



Behaviour and Discipline Policy

Reviewed and Updated:

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Vision and Mission

Our vision is that every single member of our community will love, learn and grow together. This is achieved by:

- Celebrating what we are good at
- Challenging ourselves and doing our very best in our work
- Loving and respecting ourselves and each other
Knowing that we are loved for being just how God made us
- Accepting that everyone is special



Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with additional short, medium or longer term challenges is the responsibility of the community as a whole.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.



- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere."

(Discipline in Schools - Elton Report)

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.



The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

1. Our Code of Conduct is:

1. Take Care of Yourself

Never

- Do anything silly or dangerous where you might be hurt.
- Stay in school at break times unless you have been given permission by a teacher
- Leave school without permission.
- Talk to strangers in school unless they have a school badge.

Always

- Tell someone if you are unhappy, being picked on or bullied.

2. Take Care of Others

Never

- Do anything to hurt others (such as hitting/name calling).
- Distract others from working.
- Be cheeky or rude to adults.

Always

- Be friendly to visitors, newcomers and other children.



3. Take Care of your School

Never

- Steal or deliberately damage school equipment.
- Drop litter or deface the school building.
- Give the school a bad name.

Always

- Be proud of your school.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized at FS and KS1.

2. Our Listening Code

When I am asked for my attention I:
Stop what I am doing
Empty hands/show me five
Look at the teacher
Keep quiet and still
Listen to instructions

3. Our Line up Code

When I am asked to line up I:
Walk to the end of the line
Leave a person space
Keep my hands and my feet to myself
Keep quiet and still
Listen to instructions

4. We have specific rules being enforced on the grounds of health, welfare and safety

a. Food and drink

Children may bring fruit from home to eat at morning play. Foundation and Key Stage One children will have access to free fruit in the mornings through the National Fruit Scheme.

Children have regular access to water and parents are encouraged to send their child into school with a water bottle each day (these can be purchased from school).

b. Jewellery

Watches are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. Any watches removed should be placed in the teacher's desk for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.



c. PE Kit

PE school uniform must be worn for all PE activity (See separate school uniform policy)

Indoors:- bare feet, shorts, T- shirt or vest, no jewellery

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- plimsols or trainers, shorts, t-shirt, no jewellery (Tracksuit in certain conditions).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

d School Clothing

The school has a separate school uniform policy. Uniform may be purchased from info@schooltrends.co.uk Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

e. Personal property

The Governors do not accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

f. Mobile Phones

All mobile phones must be handed in to the school office upon arrival, where they will be stored in the school safe. They will be collected by a student and taken to children at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: Mobile phones present an unacceptable disturbance to lessons, potential for theft and cyber bullying.



Behaviour Guidelines and Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class, the Inclusion Mentor or Headteacher should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Only members of staff who are trained in 'Team Teach' can use safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards policy).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).



Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'.

Movement Around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can I have your attention please?' □ Give out any instructions and set expectations.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible selfdisciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children

Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).

- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.



Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of three staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by 8:40am, when children are asked to arrive.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. Any incidents should be recorded in a playground incident book, and class teachers informed, as soon as possible after the event.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

A child is sent to the staff room two minutes before the end of play to inform other staff of the imminent blowing of the whistle. Upon hearing the 'two minute' warning, staff should go to the yard to collect their classes. If, for whatever reason, the warning is not sent, staff should assume that playtime will end at the normal time and respond accordingly.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise. Class reward points can be awarded to the best class each breaktime.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, the bell to mark the beginning of break will be rung three times instead of one, which will signify that children should not go outside at break time. In these circumstances the teachers on duty are responsible for supervising Key Stage Two, and the allocated teaching assistants are responsible for Key Stage One supervision. Children are expected to remain in their own classrooms, playing with the quiet wet play activities provided.

Playground procedures (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on the field in appropriate conditions at the discretion of the duty teachers. The playground is a 'football



free zone' although invasion games such as netball/basketball may be played. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note See also our policy on the 'Use of Force'.

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form, the teacher's class diary.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.



SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed.

Depending on the nature of the offence this may include immediate, permanent exclusion. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

Step 1 (Class teacher)

Give a final warning:

Use the agreed phrase 'This is your final warning. Do you understand?'

Children will learn what this means and the consequences of continuing the behaviour.

From now on, no more warnings, TAKE ACTION

Step 2 (Class teacher)

Time out (A)

- Child sent to designated chair/area of classroom
- 5-10 minutes sitting alone to reflect, calm down etc without causing disturbance.

If behaviour improves return to lesson.

*If not or if child refuses, move to **Step 3***

For a regular offender:

- Record who, when, why.
- Possible removal of treats / playtime etc.
- Discussion with member of SLT and/or SENCO: consider Behaviour Intervention.



Step 3 (Teacher colleague) Time Out (B)

- Child escorted to designated colleague.
- Up to 1 hour working alone without causing disturbance.
- Possible removal of a treats / playtime.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

For a regular offender:

- Discussion with member of SLT and/or SENCO: consider placing on SEN Register.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies where appropriate.
- Access to extra-curricular/enrichment activity linked to improvement.

Step 4 (Deputy Head) Time Out (C)

- Child escorted to Deputy Head.
- 1 session to half a day working alone without causing disturbance. Parents informed of sanction
*If behaviour improves return to class. If not or if child refuses, move to **Step 5***

For a regular offender:

- Discussion with Head/SENCO : consider the need for placing on the SEN Register □ Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Parents/LEA informed that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular/enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Step 5 (Head /SENCO) Pastoral Support Programme (On Report)

- Teacher completes a Behaviour Assessment Profile.
- Involvement of all necessary agencies, Behaviour Support, Educational Psychologist etc. □ Consider CAF.
- PSP Meeting with parents/child.



- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child, weekly feedback to parents.
- PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly.

If targets are achieved remove from PSP.

*If PSP failed, move to **Step 6**.*

Step 6 (Headteacher) Behaviour Contract

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.
- Complete a CAF.

If behaviour improves return to PSP

*If not move to **Step 7**.*

Step 7 (Headteacher) Internal Exclusion (5 days or more)

- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.

*If behaviour improves return to class on a Behaviour Contract or PSP. If not move to **Step 8**.*

Step 8 (Headteacher) Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract or PSP for a minimum of four weeks.

If behaviour improves remove from PSP.

*If not move to **Step 9**.*



Step 9 (Headteacher)

Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LEA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks.

If behaviour improves remove from PSP.

*If not move to **Step 10**.*

Step 10 (Pupil Discipline Committee)

Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.



Appendix 1

Sanction Steps

Use Behaviour for Learning strategies, including polite but firm requests, repositioning, separating and warnings (but no more than three).

Step 1	'This is your final warning. Do you understand?'	
Step 2	In Class Time Out	5-10 mins in own classroom. Record on class sheet when/why there.
Step 3	Other Class Time Out	Up to 1 hour in class above (Y6 to Deputy/SENCO). Record when/why on record sheet for own file. Class teacher addresses behaviour on return to class. Parents informed if deemed appropriate.
Step 4	Deputy Time Out	Up to half a day with Deputy. Record when/why on record sheet for own file. Parents informed.
Step 5	Head/ SENCO On Report	2 – 16 weeks on a Pastoral Support Programme (reviewed fortnightly). Complete Behaviour Assessment Profile. Agree SMART behaviour targets, report daily to child and weekly to parents.

Further steps are available if required.

As with anything in school, there will of course, be children who require slightly differentiated versions of this system. These will be agreed with the HEAD and/or SENCO.