



Behaviour & Discipline Policy

Last Updated: June 2021
Update Required: June 2024

Introduction

We wish to promote a positive, caring environment in which all pupils can realise their full potential, reach the highest possible standards and feel safe, secure and good about themselves.

This policy is based on respect and care for each other and our environment. Success comes from staff, pupils and parents working in partnership with common goals. There is a shared understanding that all behaviour is a form of communication as well as an agreement with the other five principles of nurture groups (see appendix).

The primary aim of the behaviour policy is as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and 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.

Managing Whole School Behaviour

Our behaviour policy:

- Provides consistency for children.
- Enables children to be clear about what is expected of them.
- Sets clear boundaries for acceptable behaviour.
- Promotes security and safety for all in the school.
- Reinforces good and acceptable behaviour in a positive way.
- Encourages children to reflect on their behaviour.
- Shows that everyone has rights and is valued.

- Encourages respect and care for others.
- Develops recognition of authority and responsibility.
- Makes appropriate reference to rewards and sanctions.

Managing whole school behaviour

We expect high standards of behaviour from our children. We believe that good behaviour enables all children to make the best of their educational opportunities and that a behaviour policy helps everyone involved in school to understand what is expected. Although these expectations are specified in detail here, they are summarised in the Appendices.

Behaviour towards other children:

- We expect that other children's feelings, opinions and property should be respected at all times.
- We believe that abuse – verbal or physical is never acceptable.
- We believe that lying or swearing is never acceptable.

Behaviour towards adults in school:

- We should treat all people with respect.
- We should try to put our points of view across politely.
- We must learn to control our tempers.
- We should understand it is always best to tell the truth.

General behaviour around the school:

- We expect children to behave in a sensible and calm manner that ensures the safety of everyone.
- We want children to understand that their behaviour affects the way that people see our school.

Behaviour outside school:

- We expect that children will maintain the same high standards of behaviour outside school, particularly when representing the school, e.g. on an educational visit, and that any misdemeanour which could be detrimental to their peers or the school's reputation may result in reasonable sanctions being put in place.

Children need to:

- Ensure they keep the School and class rules which are displayed in each room and around the school.
- Have input in deciding class and school rules and expectations (reviewed annually)
- Understand that their time in school needs to be used wisely. It is their time and they need to listen carefully, work hard and ask for help if they need it.
- Know that it is their responsibility to care for their classroom and their school, for other people and their belongings.

Adults in school will:

- Care for the children; acting as role models, displaying the standards of conduct and behaviour we hope to develop in our pupils.
- Explain their expectations clearly and apply rewards and consequences consistently and fairly.
- Support children who need to have good behaviour modelled to them and talk to children about their behaviour, good and bad, to increase their understanding
- Treat children with respect and politeness.

Through the Home-School Agreement we engage with parents in the process of encouraging positive learning behaviours and:

- trust that parents and staff will work in partnership to maintain a consistent approach to the behaviour policy.
- discuss with parents the rewards and consequences that can be used at the discretion of staff.
- will contact parents where appropriate to inform them of rewards and consequences that are being used with their children.
- recognise the contribution that parents can make to the success of a behaviour policy.

Sanctions

Principle: Once an incident of poor behaviour has been dealt with and the sanction completed, the slate is wiped clean

Minor misdemeanours, e.g. not listening properly; talking when the teacher is; not sharing or taking turns	A 'look' or a stern word is usually enough!
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Where a stern word is not sufficient, the Formal Stage System will be used

- The system does not accumulate for different incidents. For example, if a child is given a Stage One warning in the morning for not listening, and then in the afternoon does not get on with their work, this second incident would still be dealt with at Stage One, not Stage Two
- The system accumulates for the same incident- e.g. if a child continues to talk following a Stage One warning, it will go to Stage Two
- Teachers may make the decision to start on a higher Stage for more serious breaches of discipline, but this decision will not be taken lightly
- Serious incidents may need to go straight to Stage 5 or 6. For example:
 - Physical aggression towards others
 - Verbal aggression involving extreme swearing
 - Racial comments
 - Sexual comments
 - Leaving the site
 - Deliberate damage to property

