



Behaviour and Discipline Policy

Aims and Expectations

It is the primary aim of Davyhulme Primary School to ensure 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. Our school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school has a number of key, golden rules, but the aim of the policy is not to establish a system to enforce rules. It is a means of promoting good relationships and in supporting our school community to allow everyone to work together in an effective and considerate manner.

Our 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 manner.

This policy aims to help children develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.

Bullying will not be tolerated in our school. Sanctions dealing with incidents of bullying are detailed in our **Anti-Bullying Policy**.

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness, respect and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Reward Systems

Pupils are encouraged to show respect for others and display good manners at all times, closely linked to our school's values and Golden Rules. The Golden Rules are consistently shared and applied with all pupils from Nursery through to Year 6. These rules are also followed at lunchtimes - this ensures a consistent approach at all times across the school.

Golden Rules (moral values)

Do be gentle, don't hurt anybody.

Do be kind and helpful, don't hurt people's feelings.

Do be honest, don't cover up the truth.

Do work hard, don't waste time.

Do look after property, don't waste or damage things.

Do listen to people, don't interrupt.

(If teachers wish to create a list of their own class routines e.g. we put our hand up before we speak etc., they establish these with their own classes).

Our 6 Playground Golden Rules

1. We are kind, gentle and helpful.
2. We are always honest.
3. We are polite and respectful to everyone.
4. We listen.
5. We take care of our playground equipment.
6. We ask children on their own if they'd like to join in.

Our Happy Playground Routines

- ✓ When we hear the whistle, we stand still.
- ✓ We ask permission to go inside.
- ✓ We keep within the football boundaries
- ✓ We play together and look after each other.
- ✓ We tell an adult if we feel sad or lonely.
- ✓ We give equipment to the Playground Leaders at the end of playtime.

Our Dining Hall Rules

1. We follow instructions straight away.
2. We line up quietly.
3. We walk in the dining hall.
4. We finish what we are eating before we speak.
5. We remember to say 'Please' and 'Thank you'.
6. We put our hands up to ask to leave.
7. We talk quietly to the people next to us.
8. We are polite and respectful.

Children are encouraged to 'live the values everyday'. Our staff has a consistently positive approach and lead by example. Positive behaviour and good choices are encouraged and rewarded in a variety of ways. All staff are encouraged to offer praise for the PROCESS of learning as opposed to the end PRODUCT, and for making good behaviour choices and for living

our school values. This reflects our commitment to creating a Growth Mindset culture in our school.

Rewards:

- Verbal praise (carefully used to ensure that staff are praising the process of learning rather than the end product and good behaviour choices).
- Team points awarded for good learning behaviours and for making positive choices by following our Golden Rules and living our values.
- Merit stickers from teaching staff in recognition of good manners, good behaviour and good learning behaviours.
- Showing pieces of work to the Deputy or Head teacher.
- Teachers nominate one child per week for the Owl Award in recognition of academic or social achievements. This is received as an Owl Sculpture in front of the school at Good Work Assembly (KS2). Teachers (KS1) award the class bear to one child each Thursday in recognition of good manners, behaviour and good attitudes towards learning. The children take the bear home for the weekend then take part in a Rewards Assembly where the children share their weekend news with the school and their invited parents.
- Consistent praise throughout the day when 'caught' being good.
- Owl cards - Owl cards are awarded by staff in the Infant Dept. for good/positive conduct displayed around the school. The class with the most awarded owl cards receives 'Oscar' the school owl mascot to stay in their class for one week.
- In Key Stage 2, Post cards of Praise are awarded to pupils for positive attitudes towards learning and/or good behaviour.
- Values slips are given to children by all staff (including lunch-time supervisors) if children are seen to be living the values. These are given out to children during Assemblies and sent home with pupils.
- Raffle tickets - awarded by teaching staff and midday supervisors.
- Golden Book of Praise - a child is nominated once a week by midday supervisors for making good choices. This is shared and celebrated in weekly assemblies in Key Stage 1 and Key Stage 2.
- Yellow positive notelets and stickers (linked to our Golden Rules) are awarded by midday supervisors to pupils at lunchtime who are seen to be making good choices by following the Golden Rules and living our values.
- Golden Time - awarded weekly to all pupils who have followed the Golden Rules (20 minutes).

Good Work and Celebration Assemblies

School assemblies are a celebration of success attained in and out of school. The positive ethos of our school is reinforced with the children having the opportunity to receive recognition for their achievements.

- Children may share recent awards, certificates, trophies etc. with the school, received in pursuit of their own leisure time activities.
- Team point (KS1/KS2) winners are announced and receive a trophy for the week. Scores accumulate through the year. Grand winners are announced at the end of the school year.
- Class attendance winners are announced and receive an extra ten minutes playtime (KS2).
- Parents are invited to attend these assemblies (KS1) and share in the good work of the school.
- Owl Awards (KS2) are given to one member of each class in recognition of academic or social achievements. In Key Stage 2, postcards of praise are awarded to pupils for exceptional behaviour/good learning behaviours. When pupils have acquired 3 postcards of praise, they can select a reward from the 'Golden Treasure Box'. Values slips are awarded to children who are seen to be 'living the values' by any member of staff - these are given out to children during assemblies and taken home to share with parents.(KS2)/ EYFS/KS1 Teachers award the class bear to one child each Thursday in recognition of good manners, behaviour and good work.

