



# Behaviour and Discipline Policy

March 2023



## Behaviour and Discipline Policy

Our school values children who are Enthusiastic, Resilient, Proud and Safe.

Our behaviour policy considers these as a focus for building a successful learning environment where we consider the well-being of every child first.

### Aims and expectations of the behaviour and discipline policy

- Create a positive culture that promotes positive behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.
- Create a community where everyone feels valued, and respected and is treated fairly.
- Establish a whole-school approach to behaviour that reflects the values of the school.
- Define what we consider to be negative behaviour, including bullying and discrimination to prevent any child-on-child abuse.

**It is important that our Behaviour Code is clear and well-known by all children and parents and is consistently applied by all staff.**

In our school we are;



**S - Self-aware**

I am aware of my own and others' feelings.

I am aware of how our behaviours affect others.

**M- Mindful**

I have control over my own actions and I think before I act.

I have a positive mindset.

**A - Ambitious**

I try my best to work towards my goals.

I support my friend's ambitions by not disturbing their learning.

**R - Resilient**

I challenge myself.

I am a problem solver.

**T - Thoughtful**

I am kind to everyone.

I respect my school and everything in it.



## Rewards

We praise and reward children for positive behaviour and for being SMART in a variety of ways:

1. Each classroom has a 'traffic light-style system' where every child starts the day on the green. When children show good behaviour, they move up the system to bronze, silver and then gold.

*Bronze = 1 Dojo point*

*Silver = 2 Dojo points*

*Gold = 4 Dojo points.*

- Children can also receive a Dojo for showing they are SMART.
- Bonus points can also be received - these may be for working well with a group, or a goal dependent on each individual child

At the end of each week, the five children with the highest scores on Dojo are put into a hat and one child is picked to have a 'dip' in the prize box. Each week the scores are put back to zero and the collected points are stored.

At the end of each half term, children can redeem their points from the whole half term and use cash them in for Dojo Dollars. These can be spent in our Dojo shop or banked for next time.



2. We have a celebration assembly each week where children are awarded a range of certificates and awards
  - Each week we nominate a child from each year group, who has shown they have worked to the best of their ability or have shown one of our school values to receive a 'Star Award'
  - EYFS/KS1- Teach your Monster to Read, The Great Space Race
  - KS2 - Reading plus, Accelerated Reader.
  - All - Numbots, Times Tables Rockstars
  - Mrs Mop (tidiest classroom and corridor), Spike (best class attendance) and Lunchtime Vegetables (best class at lunchtime) awards are given out each Friday in assembly.
  
3. Verbal praise, stickers and notes home are other ways we praise children's behaviour.

**It is important to us that parents /carers share rewards with the children, therefore all certificates are sent home and parents can see their child's Dojo points at home.**



## Sanctions

We make every effort to consider the well-being of all our pupils and will always encourage children to make use of appropriate tools from our '*Zones of Regulation*' to help them make good choices about their behaviour. We encourage our pupils to use the '*regulation station*' if they are in the yellow or red zones until they are in a position to access their learning again.

If attempts to regulate behaviour are unsuccessful;

1. Each class has a traffic light system in place with clear instructions as to its implementation as follows:
  - a. Verbal warning
  - b. If initial warnings have not been followed, the child's name is moved on to amber. The child will have 5 minutes removed from playtime.
  - c. If poor behaviour continues their name will be moved on to red. The child will have 10 minutes removed from playtime.

*All children can return to green by making good choices and showing a good level of improvement.*

2. If a child's behaviour impacts other pupils' learning we may instruct pupils to move to a place nearer the teacher or to sit on their own.
3. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or complete a task during break and lunchtime.
4. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.



5. If a child threatens, hurts or bullies another child, the class teacher records the incident, and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/guardians to seek an appointment to discuss the situation, and to improve the behaviour of the child.