Formal Staged System- Key stages 1 & 2	
Stage 1 Adults to use the language 'Stage 1, Stage 2 etc.' in every instance of the process	Verbal warning: "I'm giving you a Stage One warning- you need to improve your behaviour" (or similar)
Stage 2 <i>Stage 2 and above- recorded in class Behaviour File</i>	Stage 2 Time out: Child will need to complete their work in another classroom for ten-fifteen minutes. (Class teachers will ensure that appropriate work is available for the child to take with them if the current activity is not suitable). On return to the class, the child will need to briefly discuss their behaviour with an adult
Stage 3	Headteacher involvement: Sent to Headteacher (another class teacher if the HT is absent or unavailable): The HT will decide an appropriate sanction. Parents will be informed by telephone or in person
Stage 4	Head Teacher Involvement: Sent to Headteacher (another class teacher if the HT is absent or unavailable): A letter will be sent home to parents and pupil will receive internal exclusion. If required, ongoing action to address the situation will be agreed, and other professionals involved. (NB: in instances where a Class Teacher dealt with this, the HT will be fully informed and involved on their return)
Stage 5	Fixed Term Exclusion: Parents will be called into school for a reintegration meeting, with minutes taken. Appropriate punishment and ongoing action to address the situation will be agreed, and other professionals involved if needed. A follow-up meeting will also be scheduled. (NB: in instances where a Class Teacher dealt with this, the HT will be fully informed and involved on their return)
Stage 6	Permanent Exclusion: The decision to permanently exclude a child will be taken by the Headteacher as a last resort following ongoing, significantly disruptive behaviour, or when the child's actions are endangering themselves or others
Sanction System- Foundation Stage	
Sanction 1	Verbal- clearly telling the child their behaviour needs to improve, with appropriate explanation
Sanction 2	Time on the Thinking Chair- with a 5 minute (Reception as appropriate) timer. The child then tells a member of staff (ideally a different adult to the one who initially dealt with the incident) what they did wrong
Sanction 3	If a child has to use the Thinking Chair more than twice on the same day for the same reason, they will be taken to the Headteacher, where they will have five minutes thinking time and will then have to explain what their behaviour has been

Thinking Chair time will be recorded on a chart in class.
In the rare instance of a Foundation Stage child whose behaviour does not improve sufficiently using the above system, the Formal Staged System will be adapted as appropriate to their age and situation, in consultation with parents and any relevant professionals.

How the school will help the children

We will be responsible for setting realistic and clearly defined boundaries for children and will ensure that our language and behaviour towards children is consistent with what we expect of them. We will ensure that if a child has behaved inappropriately we show disapproval of the behaviour not the child.

Staff in school will always take the time to talk to children about things that go wrong. We will listen to all sides to show fairness and will take care not to apportion blame indiscriminately. We wish children to understand why certain behaviours are inappropriate.

The role of the class teacher

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. Teachers and other adults treat all children in the class with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the 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 will also contact a parent if there are concerns about the behaviour of their 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 keeps records of all reported serious incidents of misbehaviour and is the designated person for Behaviour Management

The role of parents

We expect that all parents who choose to send their children to our school will support our policies and that their language and behaviour towards children, staff and each other is consistent with the aims expressed in the Home-School Agreement.

We welcome parents into school and staff are available at the beginning and end of the school day to discuss any concerns. Alternatively parents may make an appointment to see members of staff to discuss specific concerns.

