



Discipline & Behaviour Policy

Date agreed: October 2018

Date endorsed by governors: November 2018

Person responsible: Paul Henery (Headteacher)

Date for review: Autumn 2019

INTRODUCTION

At Acle St Edmund C of E Primary School we value equally all members of the school community. In school we encourage everyone to treat each other with respect and to recognise and value each others' achievements. Staff play a critical role in modelling positive attitudes and behaviours.

Positive attitudes and behaviour are promoted at all times, not only within specific sessions for Personal, Social and Health Education. We believe that developing positive attitudes and behaviour and promoting a strong sense of belonging to the school community are essential if children are going to be motivated to learn. Children are encouraged to take responsibility for their learning and behaviour as appropriate for their age and stage of development.

We recognise that specific children will have agreed behaviour targets and plans in place and that rewards and consequences relating to behaviour may differ from those described in this policy.

The school aims as outlined in the School Improvement Plan underpin the school values.

We believe that people in our school community have the right:

**TO FEEL SAFE AND BE SAFE
TO DIGNITY AND RESPECT
TO TEACH
TO LEARN**

AIMS OF THE BEHAVIOUR POLICY

The Behaviour Policy aims to:

- Ensure consistently high expectations of behaviour;
- Promote learning and achievement;
- Promote positive behaviours and attitudes throughout the school;
- Ensure proper care towards school buildings and other people's property;
- Provide a clear structure for rewards and sanctions;
- Explain how unacceptable behaviour is discouraged;
- Define the school rules;
- Prevent bullying and racial harassment;
- Promote self-esteem and personal and social skills;
- Promote school and parents working together;
- Promote respect for the school in the community.

In school we aim to develop the following positive behaviours - children and adults who:

- Show respect for each other;
- Support each other;
- Behave in a safe manner;
- Care for each other;
- Are honest;
- Look after property;
- Share things;
- Listen to each other;
- Show enthusiasm for learning;
- Use only positive language;
- Have fun.

In order to be effective the policy requires the support of all staff, children, parents and governors. The policy complies with Section 89 of the Education and Inspections Act 2006. It is therefore important that the policy is reviewed at least annually and that parents are provided with a summary of the policy. It is also important that parents ensure that all children attend school regularly in order that they have a positive view of learning in school.

SCHOOL AND CLASS RULES

We have adopted the Golden Rules developed by Jenny Mosley as our school rules. These are:

- | | |
|-------------------------|--|
| Do be gentle- | Do not hurt anybody |
| Do be kind and helpful- | Do not hurt people's feelings |
| Do work hard- | Do not waste your or other people's time |
| Do look after property- | Do not waste or damage things |
| Do be honest- | Do not cover up the truth |
| Do listen | Do not interrupt |

These six rules are stated simply, can be applied to a broad range of situations and are therefore easy to remember and are more likely to be used as an integral part of school life.

Copies of the school rules are displayed clearly around the school so that they can be referred to at all times including playtimes and lunchtimes. In addition, photographs and displays are used to illustrate the rules in action.

Each class also negotiates a set of class rules / class charter at the beginning of each school year. These are worded to reflect the maturity and understanding of the children involved and are consistent with the school rules. The class rules / charter should be stated in positives, as well as negatives eg. Everyone helps to tidy up - *do not leave things lying around.*

All children and staff who work in the class are encouraged to sign a copy of the class rules: this can then be clearly displayed in the classroom.

HOW GOOD BEHAVIOUR IS ENCOURAGED

Positive management of behaviour is based on the following 9 protocols.

1. Plan for good behaviour.
2. Work within the 4Rs framework.
3. Use the language of choice.
4. Separate the (inappropriate) behaviour from the person.
5. Keep the focus upon primary behaviours.
6. Always focus and follow up on issues that count.
7. Actively build trust and rapport.
8. Model the behaviour you want to see.
9. Work to repair and restore relationships.

The 4Rs are-

RIGHTS RULES RESPONSIBILITIES ROUTINES

Providing children with choices which have clear consequences enables them to take responsibility for their own behaviour.

A checklist, which can be used by staff to consider the 9 protocols, is included as an appendix to this policy.

REWARDS AND SANCTIONS

Rewards

A wide variety of rewards are used to recognise and celebrate both academic and non-academic achievement. These acknowledge the need of all members of the community to feel valued.

The following list is a summary of the range of rewards we may use in school:

- Verbal praise at the time something happens.
- Praise at group times / plenary sessions in class.
- Written comments on children's work.
- Public praise in our weekly Rainbow Assembly.
- Rainbow certificates that go home.
- Merit certificates, and badges, for good work, behaviour and attitudes (awarded half termly)
- Progress awards, given to one KS1 and one KS2 pupil per term
- Stickers (especially Foundation Stage and for specific pupils).
- Rewards stamps.
- Written comments in lunchtime book / lunchtime certificates
- Displays which illustrate achievements especially if these include comments by staff.
- Thank you notes and letters.
- Letters sent home.
- Articles in school newsletters.
- Golden Time

The **Rainbow Assembly** is held every Friday morning. This is an important way in which the school community celebrates a range of children's achievements. Staff select two children to celebrate something specific that they have achieved that week (or a group of children).

In giving all rewards it is important to be as **specific** as possible about the work or behaviour that is being praised. This helps all children to know exactly what is expected and shows them how to improve their own work or behaviour. General comments have limited effect.

