

Inspiring each other to achieve success



Congerstone Primary School

Congerstone Primary School

Behaviour and Discipline Policy

Adopted from: **School Policy**
Policy to be reviewed: **Every three years**
Last reviewed: **June 2018, Sept 2020**
Date of next review: **Sept 2023**

Signed: Date:
Chair of Governors

Name:

Signed: Date:
Headteacher

Behaviour and Discipline Policy

We are a caring community and believe that every pupil has the right to feel safe, valued and happy at school. Good behaviour and discipline are essential for effective learning and teaching to take place. This is achieved by having a positive encouraging approach, which nurtures good behaviour and administers rules in a firm but fair way.

The primary aim of the Behaviour and Discipline policy is to develop an ethos of kindness and co-operation which rewards good behaviour and which will promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

The aims are that all children will:

- encourage children to value and respect themselves and others
- be tolerant and understanding of the feelings, cultural background and needs of others;
- develop a responsible and independent attitude towards their roles in the community and be accountable for their actions;
- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour;
- contribute to a safe environment and understand that how they behave can contribute to making everyone feel safe;
- add to a positive school life and feel proud to wear a Congerstone Primary school uniform;
- be able to know and understand what is expected of them whenever they wear school uniform;
- understand that actions and choices have consequences;
- understand that peer on peer abuse will be dealt with as part of our behaviour and discipline policy
- develop and demonstrate positive abilities and attitudes;
- foster self-discipline and pride of performance in all areas;

The policy also aims to:

- support the whole school community allowing everyone to work together in an effective and considerate way;
- enable all staff to be consistent in their approach to behaviour management whilst allowing them to use their professional discretion;
- ensure every member of the school community behaves in a considerate way towards others;
- ensure all children are treated fairly and the behaviour policy is applied in a consistent way;

These aims are reflected in our Golden Rules.

Congerstone Primary School Our Golden Rules	
We are responsible for our actions and our behaviour.	We don't make excuses.
We are respectful and supportive to everyone in school.	We don't hurt other peoples' feelings.
We work together as a team.	We don't leave others out.
We take care of our community and look after our environment.	We don't spoil things.
We encourage everyone to be the best they can be.	We don't give up.

In addition to our Golden Rules we also have more specific rules which apply in Classrooms, on the playground and in the dining hall.

Rewards

We praise and reward children for good behaviour in a variety of ways:

Informal Rewards -These should be given as often as possible along with the reason why: they include

- simple asides of verbal praise, either in public or private
- brief comment in passing to parents
- examples of good work/effort being displayed around school

- sending a child with their work to another teacher as appropriate
- behaviour rewards handed out at lunchtime

More *formal rewards* include-

Whole School House Points – All children can receive house points from any member of staff for making any positive contribution to the hardworking, caring and co-operative ethos we strive to achieve throughout school. The children are split into 4 house teams: Green Dragons, Red Phoenix, Yellow Griffins and Blue Unicorns.

In Keystage 1 and Foundation children follow a ‘Superstar, Sunshine, Cloud and Rain’ system- all children start each day on the Sunshine. They can be moved to the Superstar for exceptional behaviour/work, or moved to the Cloud to provide a warning and ‘thinking time’ to rectify the situation; children can then be moved back to the Sunshine or onto the Raincloud. Children who are put onto the Raincloud will lose some of their Golden time. Golden Time is a 20-minute weekly treat to be earned for good behaviour and hard work; providing ‘time to refresh our brains and have fun with our classroom friends’.

In Keystage 2 children are rewarded with:

- Merits for hard work, outstanding behaviour, or finished pieces of work, using initiative and being independent and responsible within class
- Merits are collected and certificates (bronze =25, silver=50, gold=75, supergold=100) are awarded at our Merit Assembly where they are able to show examples of their best work and to which parents/carers and relatives are invited. (During the current pandemic)
- Year 6 can work towards an Aspire Award, which rewards them for taking on their year 6 responsibilities with enthusiasm and commitment. Children who achieve their Aspire Award will receive a certificate and a badge towards the end of their final term at Congerstone.
- Golden Jars; each class has a Golden Jar and by working hard and following the class rules they are able to work together to collect 20 marbles. When 20 marbles are collected the class will receive an additional pre-agreed class treat (e.g 30 mins playing outside with the parachute)

In addition to the above ‘Celebration Assembly’, which takes place on a Friday, is a weekly celebration of all special achievements for the whole school. These are recorded in our ‘Gold Book’ and parents are invited. A ‘Special Person Award’ may also be given out at this assembly as an acknowledgement of a kind/special action or response.

Sanctions

We expect children to follow our Golden Rules which are displayed around school, However, there will be times when pupils do not live up to expectations or break agreed rules. We believe children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up.

- Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child.
- We encourage children to reflect on why their behaviour is unacceptable, as well as the effects it may have had on others. We also encourage children to consider other courses of action they could have taken, in an attempt to help them make better choices next time
- We expect pupils to apologise for their inappropriate behaviour.
- It is important that the unacceptable behaviour is labelled and not the child themselves.
- We provide positive reinforcement for positive behaviour and start each new day with a fresh start
- Exclusions will be used if behaviour is deemed as a threat, or risk, to the individual pupil involved or others.

In Keystage 1 and Foundation a warning will be issued and then the child’s name will be moved onto the Cloud. Improvement in behaviour will result in them moving back onto the Sunshine. If their behaviour continues to not follow our Golden Rules their name will be moved to the Raincloud. If staff feel there could still be an improvement in behaviour, the teacher will work with parents using a daily ‘2 stars and a wish’ sheet.

In Keystage 2

- A verbal warning given
- 2nd verbal warning = A Strike being given
- Some behaviours will lead to an immediate strike (hurting other children, inappropriate language, lack of respect for people or property)

- If a child gets a second strike in a week they will need to go and see the headteacher who will discuss their behaviour with them and give them a Rule Reminder Card (see appendix 5) We encourage children to discuss their behaviour/Rule Reminder Card with their parents when they get home.
- 2 Strikes in one day will lead to losing 10 minutes from their next playtime
- When the Rule Reminder Card has been completed for a week, the child will return to the Headteacher to discuss their completed card. A copy of the Rule Reminder is then given to them to take home and discuss with parents.

In addition to the above;

- Child may lose privileges or choices.
- Child may have targets and rules set around expected behaviour.
- Child maybe asked to work in another classroom.
- Parents maybe contacted e.g if physical marks have been left on another child e.g pinching or biting.

For most children the above sanctions will usually be enough. However, some children may find it difficult to modify their behaviour.

So.....

- At the end of a 2nd consecutive week with a Rule Reminder Card the Classteacher will speak with parents/carers of child to discuss Rule Reminder card/behaviour.
- Headteacher will continue to monitor child's behaviour and will discuss their Rule Reminder Card at the end of the 2nd week.
- 3 consecutive weeks or 3 Rule Reminders in half a term means the Headteacher + Classteacher will speak to parents to discuss ways forward.

This will enable school and parents to look into the difficulties in greater depth in order to find a solution in partnership, this may include:

- In certain instances, taking advice from outside agencies in order to develop individual behaviour plans/targets based on the needs of the child.
- Setting a review date meeting- where we will expect to discuss an improvement in behaviour

If there is no improvement, it may be necessary to formally write to parents/carers warning them of the need for their child's behaviour to improve. This could include asking parents/carers to take their children off site at lunchtime

The ultimate sanction would be exclusion from school. Exclusion is used only in the rare instances where a child

- a. is not responding at all to a range of behaviour management strategies
- b. has behaved in a way deemed as being particularly extreme such as being violent towards another pupil or member of staff
- c. is significantly and repeatedly disrupting the learning of others

Recording of incidents

Incidents will be recorded on CPOMS by;

- the class teacher who records minor classroom incidents, adding more detail if required and notifying the headteacher/DSL as appropriate
- the Headteacher who records incidents where a child is sent to him/her on account of bad behaviour or which have come through the school office from a parent
- lunchtime supervisors who provide written details and notify the class teacher and headteacher as appropriate.

Checklist for Reporting an Incident on CPOMS:

1. Antecedents – what led up to the behaviour?
2. Event(s) - the behaviour that occurred
3. Consequences – what happened after the behaviour?
4. Responses – by members of staff and the children involved
5. Who was informed of the incident and what was their reaction?

Children with specific behavioural difficulties and individual behaviour plans

We know that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of different reasons. We work from the belief that we *achieve fairness by*

meeting each child's needs rather than treating every child the same. Whilst we don't use this to excuse inappropriate behaviour we do seek to understand the reasons behind the behaviour. This may involve the parents, classteacher and SENDco working together to produce an individual behaviour plan, which will require regular review sessions and could involve working with outside agencies.

Use of force –

Use of reasonable force Advice for headteachers, staff and governing bodies July 2013 provides members of staff with the power to *use reasonable force to*;

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts. (from DFE 2013)
- Adults will use reasonable restraint to manage the situation safely but will not put themselves at risk if the situation escalates to an uncontrollable level. Parents/carers will be contacted immediately if this is the case

Further notes:

- The Behaviour and Discipline Policy forms part of the induction of new staff members and is included in the Staff handbook
- Staff may impose additional consequences in certain circumstances. (For example, a child who defaces school property may be asked to clean, repair or replace damaged items, as well as completing the other requirements)
- Completed Rule Reminder Cards are kept by the Head Teacher
- The Head Teacher may make use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.
- Application of the school behaviour policy includes peer on peer abuse, sexual violence and harassment, inappropriate online behaviour, and may include behaviours out of school e.g on the school bus, or through social media. The school will involve other agencies as appropriate, in discussions and meetings, such as the Local Authority, Social Services, Channel -Prevent or Police.
- Exclusions will be seen as a positive measure designed to lead to an improvement in a child's behaviour in partnership with effective parental support. However, exclusion will be used as a last resort, when all other reasonable steps have been taken, and when allowing the pupil to remain in the school would be seriously detrimental to the education or welfare of the person concerned or of other adults/pupils.
- Exclusion is a response to extreme breaches of school expectations that causes a threat to themselves or others.
- Exclusions are for the following working day and not at the convenience of parents / carers
- Following an exclusion, the headteacher, child and parents will carry out a 'Return to School Meeting' to discuss expectations, support and ways forward.

Monitoring

The headteacher monitors the effectiveness of this policy on a termly basis; behaviour data will be collected and analysed. Findings will be discussed with teachers to make sure children's needs are being met. The Headteacher's Termly Report to Governors includes a section on behaviour and the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Governors make an annual behaviour visit and behaviour will be noted as part of additional governor learning walks

Review

The governing body reviews this policy every three 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.

Links to other policies

Anti-bullying

Public Sector Equality Duty and Accessibility Plan

SEN policy

PSHE Policy

Restraint and Physical contact

Roles and Responsibilities

The Headteacher is expected

- Under the Education and Inspections Act 2006, 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.
- To support staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- To keep records of all reported serious incidents of misbehaviour.
- To take responsibility for giving fixed-term suspensions 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.

Staff are expected to:

- Promote good standards of behaviour through their own example
- Celebrate good behaviour when observed
- Treat each child fairly; providing opportunities for children to show their achievements and share their concerns
- Insist upon high standards of behaviour, following the rewards and sanctions.
- Involve others in decision making where possible seek help and advice from senior teachers and then ultimately, the Headteacher if instances of poor behaviour continue;
- Clearly explain to children where they have gone wrong
- Apply sanctions when behaviour falls below the expected standard
- Keep a record of all incidents where a child misbehaves repeatedly in class;
- Keep parents and the school informed of significant issues regarding behaviour

Lunchtime supervisors dealing with a child behaving inappropriately will deal with each incident objectively and pass on to the Class/Headteacher, recording in incident as necessary.

Staff should expect:

- To be kept informed and involved in decision making wherever possible
- Be treated with respect and politeness by others in school

This policy forms part of the induction pack for new staff.

Governors are expected to:

- Promote good standards of behaviour through their own example
- Support the Headteacher and staff in the maintenance of this policy
- Regularly monitor the standards of behaviour and discipline
- Report any concerns they have over standards of behaviour and discipline to the Headteacher
- 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.

Governors should expect:

- To be kept fully informed of matters concerning behaviour and discipline
- Be treated with respect and politeness by others in school

Parents/carers are expected to:

- Support the school in maintaining high standards of behaviour and discipline
- Uphold the Home School Agreement
- Help their children to achieve the expectations that the school community has of them
- Promote good standards of behaviour through their own example whilst in school
- Report any concerns over behaviour and discipline as soon as possible
- Trust the professional skills and judgements of staff

Parents/carers should expect:

- That each child is valued and respected
- Every reasonable effort will be made by the school to uphold high standards of behaviour and discipline
- To be informed of behaviour problems concerning their child and the involvement of outside support agencies
- Be treated with respect and politeness by others in school

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Our Golden Rules

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We are respectful and supportive to everyone in school.	We don't hurt other peoples' feelings.
We work together as a team.	We don't leave others out.
We take care of our community and look after our environment.	We don't spoil things.
We encourage everyone to be the best they can.	We don't give up.



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Appendix 2 – Classroom Behaviour posters

We are responsible for our actions and our behaviour; we don't make excuses.



Golden time is a treat to be earned for good behaviour and hard work



Time to refresh our brains

Time to have fun with our friends

We can all make mistakes, but it's how we come back from mistakes that matters.

We are responsible for our actions and our behaviour; (we don't make excuses.)

Your teacher	What should I do?
Gives you a verbal warning	 'Change my behaviour now.'
Gives you a second verbal warning- this means a Strike	Consider what I have done, accept my behaviour has not been good enough.
Your teacher warns you, but you get a second Strike in a week	Think about what I have done and consider how this has affected others and myself.
Asks you to visit Mrs Ruff to get a Rule Reminder Card	Be responsible for my Rule Reminder Card; ask adults to complete it at a sensible time.
Talks to you about your Rule Reminder Card	Reflect on how my week has gone.
Looks at your Rule Reminder Card at the end of a week and asks you to go back to Mrs Ruff	Be prepared to talk to Mrs Ruff about my week.
	Be independent; take a copy of my completed Rule Reminder Card home and discuss with my parents.
	Make sure I don't get 2 strikes in a day as I know this will mean I lose 10 minutes of my next playtime

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We are responsible for our actions and our behaviour; (we don't make excuses.)