The school acknowledges that the Equality Act (2010) guidance states that for some children, specific arrangements need to be considered regarding their ability to access the setting. Therefore for some children, an alternative adjustment will be made and shared with all staff. (See DFE 2022)

## Sanctions and the Role of the Class Teacher and Support Staff

The following sanctions can be used, by teachers and support staff, in a hierarchical way:

### *Step 1*

- Non-verbal cues - silence and disapproving gestures.
- Restorative conversations and/or use of the regulation station.
- Traffic light system as explained above.
- Removal from the classroom, for a short period, until the child has settled down.
- Short period of time-out, at break or lunchtime in isolation from the rest of the class.

### *Step 2 (SMT)*

If all of the above fails:

- Referral, by the classroom teacher to a senior member of staff.



- Parents/guardians should be informed and a behaviour chart may be used to monitor good behaviour. There should be weekly monitoring by a member of the SMT.

### ***Step 3 (HT)***

If no improvement then step 3 is

- Temporary internal suspension/ isolation (set by the head teacher).
- At this stage, the key staff would put an action plan/positive handling plan in place. There must be clear targets and systems in place which enable the child to access the curriculum without disruption to other children.

### ***Step 4 (HT)***

- Suspended (Fixed term suspensions, including lunchtimes)
- This stage would be reached when it was considered that an internal suspension was no longer effective. This would apply if the child has not responded to the instruction given by staff and this has led to the disruption of learning for other children within the school. If other children, staff and the child in question are considered to be unsafe due to the actions of the child the only option would be to remove the child from the school for a fixed term. Parents/guardians would be contacted and told to take the child home. Parents/guardians would be informed as soon as possible in writing. The Local Authority would also be informed in writing.

### ***Step 5 (Governors set)***

- Permanent Exclusion
- This would be the final stage and would only apply if there was a total refusal to follow the move to a controlled area and a wide range of other behaviour-related systems have been applied and have failed to improve the child's behaviour. If this leads to repeated disruption of other children's learning and /or concern for the safety of other children, staff or the child in question. In line with the DFE 2022, the headteacher can permanently exclude a child in response to a serious incident or in response to persistent poor behaviour which has not improved following school sanctions or interventions. This action should only be taken where allowing the child to remain in school would seriously harm the education or welfare of the child or others, such as staff or children.





All steps would have been taken to prevent this situation and discussions would have taken place with the LA. ( see DFE 2022 Behaviour in schools guidance and suspension and permanent exclusion.)

Any child who brings a weapon or a potential weapon into school with the intent to threaten others, will be expelled (permanently excluded) (see Weapons in school policy)

## Confiscation

The sanction of confiscation will be applied reasonably and proportionately. The head teacher delegates the right to confiscate property which is being misused in school if this is a proportionate response to the offence. The procedure for the safe storage of the property and its return to its owner should be made clear. The school can confiscate mobile phones but not search through a phone or access text messages without the child's permission unless the head teacher feels it is justified. If cyberbullying is suspected, then the child can be asked to reveal a message but if the child refuses parents will be contacted and will need to come to school. The child, can, however, be sanctioned for refusing to follow a reasonable instruction. The school will keep a record of valuable confiscated items which will be kept in the school office. A note should be written to alert parents if this is considered necessary. ( section 94 of the Education and Inspections act 2006)

Items not allowed in school are as follows: weapons or items that could be used as a weapon, mobile phones, offensive materials including clothing, and items that are not age appropriate for a primary school.

## Isolation

This represents an on-the-spot sanction for ignoring school rules or for consistent misconduct in lessons which could lead to a child being suspended. It



is to be used in those instances when the senior management team feel there is nothing will be gained by the external suspension. If it is for more than one day, then it is to be viewed as of equal status in terms of seriousness as a suspension (fixed term suspension) and therefore, parents must be informed by the senior management team.

The school does not tolerate bullying of any kind. If bullying is discovered we act immediately to stop any further incidents. Whilst it is difficult to eradicate bullying, we do everything in our power to ensure all children attend school and feel safe. Bullying is considered to be any targeted abuse both physical or verbal that is repeatedly applied to a child.