<p>Parents should:</p> <ul style="list-style-type: none"> • Talk through a worry with their child – this easily solves most problems. • Always bring concerns or queries to school to be dealt with. Do not confront other parents over any alleged misdemeanour.
<p>The role of the governors</p>
<p>Governors have a copy of this Behaviour Policy and are aware of the points made within it. If necessary governors will make up a nominated Discipline Committee, which will help the Head Teacher deal with any cases of exclusion or malicious allegations against staff. The Governors acknowledge the need for pastoral support for staff in these circumstances.</p> <p>This policy will be publicised in writing to parents via the school website.</p>
<p>Complaints</p>
<p>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 Head teacher to discuss concerns further. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the Chair of Governors.</p>
<p>Rewards and incentives for good behaviour</p>
<p>Good behaviour is recognised and rewarded, in the first instance by praise, thanks and a smile. Individual staff may choose to use other signals such as thumbs up to show recognition or smiley faces, stars or stickers. All should use positive comments, both verbal and written that are appropriate for the children.</p> <p>Other incentives include:</p> <ol style="list-style-type: none"> 1. Dojo points 2. Celebration assemblies are held on a weekly basis when children are invited to share their good things with everybody. 3. Weekly celebration Certificates; children are given a certificate to take home to show their parents. 4. Headteacher's postcards. 5. The opportunity to receive 15 minutes of golden time a week. (Children may choose an activity. All children are given 15 minutes but may lose minutes through poor behaviour). 6. Midday supervisors give awards including dojo points for good behaviour or good manners in the playground.
<p>Sanctions</p>
<ol style="list-style-type: none"> 1. Pupil made aware of misdemeanor and reprimanded verbally by the teacher, Headteacher, support assistant, midday supervisor or other member of staff.

2. Minutes of Golden Time taken away by teachers. Repeating offences leading to loss of break and/or up to half of their lunch time and parents being contacted.
3. Pupil moved away from other children for 5 minutes (this may mean staying next to a midday supervisor at lunch break).
4. Pupil sent to Senior leader.
5. A home school book may be set up.
6. Pupil may be sent to the Head teacher and internally isolated in a suitable room with visibility and appropriate supervision.

If the behaviour of a particular pupil is deemed to be persistently disruptive, rude or likely to cause a health and safety issue, and has not responded positively to previous sanctions, the Headteacher may decide to issue a 'Notice to Improve'. The child will be placed on report for 5 days and the parents informed. If behaviour improves, no further action will be taken. If it shows no improvement and behaviour is still challenging, the child will be excluded for 2 days. On return to school the child will again be placed on report. Should behaviour deteriorate further the child will be excluded for 5 days. However should a pupil harm another pupil or member of staff or behave in any manner which threatens the health and safety of others, exclusion may occur with immediate effect (at the discretion of the Headteacher).

Exclusions

In extreme cases where other sanctions have failed and behaviour is of a serious nature the Headteacher may decide to proceed with exclusion. Exclusion serves to demonstrate to the child and other children that certain behaviours will not be tolerated in school. Parents will be informed of exclusion by telephone and a letter confirming the terms of the exclusion. For a fixed term exclusion this will also contain details of a reintegration meeting and where this refers to permanent exclusion details of the appeals procedure will be included.

The school adheres to the County Guidelines for exclusion.

Incidents which may lead to exclusion

1. Violence or harmful damage towards people (adults and other pupils);
2. Persistent thefts;
3. Disruptive or rude behaviour in the class or playground.

Where a pupil is giving cause for concern the parents are kept informed of the pupil's progress and records are kept of the pupil's behaviour that are shared with the parents; this could be on a weekly or on a daily basis.

Monitoring

All significant incidents are recorded in a written or typed format. These records may assist in seeing patterns developing or simply keeping a track on what was said or done as a result of a behaviour being displayed. Any meeting with parents should be minuted and kept in the child's files. These must be seen by the head before

filing. Notes should be made by staff when they have a formalised discussion with a child's parents regarding their behaviour. All agreements made, monitoring sheets, behaviour contracts and PSPs also need to be collated and filed where applicable.

Behaviour that is of concern in terms of child protection issues will be immediately reported and recorded in accordance with the Child Protection Policy and Procedures.

Equal Opportunities

The school acknowledges its responsibilities under the Education Act 2010 and in respect to special educational needs. All children are treated equally and consistently using the agreed guidelines. Children who have specific behavioural problems will have their needs addressed through an Individual Education Plan or Pastoral Support Plan where targets will be set for them and shared with the child, staff and parents.

Punishments or sanctions must be reasonable and proportionate to the circumstance taking account of the pupil's age, SEN or disability and religious requirements affecting them.