A warning or an immediate strike?

<u>Warning</u>	<u>Immediate strike</u>
<ul style="list-style-type: none"> • Not managing distractions • Preventing others from working. • Interrupting/Calling out • Not being ready and willing to start work • Not motivating myself to complete enough work • Not following instructions 	<ul style="list-style-type: none"> • Hurting someone, (physically or verbally) • Talking to someone disrespectfully • Breaking equipment • Lack of respect for others' belongings • Using inappropriate language

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Ways in which parents can help their child

- Be positive and reward them for their efforts. Praise them for the things they achieve and the work they do.
- Let your child know how hard you expect them to work and also that you expect them to take part in everything
- Ensure your child is always in correct school uniform- we are all part of the same team
- Make sure your child comes to school on time
- Ensure they read regularly at home and complete their homework on time
- Support the school in the imposition of sanctions.
- Let your child know the standard of behaviour you expect and encourage them to take any problems to the staff for help. - it is easier for everyone to deal with incidents and worries immediately
- Please keep school informed about anything in a child's life at home that may affect their approach to school.
- Make an appointment with the class teacher if you have worries about things your child says, before it becomes a problem.
- Follow-up any continuing behaviour concerns with the class teacher in the first instance or if required, Deputy Head Teacher.
- Follow up any continuing concerns with the Head Teacher.
- Don't let them bring money, sweets or toys to school unless requested.
- Please provide us with full information to ensure we can contact you in the event of an emergency.

Appendix 4

The Headteacher's decision to exclude

- Only the Headteacher (or acting) of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
- Whenever a Head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it, usually by phone.
- They must also, without delay, and by the end of the afternoon session, provide parents with the following information in writing:
 - the reasons for the exclusion;
 - the period of a fixed period exclusion
- The school will follow the most up to date guidelines issued by the Department for Education in relation to the exclusion of pupils. Exclusion from maintained schools, academies and pupil referral units in England September 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

For all exclusions the head teacher must notify the local authority and governing body as per the LEA guidelines

Work will be set for completion at home and should be returned to school.

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Rule Reminder Card

Name												Week beginning																							
It is your responsibility to; <ul style="list-style-type: none"> • look after this sheet for the week • ask an adult to complete it for you at the end of each session • remember to bring it back to Mrs Ruff when it is complete 												Sessions <ol style="list-style-type: none"> 1. Registration up until play time 2. Play time 3. Second session up until lunch 4. Dinner time in hall and playtime 5. First afternoon session 6. Second afternoon session 																							
Monday Comments				Tuesday Comments				Wednesday Comments				Thursday Comments				Friday Comments																			
Session	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6					

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We take care of our community and look after our environment.	We don't spoil things.
We encourage everyone to be the best they can.	We don't give up.



School

At school we will:

- Encourage children to *'be the best they can be'* at all times.
- Enrich children's lives by providing exciting learning opportunities.
- Set challenging targets for learning and ensure that children develop effective learning strategies, skills and knowledge to achieve them.
- Inform parents/carers of their child's progress in an appropriate and professional way.
- Inform parents/carers about what we will teach children.
- Encourage children to respect themselves, others around them and their surroundings.

Classteacher:.....

Headteacher:

Pupil

While I am at school, I shall.

- Aim *be the best I can be* in all I do
- At all times, try to follow our Golden Rules:
 - ❖ *We are responsible for our actions.* We don't make excuses.
 - ❖ *We are respectful and supportive to everyone.* We don't hurt others feelings.
 - ❖ *We work together as a team.* We don't leave others out.
 - ❖ *We take care of our community and look after our environment.* We don't spoil things.
 - ❖ *We encourage everyone to be the best they can be.* We don't give up.
- Wear school uniform with pride and keep my appearance tidy.
- Bring all the equipment I need everyday.
- Complete work I am asked to do in class and at home, on time and make sure it is the best it can be.

Signed:.....(child)

Class.....

Date:

(Parent/carer on behalf of Foundation Child)

Home

As parents I/we will try to:

- Encourage my child to *be the best they can be* and enjoy all aspects of their school life.
- Support school as it puts the child at the centre of its decision making.
- Trust the professional skills and judgements of the staff.
- Make sure my child arrives at school on time, properly dressed and equipped, letting school know as soon as possible if my child is absent.
- Attend parents' evenings and meetings to discuss my child's progress.
- Support my child in homework and other opportunities for home learning.
- Talk to my child about his/her work and targets.
- Encourage my child to be resilient and independent when dealing with everyday issues

Signatures of parents/carer:.....

Date.....