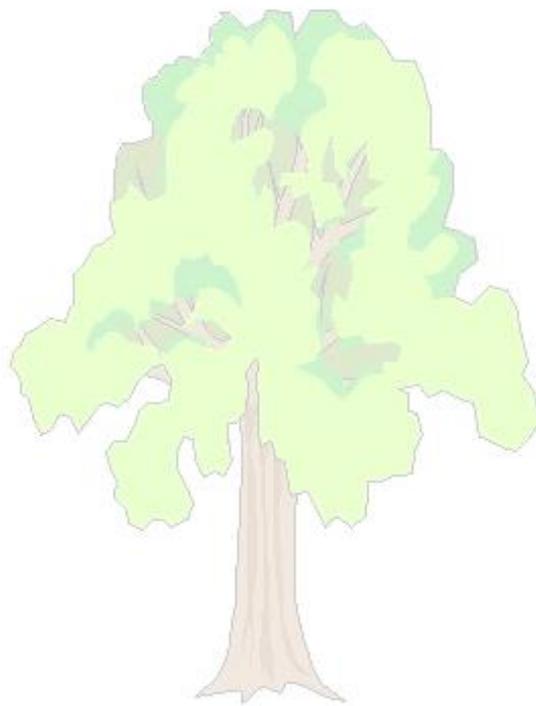


Behaviour and Discipline



Policy Date: May 2018

Ratified by Governors on: June 2018

Review Date: May 2019

Author: Emily Sweeney

SENACRE WOOD PRIMARY SCHOOL

Policy on Behaviour and Discipline

Aims

- 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. 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 supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- The school's behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The 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 way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour and self-discipline, rather than merely deter anti-social behaviour.
- To prevent bullying (refer to the school's anti-bullying policy).

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Children deserve to work in an environment in which expectations are clear and consistent.
- We have a positive approach and believe in rewarding pupils for positive behaviour.
- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable and not the child.
- Children are taught to take responsibility for their own learning and behaviour, and to realise that there are clear expectations during the school day

Equal Opportunities

- It is understood that children will be at different stages of their social development and that children who have disabilities which affect their ability to manage social situations will need to have this policy differentiated. When this is the case these children will have a Pastoral Support Programme (PSP), which details interventions such as Social Skills groups, social stories etc. These are drawn up by the SENCo and class teacher, in consultation with parents and outside agencies.

British Values

British Values underpin all that we do at Senacre Wood Primary School. Children are encouraged to use these values to:

- ~ Develop their self-knowledge, self-esteem and self-confidence
- ~ Distinguish between right and wrong and to respect the rules of the school and wider society
- ~ Accept responsibility for their behaviour, show initiative and contribute positively to other people's lives
- ~ Show an understanding and tolerance of different faiths and cultures
- ~ Respect other people and the need for democracy

Rules

Individual classes may have their own classroom rules. All children will be expected to follow the school rules, which are listed as green behaviours. These expectations are to be promoted by all adults across the school (see appendix).

The Behaviour poster and expectations are displayed in classrooms and around the school.

Circle time or PSHCE is provided regularly to share class concerns, experiences, and feelings.

Rewards and sanctions

Sanctions are consistent throughout the school with a use of 'It's good to be green' system. Where children show green behaviours consistently, children will receive a gold sticker to be kept on their own personal reward chart. Once children have collected a certain amount of stickers, they can trade their card in for a prize. A member of SLT will exchange completed reward charts for a prize.

For every type of behaviour that is not a 'Green behaviour', there are clear sanctions. Sanctions may include: losing break or lunchtime, losing a privilege or treat. Parents will be contacted by a member of SLT when children show red behaviour (Please see appendix for detailed description of green,

yellow, orange and red behaviours). In some cases, children will be asked to complete learning out of class.

Where behaviour is a reoccurring issue, a member of SLT, class teacher, child and parents/carers will meet to arrange for the child to be put on Headteacher Report either for a fixed term or until green behaviours are adhered to.

Monitoring Behaviour

The Headteacher keeps a weekly log of behaviour incidents that are dealt with by the SLT. These are recorded on children's individual files on SIMs. Every term the Headteacher and SENCO review the number of behaviour incidents that have taken place for individual children. Children who have a high number of behaviour incidents are invited to a meeting with their parent/carer so that a Pastoral Support Programme (PSP) can be put in place for that child as a means of decreasing the number of behaviour incidents occurring.

Fixed-Term and Permanent Exclusions

- In rare and extreme cases, where severe red behaviour has occurred, a form of exclusion maybe given. This may result in a child being internally isolated in the Head teacher's office for a morning, afternoon or a whole day or being excluded from school for a fixed period.

Positive reinforcement of good behaviour

Positive recognition and praise must be given to children when they behave well. Positive recognition and reinforcement take the form of:

- praise which is genuine and personal
- recognition of achievement in assembly
- tangible awards – gold stickers, class cubes/marbles, prizes
- special privileges – treats, something which the child likes doing
- extra responsibilities
- opportunities: to share good quality work with SLT; informing parents of good behaviour/achievements

Classroom Management

To demonstrate a positive approach to managing classroom behaviour, teachers must use this Behaviour Management Policy consistently in the classroom and across the school to help children to understand the consequences of their unsatisfactory behaviour (any other forms of behaviour management e.g. sticker charts, table points must be agreed by SLT).