Golden Time is a reward for all children who have worked and behaved as expected throughout the week (keeping to the Golden Rules). This is organised by each class at a time which has been agreed with the teacher and pupils. The staff and children decide what fun activity will take place each week. This can include:

- Art and design activities;
- Music and dancing;
- Parachute games;
- A choice of play activities;

The choice needs to reflect what children in that class would really like to do and will therefore change over time and reflect current interests.

Sanctions

Sanctions should be clear, understandable and consistently and fairly applied. They should not aim to humiliate or inflict revenge and they should provide clear steps on how to gain any lost privileges. When giving a sanction it should be clear which rule was broken and why the sanction was given. Children should be clear in advance about the actions staff will take in response to unacceptable conduct. Sanctions are only used with the aim of re-establishing appropriate behaviour in the context of support which enables an individual to continue or resume learning.

The following is a list of appropriate sanctions that can be used. They are in a hierarchy from low to high level sanctions, though teachers will judge the appropriate action to be taken, depending on the age of the child and the circumstances. It is important to make the most effective use of low level sanctions in the first instance so that more severe ones are only used when absolutely essential.

- A simple reminder of the rules given verbally or non-verbally eg physical signals, subtle body language and signs.
- Removal from the group to speak to the pupil.
- Supervised time out or removal to another classroom (to work in silence for set period of time, away from the class).
- Withdrawal of free time at break, to catch up on work due to disruptive behaviours
- **During this time, pupils will usually complete a “consequence sheet” under the supervision of a member of the teaching staff. Through the completion of the consequence sheet the pupil will be reminded of the Golden Rules, will discuss which rules have been broken and the consequences of their actions. Planned restorative steps will be recorded by the teacher and carried out. Where necessary, the SENCO or our Wellbeing co-ordinator will facilitate a restorative approach with another child.**
- Child/children sent to Headteacher/Senior member of staff with written note / card explaining the inappropriate behaviour.
- If three consequence sheets are recorded for one child within a half-term (or there is a pattern of poor behaviour) then a phone call/letter is made to parents explaining the problem behaviour. The child will then usually have a two week period of being on report, with daily recording of behaviour throughout the day.

(Parents will immediately be informed if there is a more serious incident of behaviour)
- Parents requested to attend a planning meeting to agree a Pastoral Support Program (PSP) and to set Individual Behaviour Targets.

Only in the most extreme cases will a parent/carer be called to remove a child from school because their behaviour is causing significant harm to themselves or others.

Exclusions

It is possible to exclude children from school (for a fixed period of time); however, this is a very rare sanction. A child is more likely to receive an internal exclusion for more serious behaviours in the first instance. Clear guidance on the exclusion process is provided by the LA.

Only the Headteacher can make the decision to permanently exclude a child. In such cases the parents are informed of the decision and this is also reported to the governors and the LA.

POLICY AND PROCEDURE FOR DEALING WITH BULLYING AND RACIAL HARASSMENT.

Bullying may consist of:

- Physical aggression;
- Continued insults and name calling;
- Deliberate exclusion from games and groups;
- Stealing or damaging property
- Offensive or threatening behaviour online (cyber-bullying).

This behaviour is not accepted at our school and all reports about bullying behaviour from children, parents or staff are taken seriously and investigated thoroughly.

All members of staff are committed to tackling any form of bullying in a rigorous and positive way by:

- Listening carefully to all complaints;
- Investigating all complaints thoroughly;
- Supporting the victims of bullying;
- Helping bullies to face up to their negative behaviour;
- Enlisting the support of parents in any action.

Bullying behaviour includes any form of racial harassment. Please refer to our Anti Bullying Policy / Equalities statement for further information and guidance.

POLICY AND PROCEDURES FOR PLAYTIMES AND LUNCHTIMES

There is a rota for staff who are on duty for the morning and afternoon playtimes. Midday supervisors are responsible for supervising the children in school and on the playground at lunchtimes. The school rules apply at all times and in addition there are some specific rules that apply at playtimes. These are displayed so that staff can make easy reference to them.

Playtime and lunchtime rules

Children are expected to abide by the Golden Rules at all times and these are displayed for easy reference on the playground and in the hall.

The MSAs deal with incidents that occur at lunchtime, supported by teaching staff and school leaders. They inform the staff member on duty if there is a behaviour issue which needs to be dealt with away from the playground / field, or if a child needs to be removed from the situation so that we can get a better understanding of what has taken place. In those cases, pupils will be talked to in the IT suite, with the teacher on duty deciding on the consequent actions which need to be taken. All serious incidents are reported to the Headteacher or Deputy Head.

Good behaviour is also recorded by MSAs, for acknowledgment in class and in the Rainbow assembly.

PROMOTION OF SELF-ESTEEM AND PERSONAL AND SOCIAL SKILLS

Circle time, reflection sessions and class council sessions are held on a regular basis in all classes. These provide opportunities for children to consider personal and social issues in more depth and to reflect on particular problems as they occur. Children are also given many opportunities to take responsibility for activities in class and around school. In years 5 and 6 the older children all have a chance to take on specific roles of responsibility such as lunchtime helpers, sports leaders, playground friends and library monitors.

The School Council has a particular committee which evaluates pupil safety and welfare and has carried out surveys, created films and reported to Governors on a regular basis.

LINKS WITH HOME

Parents and children are asked to sign a Home-School Agreement when their child starts school. This is a first commitment to working together. We encourage all parents to come in to school to discuss any ongoing behavioural concerns so that we can have a better understanding of the issues involved. Our SENCO and Well Being Co-ordinator are very happy to support parents and pupils in this process.

RELEVANT DOCUMENTS/RESOURCES HELD IN SCHOOL

Anti-Bullying policy
Restrictive Physical Intervention Policy
Curriculum statement and policy