



Behaviour and Discipline Policy

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| Policy Title | Behaviour and Discipline Policy |
| Statutory | Yes |
| Policy Version | 3 |
| Policy Author | Mrs A Majcher |
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| Distributed To | All staff |
| To be published on website | Yes |
| Changes to this policy | Appendix A amended A4 includes Platinum award prize, p2 bullet point 4 includes inclusion manager, lunchtime exclusion sentence amended, final sentence of policy amended. |
| This policy has been impact assessed against race, gender and disability and no adverse impact has been identified. | |

The vision for our school is:

To be an outstanding school in which the unique abilities of our children are recognised and where each and every child achieves his or her full potential through excellent teaching, learning, and the support of the wider community.

We will achieve this by:

- Being a sensitive, caring and happy school.
- Providing a stimulating, safe and structured learning environment.
- Employing good or outstanding teachers and support staff.
- Encouraging every pupil to have a positive self-image and to respect others.
- Equipping pupils with the skills, knowledge and understanding to stay safe and healthy and to achieve to the best of their ability.
- Providing extra pastoral care where needed.
- Encouraging positive attitudes to their learning and personal development.
- Expecting high standards of behaviour and reconciliation.
- Deal with situations quickly, whenever possible, to reduce disruption to learning and avoiding any member of our school community going home with a possible threat of censure still “hanging over his/her head”.
- Fostering a positive partnership between home, school and the wider community.
- Ensuring that all pupils have access to the curriculum regardless of race, ability, religion or gender.

RATIONALE

In keeping with our school values, where everyone is respected and everyone's needs are regarded as important, we will endeavour to uphold the dignity of the children placed in our care. We treat the children with respect and courtesy, with the expectation that these values will be reciprocated to all members of our school community.

AIMS

- To define acceptable standards of behaviour
- To encourage a consistent response to both positive and negative behaviour, and to ensure that expectations and strategies are applied consistently.
- To encourage involvement of both home and school in encouraging high standards of behaviour.

WHAT IS GOOD BEHAVIOUR?

Below are examples of behaviours that support and promote the school values:

- Moving around the school safely and quietly
- Showing respect to each other
- Respecting and looking after school equipment
- Completing work to the best of your ability
- Working collaboratively

REWARDS AND SANCTIONS

Our priority is to praise and encourage good work and behaviour in the school. Work may be rewarded with merits and any children with exceptional pieces of work in terms of effort, progress, or content could be referred to the head teacher for affirmation and further merits.

Awards are presented in recognition of positive aspects of school life:

- The accumulation of merits by a child can lead to the presentation of a bronze, silver, gold or platinum certificate during a whole school assembly.
- Certificates are awarded to children whose work is displayed on the “good learning” board.
- There is an on-going head teacher’s award for a whole class whose good behaviour and positive attitude has been noticed.
- Children show their excellent work to the deputy head, inclusion manager or head teacher.
- School postcards are sent to parents/carers from staff members highlighting their child’s achievement.
- Teachers may also put into place their own systems for rewarding effort and readiness to learn.

To promote a high standard of behaviour, and positive attitudes to learning each class have a chart which enables children to see how successful they are being throughout the day. The chart is displayed at the front of the class with each child having a peg with their name on it which can be moved up or down on the scale. The aim is that rewards and sanctions are clear and are applied consistently throughout the school.

The chart includes the following steps

- Outstanding Pupil
- Superstar Behaviour
- Excellent Choices
- Ready to Learn
- Think about it
- Reflection

All pupils will start the day on Ready to Learn and will move up for consistent positive behaviour. Should a pupil need to move down the chart for disruptive or negative behaviour then staff will speak to the individual and remind them of what is expected before looking for an opportunity to move them back up. If a pupil does not manage to move back up to Ready to Learn before the end of the lesson then, following their consequence (**detailed in Appendix A**), they will be moved back to Ready to Learn for the start of the next lesson.

There is a table at the end of this policy (**Appendix A**) explaining how the behaviours observed in class relate to rewards/sanctions.

Children, who are persistently disruptive in class and fail to respond to the teacher a Daily Report Card may be introduced. The card will enable monitoring of behaviour throughout the day and be shared with the head teacher and sent home to parents/carers. If behaviour does not improve the school may seek advice/support from outside professionals. Parents will always be consulted and involved in discussions should this be required, as part of a holistic approach to making improvements.

In the case of a serious incident, such as where the health and safety of the school community is put at risk, the learning of the rest of the class is compromised or where personal /school property is damaged, the parents of the child concerned will be contacted by telephone and asked to make an appointment with the head teacher/deputy head teacher and class teacher.

The school considers exclusion as a last resort and we will do everything we can to avoid this. However, serious or repeated incidents’ may result in fixed term exclusion at the discretion of the head teacher. There may be occasions when, for severe inappropriate behaviour, a permanent exclusion is put into place. Lunchtime exclusions may also be issued if appropriate. Whilst reserving the right to use exclusions, every effort will be made to avoid implementing any form of suspension.

Parental Responsibilities

Statutory Requirements

Section 103 of the Education and Inspections Act 2006 places a duty on parents in relation to an excluded pupil. A parent has to ensure that their child is not present in a public place during school hours without

reasonable justification during the first five days of each and every fixed period of permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The penalty payable increases if unpaid and after 28 calendar days, and if this is still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil may also be removed from the public place by the police and taken to designated premises.

