

Bardsey Primary School Behaviour and Discipline Policy



Behaviour and Discipline Policy

DATE RATIFIED BY FULL GOVERNING BODY: January 2016
MEMBER of STAFF with RESPONSIBILITY: Headteacher/SLT
REVIEW DATE: January 2020
To be reviewed: January 2022

Signed: *E J Ambrose*

Chair of Governors

Bardsey Primary School Behaviour and Discipline Policy

Behaviour and Discipline Policy

"Good behaviour is a necessary condition for effective teaching to take place."

Aims

- To create an environment which encourages and reinforces good behaviour.
- To create a calm, purposeful and happy atmosphere within the school.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To encourage a consistent approach to behaviour amongst all members of the school community.
- To encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

Staff Responsibilities

In line with the Bardsey School Rules, it is the responsibility of all staff to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty, courtesy and respect;

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- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- to praise good behavior;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all;

Care and Control of Children

At all times staff should encourage good behaviour through praise and rewards. A range of techniques can be used by staff to prevent misbehaviour from escalating:

- Verbal advice and support
- Calm talking
- Distraction
- Step away
- Negotiation in line with procedures in the Care and Control Policy
- Physical intervention (not positive handling) i.e. presenting a physical barrier
- Humour
- Reassurance
- Options offered
- Support systems
- Non-threatening body language
- Instruction
- Warning

Expectations of pupils at Bardsey Primary School

In line with the school's Behaviour Diamond and Home School Agreement, it is the responsibility of all staff to ensure that children maintain high standards of behaviour at all times both in school and when on school trips, and to challenge individuals who make the wrong choice.

Children are encouraged to:-

- walk quietly around the school, using the left hand side of the corridors and stairs
- enter and leave assemblies in silence
- come into the building only when they have permission of, or are supervised by, a known adult. In the interests of safety, children should not return to the classroom areas after dismissal
- always be on time and have the correct equipment
- leave all toys, valuable items, dangerous implements, chewing gum, bubble gum, sweets at home
- pick up litter when they drop it, putting it in the bins provided

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- dress smartly for school, wearing uniform and the correct PE kit which should not be shared. Spare PE kit belonging to the school can be used
- eat their lunch sitting at a table showing good table manners and tidy up after themselves
- take home all uneaten food from their lunchboxes
- remain in their classroom during indoor play, occupying themselves with suitable quiet activities
- play safely in a sensible way without fighting or being violent to other children
- use play equipment sensibly and safely, treating it with respect and returning it after use
- respect the different areas after school and only play football in the designated area and observe the rules of the Quiet Area
- move to line up immediately after the second whistle blows after standing in silence when the first whistle blows
- use the footpaths
- listen attentively in class when the teacher is talking and refrain from any low level disruption

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

We follow our Behaviour Diamond (App 2). We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children stickers/team points;
- each week children are encouraged to behave well so that they earn their Golden Time at the end of the week
- each child who remains in the green section of the coloured class behaviour circles all week receives a sticker as an acknowledgement of their good behaviour and is publically praised in Celebration Assembly on a Friday. A sticker is also put in the child's planner so parents are aware of their good conduct during the week
- children who behaves well and earns their Golden Time, has the chance to participate in a choice of fun activities on a Friday afternoon
- we distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- all stickers collected go towards achieving certificates; bronze, silver, gold, deputy head award, headteacher award, governor award;
- we also give team points and the team gaining the most points throughout the week are acknowledged in assembly; the team gaining the most points in the term will get a reward such as a 'wear what you like' day or similar;

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- all classes have an opportunity to lead an assembly where they are able to show examples of their best work;
- both significant positive and negative behaviour is recorded in the class behaviour file.