Sanctions

If pupils choose to not follow our Golden Rules, the following sanctions are consistently applied:

- Verbal Warning (get back on track)
- Written warning (warning slip/sad face card given discreetly).
Fresh start next lesson.
- If still breaking a Golden Rule, lose 5 minutes Golden Time and record on sheet.
- Continue to 10 minutes etc.
- Allow children the chance to 'earn back' Golden Time - earning back contract.
- Fast track this for serious incidents - remove from class/setting.

The role of the class teacher.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure all children work to the best of their ability.

The class teacher treats each child fairly, with respect and understanding, and enforces the classroom code consistently.

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 our pastoral support lead (Mrs Sanderson) or LA behaviour support service.

The class teacher reports to the parents about the progress of each child in their class, in line with the whole school policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control and Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting themselves. The actions we take are in line with the government guidelines on the restraint of children. All staff have received training in safe handling of pupils.

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. School governors are kept informed of both fixed term and permanent exclusions.

The role of parents and Trafford LA

Our school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

The school rules and sanctions system is explained to the parents in the School Welcome Pack, parents signed a consent form in support of our behaviour policy in the Home School Agreement.

We expect parent to support their child's learning, and co-operate with the school, as set out in the Home-School agreement. We try to build a supportive dialogue between the home and our school, and parents are informed about concerns regarding their child's welfare or behaviour.

If our school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way in which their child has been treated they should initially contact the class teacher, then Phase Leader or deputy head teacher. If the concern remains, they should contact the Head teacher and then the school governors. If these discussions cannot resolve the problem informally, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

The Head teacher has day to day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Fixed term and permanent exclusions

Only the Head teacher has the authority to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed days in line with the stages of our sanctions guidelines, for up to 45 days in any one school year. The Head teacher may also exclude a

pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Parents are informed in writing by the Head teacher of any exclusion, and they are informed of their right to appeal to the governing body.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions exceeding 5 days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee which is made up of between 3 and 5 members. This committee considers any exclusion appeals on behalf of the governors.

If a child misbehaves repeatedly in class and teacher imposed sanctions are ineffective then the child is sent to the deputy head teacher who initiates the preliminary stages of the formal school behaviour management policy.

The role of the Deputy Head - Behaviour Management Co-ordinator and TLR Phase Leader

The Deputy Head ensures referrals are completed and signed, those incidents are recorded and then relevant personnel are kept up to date. The Deputy Head drafts letters for parents in the instance of behaviour book entries/CPOMs entries, reporting relevant details.

The TLR Phase Leader may pass on serious referrals to the Deputy Head responsible for either EYFS, KS1 or KS2. The Deputy Head liaises with parents in the early stages of referrals. The Deputy Head is the initiator of school behaviour sanctions.

School Sanctions for Unacceptable Behaviour

Teachers will use their professional judgement to manage challenging behaviour using a variety of strategies. Serious or

continual incidents will be recorded on CPOMS. If the strategies are unsuccessful, parents will be informed that formal procedures will now be adopted as follows:-

Stage 1

The TLR Phase Leader and Deputy informed and will contact parents where applicable to discuss child's behaviour and strategies for improvement.

Stage 2

Head teacher informed and parents contacted by letter and that a fixed term exclusion is being considered.

Stage 3

Fixed term or permanent exclusion.

Short Circuit Cases

Short circuit for extreme cases of verbal or physical abuse. Referred directly to the Head teacher and may be put on any stage of the sanctions stages at the Head teacher's discretion.

Lunchtime sanctions

A separate behaviour book is kept for lunchtime incidents reported by midday supervisors to the deputy for repeated incidents of misbehaviour.

Stage 1

Verbal warning from midday assistant. .

Stage 2

Referral to midday Supervisor and given red card (possible isolation indoors under supervision of lunchtime Supervisor). All serious incidents are recorded in the lunchtime behaviour book/CPOMS.

Stage 3

Referral to Deputy Head who will decide whether to refer incident to school behaviour book for lunchtimes. Parents informed by letter if this is the first entry in the book.

Stage 4

As above, parents informed by letter, this is the second entry in the book. Segregation from peers will be applied if no improvement in behaviour.

Stage5

Parents informed by letter that a fixed term exclusion of 1 week will be enforced for lunchtimes.

Short Circuit Cases

Short circuit for extreme cases of verbal or physical abuse. Referral directly to the Head teacher and may be put on any stage of the sanctions stages at the Head teacher's discretion.

Further transgressions or exclusions may result in the case being referred to the Governors.

The role of the Headteacher

The Head teacher supported by the governors and staff will use this policy to promote community cohesion.

It is the responsibility of the Head teacher, under the Schools Standards and Framework Act 1998 to implement the school behaviour policy consistently through our school and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children in our school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of this policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representations by parents or the LEA and consider whether the pupil should be reinstated.

If the governors' appeal panel decides that a pupil should be reinstated then the Head teacher must comply with this ruling.

Monitoring

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

CPOMS is used to record any serious incidents or repeated low level incidents of misbehaviour by all members of staff.

The Head teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Addendum to School Behaviour Policy due to COVID-19, May 2020

Children who attend a school on a temporary basis because of coronavirus (COVID-19) will still be pupils for all purposes other than registration. For example, they will still be pupils for the purposes of the school's SEN, safeguarding and school medical duties. The school will be able to apply its normal behaviour policy to such children.

www.gov.uk/government/publications/school-attendance

Refusal to follow social distancing and other associated health and safety measures will be considered a breach of the school's behaviour policy.

The school will be happy to work with parents/carers to address these issues where a pupil's behaviour is impacted by any special needs or disabilities.

Review

The governing body reviews this policy every two years. The governors 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.

Approved on 19 February 2020

Chair of *Governors*

Next review Spring 2022