

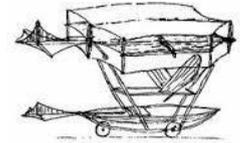


***Behaviour and Discipline  
POLICY***

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Signed \_\_\_\_\_ Date: \_\_\_\_\_ (Headteacher)

Signed \_\_\_\_\_ Date: \_\_\_\_\_ (Chair of Governors)



## **Behaviour and Discipline Policy**

This document is a statement of the aims, principles and strategies for behaviour at Brompton and Sawdon Community Primary school.

It was developed from consultation with staff, School Council, governors, parents and the Local Authority.

### **Principles**

This document provides a framework for the creation of a happy, secure and safe environment in which children can learn and develop as caring and responsible young people. It is written for the benefit of all members of the school community, to allow one another to understand the policy of the school and to apply it consistently and fairly. The school community is defined as pupils, parents/carers, governors, and staff of Brompton and Sawdon CP School.

### **Aims**

Through excellent behaviour, our children will:

- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Develop in to independent and resilient learners.
- Be tolerant and understanding for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards work and towards their role in a British society.
- Take pride and responsible interest in caring for their environment.

The school rewards good behaviour, as it believes that this will develop a positive ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Rewards and sanctions**

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

- Teachers congratulate children verbally.
- Teachers award 'stickers' to reward and positively encourage good behaviour.
- Teachers reward children with 'positive Dojo' points on the interactive whiteboard.
- Teachers also distribute certificates to children for consistently good work or behaviour or to acknowledge outstanding effort.
- All classes have the opportunity to make mention of specific successes in our Friday achievement assembly.

The school also recognises the efforts and achievements of children, both in and out of school. The achievement assembly recognises and values the achievements of pupils out of school. Certificates, medals and rosettes are shared and acknowledged by all.

The school employs a number of sanctions to ensure a safe and positive learning environment (see appendix 1). We employ each sanction appropriately to each individual situation.

- Using the traffic light display a child's name may be removed from the star to the 'GREEN' section to remind them they have had a warning about their behaviour. If the problem persists, the child will have their name moved to the 'AMBER' section and they will miss five minutes of their next playtime. Should the problem continue or another issue arises after this the child will have their name moved to the 'RED' section and they will be required to meet with the headteacher.
- We consider using a 'negative Dojo' to discourage repeated instances of unacceptable behaviour.
- We will also inform parents of instance of unacceptable behaviour in order to maintain a strong line of communication between home and school.

The Headteacher and class teacher discuss behavioural expectations with each class to be consistent in our high standard of behaviour expected of everyone within our school.

If there are incidents of anti –social behaviour, the school will ensure that all pupils are reminded of their responsibilities and circle time or whole school assemblies will be used to provide support and understanding of any issues that arise.

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

### **Responsibilities**

All members of the School community (teaching and non-teaching staff, parents, pupils governors) work towards the School's aims by:

- Treating children and adults as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the School and British community;
- Providing a well-ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviours and work rejecting all conduct involving bullying or harassment;
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently;
- Caring for, and taking a pride in, the physical environment of the School;
- Working as a team, supporting and encouraging one another.

## **The Governors and Head Teacher work towards the School's Aims and Values by:**

- Taking a lead in the establishment of a positive school ethos;
- Monitoring and reviewing behaviour throughout the School, evaluating the success of this policy and ensuring that necessary revisions are undertaken;
- Recording and monitoring attendance and punctuality and responding firmly when either is poor;
- Recording and reporting incidents of serious misconduct;
- Taking active steps to ensure the health, safety and welfare of pupils and staff.

## **All staff work towards the School's aims by:**

- Providing learning that is challenging and engaging and designed to enable all children to reach the highest standards of personal achievement;
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude;
- Enabling children to take increasing responsibility for their own learning and conduct, ensuring that learning is progressive and continuous;
- Being good role models - punctual, well prepared and organised;
- Taking quick, firm action to prevent one child inhibiting another's progress;
- Providing opportunities for children to discuss appropriate behaviour;
- Working collaboratively with a shared philosophy and commonality of practice.

## **Pupils work towards the School's aims by:**

- Attending school in good health maintained by adequate diet, exercise and sleep;
- Attending school regularly;
- Being punctual and ready to begin lessons on time;
- Being organised - bringing necessary kit, taking letters home promptly, returning books efficiently;
- Being a good role model to others through the school;
- Taking growing responsibility for their environment and for their own learning and conduct;
- Working hard and to their full potential in lessons
- Conducting themselves in an orderly manner in line with this.

## **Parents work towards the School's aims by:**

- Ensuring that children attend school in good health, punctually and regularly;
- Providing prompt notes or phone calls to explain all absences;
- Providing support for the discipline within the School and for the teacher's role;
- Being realistic about their children's abilities and offering encouragement and praise;
- Participating in discussions concerning their children's progress and attainments;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- Taking an active interest in children's learning giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.