All members of staff are aware of the regulations regarding the use of force teachers, as set out in section 93 of the Education and inspections act 2006.

Staff only intervene physically to restrain children to prevent him/herself or/and others from being hurt. The actions that we take are in line with government guidelines on the restraint of children. Any incidents of restraint would be recorded in the incident file in the head teacher's office.

### The suspension (Fixed Term Suspensions)

- Only the head teacher (or acting head teacher) has the power to suspend a child from school. The head teacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The head teacher can't convert suspension (fixed-term suspension) into expelling (permanent suspension) a child therefore consideration should be given to the type of suspension required. (under Governor agreement)
- If the head teacher suspends a child, s/he informs the parents immediately, giving reasons for the action. At the same time, the head teacher makes it clear to parents that they can appeal against the decision to the governing body. The school informs the parents how to make such an appeal.
- The head teacher informs the LA and the Governing body about any suspension.
- The Governing body itself cannot either exclude a child or extend the suspension period made by the head teacher.
- The Governing body has a discipline committee that is made up of between three and five members. The committee considers any suspension appeals on behalf of the Governors.



- When an appeals panel meets to consider suspension, they consider any representation by parents and the LA and consider whether the child should be reinstated.
- If the Governor's appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

### Responsibility of class teachers and support staff

- To discuss the school ethos of being SMART with their class and to ensure that they are followed.
- To ensure that the above systems are used for children who display inappropriate behaviour.
- To ensure that all children are treated fairly.
- To be consistent in their approach to dealing with negative behaviour.
- To liaise with external agencies, as appropriate, to support and guide the progress of each child.
- To make reasonable adjustments for children who are in the care system or children who have special educational needs.
- Liaise with parents about their child's behaviour where appropriate. Any discussions with parents need to be recorded on CPOMS.

### The responsibility of the Head Teacher and SMT

- To implement the school behaviour policy throughout the school.
- To ensure the health, safety and welfare of all children in school.
- To support staff by setting the standards of behaviour.
- To support staff in the implementation of the policy.
- To work with the SENDCO to support any child with additional needs where those needs might affect behaviour, acknowledging there may be limitations to the practical application of support due to the size of the school.
- To keep records of all reported serious incidents of misbehaviour.



- To have the responsibility for suspensions (fixed-term suspensions) to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head may exclude the child. Both these actions are only taken after the school Governors have been notified.

### The responsibility of Parents

- To work collaboratively with the school, so children receive consistent messages about how to behave at home and school.
- To be aware of the school rules and support them.
- To support their child's learning and to cooperate with the school.
- If the school must use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher or a senior member of staff. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal appeals process can be implemented.

### The responsibility of the School Governors

- To set down general guidelines on standards of discipline and behaviour and of reviewing their effectiveness.
- To support the head teacher in carrying out these guidelines.
- To advise the head teacher about disciplinary issues. The head must take this into account when making decisions about matters of behaviour.

## Monitoring

- The headteacher monitors the effectiveness of this policy regularly. She/he also reports to the *Governing* body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of negative behaviour. The class teacher records significant classroom incidents. The head teacher records those incidents where a child is sent to them on account of their negative behaviour.
- The headteacher keeps a record of any child who is suspended.
- It is the responsibility of the *Governing* body to monitor the rate of suspensions and to ensure that the school policy is administered fairly and consistently.
- The school will work with outside agencies to meet the needs of all children within the school. Advice and support will be reviewed and implemented where possible to ensure the safety of all children in the school. These would include the Behaviour support team, the link school, Educational Psychologist, CAMHS, the inclusion team and the LA.

Ratified by *Governors* on \_\_\_\_\_

Chair of *Governors* \_\_\_\_\_ Date \_\_\_\_\_



Headteacher \_\_\_\_\_ Sara Toole \_\_\_\_\_ Date \_\_\_\_\_