Children with Additional Needs

This policy applies to all children. However, we recognise that for some children it will be more difficult to maintain conformity to the school rules and expectations. In these cases reasonable adjustments will be made and detailed in a Behaviour Plan to ensure that all staff understand the needs of the pupil and adjust their approach accordingly to best ensure success.

THE MANAGEMENT OF DISRUPTIVE BEHAVIOUR

The staff expect to take a primary role in the initial management of pupil behaviour within the classroom and any situation when they are in a supervisory role. In most instances a teacher's usual control and professionalism will be enough to diffuse any problematical situation. However, where inappropriate behaviour is likely to escalate or to prove damaging to people or property, staff must intervene to establish control.

Steps, such as dialogue and diversion should always be taken to avoid the need for physical restraint but, on occasions, physical restraint may be the appropriate action to take. If this is the case then the following points should be noted:

- Staff should have good grounds, such as the risk of injury to persons or damage to property.
- Only minimum force should be applied.
- Restraint should be relaxed as soon as possible.
- Where possible, other staff should be present to assist or to act as a witness.

If the person managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should not go on longer than necessary.

SERIOUS INCIDENTS

Serious incidents, such as the ones listed below, must be recorded in the incident folder:

- Any serious or repeated physical incidents between pupils or pupils and staff.
- Any incident which requires physical restraint.
- Violence, where a pupil causes injury.
- Threatening behaviour where the aggrieved feels intimidated.
- Incidents of smoking, solvent or drug abuse.
- Pupil absent from the site without permission.
- Inappropriate or repeated behaviour that causes harm to others.

QUESTIONS OR CONCERNS

Should a parent/carer have any questions or concerns relating to behaviour within the school they should first discuss this with the class teacher. Following this if you are not satisfied with the outcome then please make an appointment with a member of the senior leadership team detailing the nature of your concern and who you have spoken to about it. Appointments can be made by contacting the school office.

Any sanctions following an incident should be consistent with this policy.

Adopted: September 2018

Amended: September 2018

APPENDIX A

| Behaviour Level | Name | Behaviours observed | Outcome |
|-----------------|----------------------------|--|--|
| A4 | Outstanding Pupil | Exceptionally good work produced Stayed on task all day | If the pupil stays on this level until the end of the day, a raffle ticket or 'Golden Ticket' is issued. Pupils write their name on the back of the 'Golden Ticket' and post it in the Class Lottery Tin. On Fridays a ticket is chosen and a prize given in assembly. The more golden tickets they collect the more chances they have. Postcards home for extreme acts of kindness and for exceptional work. |
| A3 | Superstar Behaviour | Great contribution to class input. Role model behaviour Excellent effort Kindness Being helpful/ Polite | When pupils move up to this level, they instantly receive a merit. This can be stamped by the pupil themselves or a monitor. Those who achieve platinum level have Tea with the Head at the end of the Year. |
| A2 | Excellent Choices | Excellent attitude to learning Working well Remaining on task | Pupils are moved up the chart. Use verbal praise and reinforce behaviours observed. Eg. You are making excellent choices by sitting nicely. |
| A1 | Ready to Learn | On task Good manners Sensible Hard work | Pupils are given verbal praise. Provide specific direct feedback. Eg. I am impressed with how quietly you are working. |
| B1 | Think about it | Continuous calling out Disturbing others Not following instructions Constant fidgeting (after you have provided a movement break) Not completing work to the standard set (ensuring they understand) | Give warning, if behaviour continues, move peg down the chart. Give direct instructions for how pupil can move back up the chart. Eg. "I have warned you about getting out of your seat, I want you to show me that you are ready to learn and move back up the chart". After having a private chat with the child about their behaviour, be on the lookout for them correcting their choice and move them back to ready to learn if they earn it. |
| B2 | Reflection | Disruptive behaviour Continued non-compliance Being rude/disrespectful Not completing work | Move peg down Ask pupil to move to the Reflection Zone for 2 minutes. (a set area in the classroom where they cannot distract others, or for certain pupils just outside the classroom) Again look for positive changes so you can move them back up the chart. If after reflection the pupil continues with the unexpected behaviours, they are sent with their work to the agreed classroom for the rest of that lesson or following lesson if it is towards the end of the lesson. Yr 6 and Y4. Yr 5 and Yr3. If it is at the end of the day, have a chat with them at the end of the day. The pupil moves to 'Ready to learn' for the next lesson. |

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| B3 | | Damage to property Swearing Hurting peers Complete refusal to comply Disrespectful behaviour Continued lack of effort in work | Only if pupil has had reflection time and you feel the sanctions are not working, or if the behaviour is extreme enough, pupil is sent to SLT with their work They will miss play and lunchtime that day. If repeated 2 days in a row a written warning (behaviour card) will be issued by SLT. |
| B4 | | Bullying Physical aggression Verbal aggression towards staff | SLT to decide. A pupil's SEND will be taken into consideration at this level and reasonable adjustments will be considered if appropriate. |

A – Attitude Level

B- Behaviour Level