Review

This policy and procedures will be reviewed **every 3 years**. The governing body 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.

Appendix 1

School Rules

Be gentle	Do not hurt anybody
Be kind and helpful	Do not hurt other people's feelings
Work hard	Do not waste your or others' time
Look after property	Do not waste or damage things
Listen to people	Do not interrupt
Be honest	Do not cover up the truth

Other guidance to note:

1. Sweets and chocolate may be brought to school to celebrate a child's birthday only.
2. No toys to be brought in from home.
3. Money should only be brought into school for specific purpose and should be in an envelope with the child's name and the activity written on the outside.
4. No jewellery (exc stud earrings and religious jewellery) should be worn in school.
5. The bell will be rung to signal the end of break or lunchtime. The children stand still and wait for a second bell before lining up.
6. Children must conduct themselves sensibly, talking quietly and move about the school safely.
7. Pupils must wear the correct uniform.

Appendix 2 Strategies for Behaviour Management

Promotion of Self Esteem

Nurture is important for the development of self-esteem. The way in which we manage behaviour and promote positive behaviour for learning can have a very positive impact on the development of self-esteem. Much attention seeking behaviour is the result of low self esteem. Children can become trapped in a negative spiral of behaviour. We need to turn the spiral around.

All children should be recognised and valued as individuals. Use children's names whenever possible. Give praise for doing the right thing. Try to recognise every child in the class directly and positively at least once a day. (Some children with low self-esteem are very quiet and can be missed.)

- Make positive comments both individually and publicly.
- Share good work and behaviour with the class, another teacher, or the head.
- Make positive comments to parents in the homework diary.
- Give opportunities for rewards.
- Set achievable targets for success.
- Make all staff, including LSAs and MDSs aware of children who may need to be dealt with particularly sensitively (whilst still ensuring fair treatment).

Behaviour Management Strategies

- Developing emotional literacy is a vital part of behaviour management since language is a vital means of communication. In all classes the children are encouraged to reflect on how they feel at key points of the day so that staff are able to talk with them about their feelings and what needs to be done. Vocabulary relating to emotions and feelings are taught and discussed in class and in conversations with children. This empowers them to 'name' a feeling rather than simply acting it out to communicate it.
- Staff need to be aware of triggers for inappropriate behaviour. Off task behaviour will be minimised by: a clear routine and structure in the classroom; organisation and preparation; recognition of different needs and learning styles; maximising the feeling that the classroom is a safe base. Staff should also be aware of potential problem times, including transitional moments or periods of time and plan to minimise the potential for a difficulty.
- Staff should use frequent eye-contact and children's names.
- Staff should use agreed signals (non-verbal if possible) to get the attention of the class.
- Staff should promote positive behaviour as mentioned above through discussion and reminders.
- Staff should pre-empt difficult situations and diffuse quietly where possible.

- Staff should encourage the classes to take responsibility for their own behaviour. Staff should praise desired behaviour. Smile, say 'thank you'. Use proximity praise (praise children surrounding the child who is off task. Remember to praise individual when he/she returns to task!)
- Staff should ignore attention seeking behaviour when possible and encourage others to do so. Alternatively, approach child quietly (do not give the audience they are seeking). If this kind of behaviour is continuous then address it appropriately with the child and possibly the child's parents.
- Staff should show disapproval of inappropriate behaviour in the first instance non-verbally through look, approach or signal. If necessary, draw child to attention/task through use of name. Give warning if signals are not acted upon, then time out if necessary. Follow appropriate consequences procedure for repeated or more significant acts of inappropriate behaviour.
- Staff should communicate calmly and clearly. Use a quiet, calm voice. Avoid shouting, sarcasm, humiliation and confrontation.
- Staff should repeat instructions and ask child to repeat them back to you.
- Staff may search for and/or confiscate prohibited items or pupils' property where reasonable requests for it to be put away or to be left at home have been ignored. Prohibited items may be collected from the Headteacher at their discretion by the child's parent.
- Where necessary, staff may use reasonable force to maintain the safety of pupils, reduce the risk of damage to property and to maintain good order and discipline in the classroom.