



Behaviour and Discipline Policy

Date of policy: September 2011
Responsibility: Headteacher
Date of review: Term 3 2013

Rationale

The framework of *Every Child Matters* refers to five key outcomes for children and young people. Our school values, summed up in the acronym GREAT (growth, respect, enjoyment, ambition and togetherness) reflect the importance the school gives to the ECM outcomes. This policy on behaviour and discipline is written with all these outcomes in mind but its intentions relate, most directly, to the beliefs that children should **stay safe, enjoy and achieve and make a positive contribution.**

All members of the school community benefit from being able to work in an environment that makes them feel safe, secure and valued. There is evidence that social development, emotional intelligence and academic progress are all enhanced when a high standard of behaviour and interaction is maintained within an organization.

Key Principles

- There is a whole school approach to behaviour that ensures clarity and consistency in terms of expectations.
- Our intention is always to secure the safety and well being of everyone in our school community.
- This policy links with other policies, including:-
 - Personal, Social and Health Education and Citizenship
 - Child Protection
 - Anti Bullying
 - Teaching and Learning
 - Equal Opportunities
- Social and Emotional Aspects of Learning (S.E.A.L.) provides a framework, and programme of study, to develop children in five key areas that will have a positive impact on their self-discipline and behaviour:-
 - Self awareness
 - Managing feelings
 - Motivation
 - Empathy
 - Social skills
- Children are strongly influenced by adult role models. A high standard of interaction between members of staff and other adults helps to inculcate appropriate behaviour in children.
- In developing appropriate behaviour, teachers need to use both rewards and sanctions.

- Research shows that, on the whole, reward of good behaviour is most powerful in shaping behaviour. In essence it's important to 'catch them being good'.
- Parents should be informed and involved in the development of positive behaviour in their children. School needs the support of parents and equally parents may well turn to school for advice.
- Children should be involved in developing guidelines for appropriate behaviour. They may do this through school council and through involvement in the creation of rules within their class.

Expectations of behaviour

We expect our pupils to:

- Respect themselves, others and all property
- Listen to each other and all adults
- Use good manners and be polite to each other and adults
- Be responsible for their behaviour towards the environment and wider community
- Be aware of how they can play an active part in improving the environment
- Work hard to do their very best

Procedures to promote good discipline and behaviour

- At the start of the year, teachers create a class discipline plan, including working with the children work to devise 'golden rules' for their classroom and sanctions for inappropriate behaviour.
- The class rules, and the reasons for them, are shared with the whole school community, including parents at the end of the first week of term 1, and publicly displayed for reference.
- In addition to the class discipline plan there is the school 'Code of Behaviour' in the school handbook that guides behavior around the school (see appendix 1)
- Staff monitor behaviour in their own classes and the public areas of the school, providing feedback to children, parents and the School Leadership Team (SLT)
- Staff promote appropriate behaviour through the following:-
 - Modeling appropriate behaviour
 - Using PSHE&C, SEAL and Circle Time to develop attitudes, skills and knowledge relating to behaviour
 - Rewarding appropriate behaviour through praise and the award of commendations
 - Explaining the negative impact of inappropriate behaviour to individuals and groups
 - Applying sanctions, where necessary
 - Referring to, and engaging the support of, other adults who may assist the development of appropriate behaviour (e.g. assistant headteacher, deputy headteacher, headteacher, colleagues and parents)
- Assemblies are used to emphasize school values and positive behaviour and its benefits, and to discuss whole school or key stages issues relating to behaviour.
- Rules, posters and other guidance raise awareness of expectations regarding behaviour.
- All children are actively encouraged to play a positive role in the broader life of the school, through extracurricular clubs, the school council, competitions, and roles of responsibility.

- **Where sanctions are needed, we operate a scale of possible interventions that is typically structured as follows (see detailed chart below):-**

- Informal reminder about appropriate behaviour
- Formal warning
- Miss one minute of playtime
- Miss five minutes of playtime
- Informal referral to assistant headteacher or deputy headteacher as appropriate
- Internal exclusion to another class and miss a playtime to catch up any work missed
More formal referral to headteacher, where parents may be informed and involved
- In all cases where a child has shown disrespect to another child or adult they will be expected to give an apology, oral or written and to give a reassurance about future conduct.

Severe clause:

A child will automatically be sent to the headteacher for these serious breaches of the behaviour policy:

- ***rudeness to staff***
- ***violent behaviour***
- ***racism or an equivalent infringement of equal opportunities***
- ***willful damage to property***
- ***any other behavior that undermines the school values that an adult deems to be serious***

The headteacher will then inform the child's parents within 24 hours explaining the situation and how it is being dealt with eg internal exclusion at lunchtime, internal exclusion in another class, written apology, See letter in appendix 7.

Children who show persistent inappropriate behaviour may be supported through an Individual Education Plan or Pastoral Support Plan as part of the school SEN policy.

Continued inappropriate behaviour will be dealt with according to Local Authority guidelines and can ultimately lead to temporary or permanent exclusion. Behaviours leading to exclusion include threats to staff, physical assaults on staff, undermining of staff authority, persistent undermining of school values.