Individual behaviour strategies for children with particular behaviour difficulties will be agreed between the class teacher, SENCo and SLT.

We try to refrain from shouting at children at all times. Other means of behaviour management in the classroom may include:

- asking a child to do something and giving them to the count of 3
- clapping (a maximum of 3 times) which the children respond to in order to show they are listening
- waiting for children until they are ready
- counting down from 5/10 to zero

If rules and expectations are not followed consistently and the child interferes with the teaching and learning of others he/she may need to spend time apart from the rest of the class.

In the Classroom sanctions-linked to “It’s good to be Green” system

1. Warning – Pupil’s name written on board;
2. Name and tick - Sit on own for 5 minutes isolation;
3. Name and 2 ticks - Go to another teacher with work for a maximum of 15 minutes or where applicable deduct a proportion of break time;
4. Name and 3 ticks - See Headteacher or Deputy Headteacher; Call parents/carers or post a letter home.

Break and lunchtime rules and expectations

At lunchtime, Lunchtime Supervisors will manage children’s behaviour appropriately, using the same strategies that are used in the classroom, and serious incidents are referred to a member of SLT. The colour coded behaviour poster is available in the outdoor display board for play leaders to refer to.

Lunchtime sanctions- linked to “It’s good to be Green” system

1. Warning given
2. Second warning - Child put on own for 1 minute.
3. Third warning - Supervised isolation for a maximum of 5 minutes and ‘white incident slip’ completed and handed to the child’s class teacher at the end of lunch time.
4. Fourth warning - See member of SLT; call parents/carers

The Role of the Class Teacher and Teaching Assistant

- It is the responsibility of class teachers supported by teaching assistants to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers and teaching assistants in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

- The class teacher and teaching assistant will treat each child fairly, and enforce the classroom code consistently. The teachers and teaching assistants treat all children in their classes with respect and understanding.
- The class teacher and SENCO will liaise with external agencies to support and guide the progress of each child.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- In the event of a serious breach of the school rules at lunchtime, class teachers may be called upon to support the lunchtime supervisors.

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 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. These actions are taken only after the school governors have been notified.

The Role of Parents and Carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at school. Support can be provided when a need is identified to support parents/carers at home.
- The school rules are on the school website, and we expect parents and carers to read and support them.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher followed by the Headteacher if they feel the matter has not been successfully resolved. If after discussing the issue with the Headteacher concerns remain, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

- The governing body has responsibility for overseeing these guidelines on standards of discipline and behaviour, and reviewing their effectiveness.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- 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.

Liaison with Parents

- Parents will be kept informed about their child's behaviour. If it appears that this has to be monitored on a 'regular basis a 'home/school contact' book may be started. The book is written in by the teacher at the end of each day and sent home. Both positive and negative comments should be recorded.
- To acknowledge receipt of the book the parent/carer is requested to sign it. They may make a comment if they wish to before returning the book to school the following day.
- Should the behaviour be repeated or in the event of a serious incident the Headteacher will contact the child's parents/carers.

Monitoring and Review

- This policy will be monitored by the Senior Leadership Team who will report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- This policy will be reviewed annually or earlier if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

★ If I make the choice to ... ★

- ☑ Be honest
- ☑ Speak politely to all adults
- ☑ Look after property
- ☑ Listen carefully
- ☑ Be kind and behave in a friendly way
- ☑ Work to the best of my ability

★ WELL DONE! ★

- ☑ I will receive positive praise
- ☑ I might share my learning with a member of SLT
- ☑ I might have my behaviour recognised in Celebration Assembly
- ☑ I might receive a privilege

If I make the choice to...

- Leave my seat unnecessarily...
 - Call out...
 - Distract others...
- Not listen to my teacher, TA or other children...
- Argue with other children...
- Be unkind to others...

I will receive an 'in class consequence':

- I might be given a gentle reminder about Green Behaviours
- I might be told to change my seat or table
- I might have a 5 minute time out in class
- I might spend 5 minutes of my playtime with my teacher completing missed learning

If I make the choice to...

- Continue to show disruptive behaviour after an 'in class consequence'...
- Refuse to follow the instructions of an adult...
- Throw, misuse or break equipment...
- Be rude to an adult or answer back...

I will receive an 'out of class consequence' and my parents will be informed by my teacher:

- I might be sent to a member of SLT for 15 minutes to continue with learning
- I might lose half of my lunchtime with a member of SLT

If I make the choice to...

- Continue to show disruptive behaviour after an 'out of class consequence'...
 - Intentionally fight with or injure another pupil...
 - Refuse a member of SLT ...
 - Deliberately damage school property
- Endanger myself or others with my behaviour...
 - Swear or use racist or abusive language
 - Speak aggressively to staff...
 - Physically hurt a member of staff...
- Leave school premises without permission...

I will be sent to the Headteacher or Deputy Headteacher and they will inform my parents...

- I might lose all of my lunchtime with the Deputy or Headteacher
 - I might lose a privilege
- I might be internally isolated in the Headteacher's office for a morning or afternoon
- I might be internally isolated in the Headteacher's office for a whole day
- I might be excluded from school for a fixed period