## Procedures

### a) For promoting desirable behaviour:

- staff acting as appropriate role models
- staff offering guidance to children including praise and encouragement
- the provision of a curriculum designed to stretch and engage each child
- classroom organisation which facilitates independent working
- the encouragement and appreciation of children who act as positive role models
- collaborative work within classes and across year groups which helps to develop good relationships
- A reward system involving the distribution of stickers, individual Dojo points and other rewards for good work and behaviour at the end of week achievement assembly.

### b) For eliminating undesirable behaviour:

- clear guidelines on responding consistently to behavioural issues which have been developed by and have the full commitment of all teaching and non-teaching staff e.g. traffic light system, class Dojo
- the use of an individualised behaviour management programme containing successful strategies for dealing with high need SEN pupils.
- a readiness to tackle persistent behavioural problems through the agreed procedures and with recognition to the specific needs of pupils.
- Staff will follow de-escalation and conflict resolution techniques as well as using, when necessary, positive holding to care techniques.
- a schedule of sanctions for undesirable behaviour including withdrawal of attendance at school extra-curricular clubs, not attending off site visits or representing the school at events
- conscientious supervision of pupils at all times
- rapid and stringent response to incidents of bullying and racial or sexual harassment
- activities to engage children's interest at lunchtimes and playtimes.

## **Serious Misconduct**

- If a pupil is involved in a more **serious** incident of unacceptable behaviour: physical assault against a pupil or adult, verbal/threatening behaviour towards members of staff or pupils, bullying including racism or persistent disruptive behaviour, then a decision may be reached by the Headteacher to exclude the pupil for a set period of time following Local Authority guidance on Exclusion of pupils. Again, Local Authority procedures will be followed and the governing body involved if an exclusion is made permanent in very serious circumstances.
- In some exceptional circumstances, it may be necessary for staff to use *reasonable* minimum force to physically hold to care a child in certain limited and defined situations under Section 93 of the Education and Inspections Act 2006. This act enables staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a) committing any offence (or, for a pupil under the age of criminal responsibility, of 10 years, what would be an offence for an older pupil)
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

If any pupil has been physically held to care, parents will be informed on the day. Parents/carers should be aware that this course of action is only used as a last resort after all other strategies have been exhausted.

This policy will be monitored by The Headteacher who will report to the Governing Body on a termly basis the need to exclude any pupil for behaviour that is unacceptable. Any changes in procedures will be shared with the Governors and Staff and the policy amended to reflect those changes prior to the policy being reviewed in two years.

## Appendix 1

Brompton and Sawdon Community Primary School – Behaviour Consequences. All children begin the school day with their name on the Star area of the traffic light display. If a child is on the Star at the end of the day, they will receive a ‘Daily Dojo’. If a child is moved to any other part of the traffic lights the following actions will be taken.

	Example Behaviour	Action
Level 1	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Interrupting</li> <li>• Silly Noises</li> <li>• Ignoring Instructions</li> <li>• Immature name calling</li> <li>• Pushing whilst lining up</li> <li>• Wandering around classroom</li> <li>• Throwing, flicking small objects to be silly</li> <li>• Any other minor incidents (incl. at lunchtimes)</li> </ul>	<ul style="list-style-type: none"> <li>• Clear warning issued and name taken from star and moved to GREEN.</li> <li>• Proximity praise to others.</li> <li>• If behaviour is not repeated or no other misdemeanours occur during the day, student can return to STAR.</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• Repeat occurrence of the above after being moved to GREEN, <b>OR:</b></li> <li>• Not working</li> <li>• Disrupting teaching and learning</li> <li>• Being cheeky/rude</li> <li>• Rude/threatening gestures</li> <li>• Taunting/teasing others</li> <li>• Rough Play</li> <li>• Leaving classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Clear warning issued and name taken from STAR/GREEN and moved to AMBER.</li> <li>• Loss of Dojo</li> <li>• Miss 5 minutes of next break/lunch time.</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• Continued repetition of any of the above AMBER behaviours after being moved to AMBER, <b>OR:</b></li> <li>• Harming someone</li> <li>• Damage to property</li> <li>• Swearing deliberately at someone</li> <li>• Racist/homophobic name calling</li> <li>• Verbal abuse/threats to staff/children</li> </ul>	<ul style="list-style-type: none"> <li>• Move to RED</li> <li>• Headteacher informed</li> <li>• Playtime(s) missed</li> <li>• After-school club loss</li> <li>• Serious incidents recorded by headteacher</li> <li>• Parents informed</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>• Fighting, biting, serious harm to others</li> <li>• Throwing dangerous items</li> <li>• Serious verbal abuse of children/staff</li> <li>• Complete non-compliance after all above measures employed</li> <li>• Serious damage to school property</li> <li>• Leaving school premises</li> <li>• Stealing</li> </ul>	<p>In such circumstances parents will be asked to a meeting with Headteacher and class teacher. It may be deemed necessary to implement a fixed term exclusion. A Behaviour plan will be drawn up with a view to supporting the child and their long term ability to remain in school.</p> <p>Referral to external agencies Exclusion from break/lunchtime and from school trips. Police informed if Child leaves the premises.</p>
Level 5	Continued repeat of any of the above after behaviour/pastoral support plan implemented.	Possible permanent exclusion in line with NYCC guidelines.