Chart to show how sanctions are applied

In class

Fire zone

- 1 Reminder
- 2 Warning (name on the 'sad face')
- 3 Miss some of playtime

Earth zone

- 1 Warning and reminder
- 2 One minute off play

3 Five minutes off play

Water zone

- 1 Warning and reminder
- 2 Five minutes off play
- 3 Loose all playtime

Children reaching step 3 in each zone are logged in the class behavior book. If a child gets to step 3 **three times** the class teacher discusses the child's behavior with the phase leader (TLR postholder) who will provide advice. A record is kept of this discussion on the Personal and Social Development and Attitude to Work sheet (see appendix 6). The headteacher is informed and the teacher and phase leader meet the child to discuss their behavior. The child will have an internal exclusion in the TLR's class room for one morning and the child's parents are informed.

If there is further disruption in class the headteacher is informed and parents are invited to discuss the situation with the class teacher. There is regular contact maintained with the parents until the situation has improved; this will include a daily behavior report card being kept (and sent home) and a weekly meeting with parents. Other sanctions will continue eg internal exclusions in other classes

If there is no improvement then the school will introduce a Support Plan and may involve other agencies.

The Personal and Social Development and Attitude to Work sheet is shared with all parents three times a year as a matter of course.

Around the school and in the playground- for minor matters

- 1 Warning and one minute time out from play next to a lunchbreak supervisor
- 2 Five minutes time out from play next to a lunchbreak supervisor

Children receiving five minutes time out are logged in the class behavior book and the information is given to the class teacher. If there are three time outs logged, the child is sent to the phase leader for a reminder about expectations and the headteacher is informed. The child will miss one lunchtime play and this will be reported to parents. Further problems will be reported to the DHT (KS2) or AHT (FS/KS1) and these will be discussed at weekly SLT meetings.

For serious matters the severe clause above will apply.

Pupil support and pastoral care

All staff take a corporate responsibility to ensure good behaviour in school. It is considered a quality of the school that members of staff know most of the children in the school by name, and individual relationships are held in high esteem.

All staff follow the principle that they care too much for each child to overlook poor behaviour. However, staff also know that some children need support in achieving good behaviour, and they give time to listen to problems and issues arising.

Staff always listen to accusations of bullying, and follow the school Anti-bullying Policy.

Senior staff are always available to support colleagues who need to pass on concerns regarding poor behaviour.

For some children, Individual Education Plans are appropriate to help promote good behaviour, and the school SENCO is able to provide advice in this area.

Any racist behaviour will not be tolerated and will be dealt with according to the Race Equality Policy.

Other agencies are also available to help support children. These include:

School nurse
Educational Psychologist
Education Welfare Officer
Behaviour Support Team

The school has clear guidelines to follow when dealing with concerns raised by parents about behaviour related problems. These are attached as appendix 3.

Roles and responsibilities

- Teachers are responsible for the pastoral care of the children in their class, whether they are in lessons, on trips or in the playground. Teachers hold important information and they are responsible for passing any information on to the relevant personnel as necessary, including senior members of staff and parents. Teachers help to promote good behavior through role modeling and by noticing and rewarding good behavior.
- Teaching and Learning Responsibility Postholders (TLR) are responsible for setting behavior expectations for their phase.
- Teaching assistants also help to promote good behavior; they are also very often the first member of staff to notice a problem, and they must pass any relevant information on to the class teacher immediately.
- Lunchtime supervisors receive information about individual children, and they provide care and supervision in accordance with the Plan for Managing Lunchtime Behaviour (appendix 4). Liaison with the class teacher is essential, and this is usually achieved through the use of class behavior book..
- Parents/carers and children sign the Home/School Agreement (appendix 5) when their child joins the school. Copies of the Class discipline plan are sent home to parents. Parents are involved in concerns involving poor behaviour from an early stage, and any SEN support will include parental involvement.
- Children are responsible for following the class discipline plan and the code of behaviour

Monitoring, review and evaluation

Classroom behaviour incidents are recorded by teachers in the class behavior book.

Lunchbreak Supervisors also record incidents in the class behavior book, and this book is handed over to the class teacher at the end of lunchtime. These books are monitored by SLT each term.

Incidents that are dealt with by the headteacher are recorded in the office behaviour file. These records are factual and available for parents to see on request. These are monitored by SLT each term and reported to governors at each meeting of the Children and Families Committee.

Parents and children are surveyed annually, which includes questions concerning behaviour/bullying. Staff and governors review the outcomes of surveys.

Evaluation of the Behaviour Policy is undertaken annually by the Governing Body Children and Families Committee in Term 3.

Staff review the policy each year to amend in line with new initiatives and needs.

Appendix 1	<i>Our Code of Behaviour</i>
Appendix 2	<i>Guidance on how to speak to other people</i>
Appendix 3	<i>Dealing with concerns raised by parents</i>
Appendix 4	<i>Procedure for lunchbreak supervisors using class behavior books</i>
Appendix 5	<i>Home school agreement</i>
Appendix 6	<i>Personal and social development and attitude to work sheet</i>
Appendix 7	<i>Letter from HT to parents re severe inappropriate behavior</i>
Appendix 7a	<i>Letter from HT to parents of victims</i>
Appendix 7b	<i>Letter from HT to parents regarding being in the behavior book three times</i>