The school acknowledges all the efforts and achievements of children, both in and out of school and all are recorded in the Achievement Book which is placed on display in the Upper School entrance hall.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

In accordance with our Behaviour Diamond:-

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them initially to move to a different place in the classroom, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will give a verbal warning and the pupil will be put on either red or yellow in the class behaviour circles. If a child is already on yellow and misbehaviour continues, then that pupil will start to lose ten minute sections of their Golden Time on a Friday. If a child misbehaves again, the child will be given a final warning followed by removal from the class to spend time in a different classroom for a short period of time. If on return to the classroom, the inappropriate behaviour continues, the child will be referred to a member of the Senior Leadership Team and parents will be informed either by a short meeting with the parents after school or via the child's planner.
- The safety of all 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. The child may be removed from the classroom if they show signs of requiring 'time out' in order to calm down.
- If following the intervention of these members of staff inappropriate behaviour still requires attention, then a Senior Leader will deal with the situation. If an incident of poor behaviour is particularly severe then the incident may be referred directly to the Deputy or the Headteacher. This may lead to a child working in isolation from their year group for a period of time (as deemed necessary by the Head or Deputy), or in a severe case, the Headteacher may decide to issue a child with an external exclusion. In such cases, consultation will take place as a matter of course. The procedure for an exclusion as well as what may warrant an exclusion is detailed in the school's Serious Incident Policy.

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The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that is expected at Bardsey Primary School. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during 'Circle Time'.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. Please refer to our Anti-Bullying Policy.

This policy has been draw up taking cognisance of DFE guidance: The Use of Reasonable Force (July 2013), Section 93 of The Education and Inspections Act 2006, DFES guidance LEA/264/2003: Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Sept 2003) and the joint DFES/DOH guidance: Guidance for Restrictive Physical Interventions (July 2002). The actions that we take are in line with government guidelines on the restraint of children. Please refer to our Care and Control Policy.

The Role of Parents

Parents will read and sign Home/School Agreement and ensure their children also do so.

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

We explain the school rules in the School Prospectus, and we expect parents to read these and support them. Our Behaviour Diamond is displayed on the school website, in all classrooms and around school.

We expect parents to support their child's learning, and to co-operate 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 immediately if we have concerns about their child's welfare or behaviour. All parents, children and the headteacher are asked to sign a home/school contract.

If the 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 that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as outlined in our Complaints Policy.

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 headteacher in carrying out these guidelines.

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The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

The headteacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the Governors' Appeals Panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

The Role of all Staff

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The staff at Bardsey Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The staff treat each child fairly and enforce the agreed Class Charter consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the line with this policy. However, if misbehaviour continues, the class teacher seeks help and advice from senior leaders and then ultimately, the Headteacher.

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 the education social worker or LEA behaviour support service.

The class teacher reports to parents 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.

All staff will follow the sanctions and rewards as depicted on our Behaviour Diamond.

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Lunchtime Support Assistants dealing with a child misbehaving will at first report the incident to the Supervisor on duty who will deal with each incident objectively and pass on to the class/headteacher as necessary.

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 the 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. Both these actions are only taken after the school governors have been notified.

Consideration of the headteacher to exclude any pupil will conform to guidelines set out in:-

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

The Role of Outside Agencies

Where the behaviour of a child causes particular concern they may be referred to one of the Outside Agencies which may help with issues relating to emotional literacy, anger management or social issues. This support may help to alleviate any behavioural problems which a child may have and help to prevent a 'downward spiral' in a child's behaviour. If an Outside Agency is utilised then parents will be informed and after a period of intervention an evaluation of its effectiveness will take place and a decision on how to continue further in the best interests of the child.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any bullying/racist incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher 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.

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.

Signed:

Date:

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Appendix 1

School Rules

At Bardsey Primary School we are proud of our children. They are confident, well behaved and articulate. We believe that children should take responsibility for their behaviour; to this end children create their own rules for their classroom. Our school rules are simple and their rationale clear:

- Show respect for each other by being polite and courteous at all times.
- Respect and look after our own and each other's property.
- Listen to adults and each other.
- Keep hands, feet, objects and hurtful comments to ourselves.
- Always try to do our best at work and play.

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Appendix 2

