



## **Behaviour and Discipline Policy**

**OFSTED April 2013 – ‘Pupils generally behave well, being polite and considerate to others’**

### **1. Behaviour 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. We seek at all times to build our children’s self-esteem by providing an inclusive environment where success is promoted and celebrated. The school’s behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a positive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has five behaviour expectations, which are displayed in each classroom, the hall and prominently around school – key words/ phrases are underlined which may help the pupils to learn them off by heart; these are continually referred to by all adults.

- 1. Be ready to learn and try your best**
- 2. Use friendly language**
- 3. Co-operate with others**
- 4. Respect yourself, your school and all the people in it**
- 5. Behave in a safe way**

### **2. Rewards and sanctions**

#### **Rewards:**

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

1. All adults are positive in all their dealings with children.
2. Teachers give children “Class Dojo” points for effort, manners, key skills etc

3. Each week staff nominate a child from their class to be 'star of the week'. Each 'star of the week' receives a certificate, sticker and a pencil in the whole school assembly.
4. We distribute merits certificates to two children each week, fitting into the 5 Investors in Pupils strands: attendance and punctuality, behaviour, learning, new people and classroom.
5. The head teacher or deputy headteacher lead a weekly Celebration Assembly. Parents have an open invitation to attend and parents of award winners are texted to encourage their attendance.
6. Special events for 'Always Children' are planned for each term for children who have followed the behaviour expectations and not had a strike against their name. These events include special visitors to the school e.g Magician's assembly and workshop.

### **Sanctions:**

A number of sanctions are used to ensure a safe and positive learning environment. When behaviour is deemed to be of a serious nature e.g. violence, racism and/or bullying, senior staff deal with the matter. This may result in; internal exclusion, contacting parents or external exclusion.

The following procedure is displayed in all classrooms and adhered to by all staff.

1. A look! (Pupil's may be told they are on "stage 1")
  2. A verbal reminder.
  3. A verbal warning (Pupils might be moved to sit elsewhere in the classroom)
  4. Five minutes in another class to calm down and re-focus. Your name is written on the recording sheet to remind you that this is your last chance.
  5. A strike. This means your name is underlined.
- Racist, bullying or violent behaviour leads to an instant strike.
  - Three strikes in a week means that the child have lost a "life".
  - Three lost lives equates to that child missing.

Pupils may also be given a consequence for their actions by staff such as playtime detention.

### **Behaviour over time**

Weekly behaviour logs are passed to the Parental Involvement Worker, who contacts parents of children who appear on the weekly log three times or more.

### **Internal Exclusion**

If a child does not respond to these sanctions and their behaviour continues to break school rules, or if their behaviour is deemed extreme enough, they will be given an internal exclusion for one or two days. If they receive an internal exclusion they will be taught in isolation and will not be allowed to associate with other pupils, including at playtime and dinnertimes. Tasks will be provided by the class teacher and the pupil will work with the Learning Mentor or a member of the Senior Leadership team, depending on staff availability.

### **3. How to apply the behaviour policy**

- Try to speak calmly and quietly to pupils whenever possible
- Never label pupils as 'naughty'
- Use proximity praise, rather than telling off, if possible e.g. 'John is sitting perfectly, what a star! Wouldn't it be great if we could all sit like John' rather than 'Look at the state of you! Fold your arms, sit up straight and stop chattering!'
- Think about your language when dealing with behaviour. Use phrases such as 'you have chosen the wrong behaviour' rather than a particular child 'is a problem' or 'we have an issue with...' Remember, you are punishing the behaviour, not the child
- All members of staff (teachers / TAs/ Mentors/ Dinner staff etc.) should use the behaviour policy consistently.

### **4. Behaviour around school**

How children behave whilst they are moving in and around school is very important. If they can move from room to room quickly and efficiently they will immediately be ready to learn and will not require a settling down period when beginning a session. When pupils move around school correctly this shows they have respect for their school and it positively impacts on learning.

- Children and staff should differentiate between 'inside voices' when entering the building and 'outside voices' used in the playground
- At playtimes, pupils should use the toilets on their way out to the playground and not re-enter the building until the end of play
- If children need to re-enter the building at dinnertimes to visit the toilet they should do so individually, not in groups
- Children should walk down the left hand side of the corridor at all times
- All staff should deal with behaviour issues around school, not just the class teacher or the members of staff on duty. If a pupil is not fulfilling the behaviour expectations, deal with it straightaway following this policy

### **5. Monitoring and Review**

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: a Guide for Schools', and that no child is treated unfairly because of race or ethnic background. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if new regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

## **6. APPENDIX:**

### **A. Use of restraint**

All members of staff are aware of the regulations regarding the use of restraint by teachers, as set out in DFE 2013 publication: Use of reasonable force. Teachers in our school must not hit, push or slap children. Staff only intervene physically to restrain children in order to prevent a child injuring themselves or others, committing a criminal offence, causing damage to property or engaging in behaviours prejudicial to maintaining good order and discipline. The actions that we take are in line with government guidelines on the restraint of children. Within our setting all staff have completed 'Team Teach' training. Our staff understand the need to deal with children in a way that is reasonable, proportionate and necessary in order to prevent injury to the child, injury to another child or damage to property. The staff will always act in the best interests of the child. (See Positive Handling Policy)

### **B. Fixed-term and permanent exclusions (See Exclusion Policy)**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003) and the Pupil Exclusion Manual (Education Bradford Sept. 2005). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

[www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions](http://www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions)

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child 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 child, she 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 fixed term exclusions. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

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 an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Signed: J Bradley

Dated: June 2016

Ratified by Governing body :

Date to review June 2018