governors. 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 responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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 head teacher 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 head teacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider 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 head teacher must comply with this ruling.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. She 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. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of serious incidents that occur in the incidents book, which is kept in the office.

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The staff and governing body review this policy every three years. The 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.

Reviewed: Sept 2018

Next review date: Autumn 2019

APPENDIX ONE - PSHE TEACHING LINKS

We deliver many aspects of our PSHE through this policy and have identified the following

Learning Outcome	Delivered through
Understand what rules are and why we need them Understand how my behaviour affects others Understand that what I say & do may be different in different situations Know how to listen to others Share and take turns	Agreeing class & school rules Rewards & Sanctions
Understand that others have feelings and needs Know how to be kind to others and consider their feelings Understand that others have a right to their opinion Understand that others have the right to say no	Agreeing playground rules Dealing with incidents Rewards & Sanctions

APPENDIX TWO

Guidance for dealing with unwanted behaviors in class

What is the purpose of discipline?

1. To achieve good standards of work
2. To provide a happy secure atmosphere
3. To facilitate teaching and learning
4. To provide a safe environment

Examples of low standards of pupil behaviour

- Talking out of turn /calling out
- Calculated idleness or work avoidance -e.g. delaying starting work, not having essential equipment
- Hindering other pupils e.g. distracting them, interfering with equipment, etc.
- Making unnecessary (non-verbal) noise - e.g. scraping chairs, banging objects, tapping pencils
- Getting out of seat without permission
- Leaving classroom without permission
- Verbal abuse towards other pupils
- General rowdiness, cheeky or impertinent remarks or responses
- Physical aggression
- Verbal abuse of teachers (insolent/ offensive remarks)
- Slouching on chairs
- Swinging on chairs
- Throwing equipment across tables/ the room

Strategies for dealing with behavioural issues in order of effectiveness

❖ **To be effective, teaching involves teachers in close and sustained relationships with pupils.**

Teachers must:

- Face up to pupils, acknowledge them, talk to them with your eyes, voice. It takes energy, but you can't give up - you have to be persistent.
- Set standards; make it clear what your standards are and that you're going to stick to them.

(To help with this, revisit the school rules, negotiated by the whole school, and encourage all class to take responsibility for enforcing them)

- At the beginning of each week go through the rules and ensure they are enforced **from the start of every session**
- As soon as possible, praise individual pupils for sticking to rules.
- Catch 'poor behaviour' pupils being good as soon as possible & continue to praise their good behaviour throughout session.
- **AIM TO GIVE 'REWARDS' TO PROBLEM CHILDREN BY END OF FIRST HALF OF SESSION.**
- Clarify penalties for unacceptable behaviour: i.e. link above categories to appropriate penalties. **ALWAYS ENFORCE PENALTIES**
- Reasoning with pupil outside the classroom
- Keeping pupils in to complete unfinished work
- Sending to the headteacher