



Behaviour and Discipline Policy

Monitoring/review arrangements	This policy will be reviewed annually.
Policy reviewed by	Emma Lote, Headteacher
Date	September 2022
Approved by Governors	19/10/2022

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 behaviour policy is therefore designed to support the way in which all members of the school, work together in a supportive way.

Aims and Behaviour Principles

We aim to:

- promote an environment where everyone feels happy, safe and secure;
- recognise behaviours that could escalate to bullying and deal with these incidents swiftly;
- act immediately to stop bullying or further occurrences of such behaviour, if we discover that an act of bullying, cyber bullying or intimidation has taken place;
- regularly teach pupils about what bullying is, and through a restorative approach, we encourage pupils to understand the impact that bullying can have on others.

We work within the guidance set out in the Department for Education documents: 'Promoting Fundamental British Values as part of SMSC in Schools' and 'Behaviour and Discipline in Schools' (Jan 2016).

The behaviour policy is not a system to enforce rules; it 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.

The school does not tolerate bullying of any kind. We do everything in our power to ensure that all children attend school free from fear. We respond quickly to any incidents of prejudice, discrimination or extremist views and any other act that undermines the fundamental British values that we uphold. In these instances, the school will report any incidents of discrimination against age, disability, gender, racism, religion/belief and sexuality to the Local Authority through a 'Discriminatory Report'. We may feel it necessary to seek advice from the Local Authority - 'Staffordshire Safeguarding Children Board' in circumstances where the behaviour of a pupil/s is putting themselves or others at risk.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The principles of Framework 4 Intervention (F4i), Choice, Decision and Instruction (CDI) and Restorative Practice are integral to the school.

Golden Rules

Children are encouraged to follow our Golden Rules, so everyone is able to work in a caring, safe and happy environment:

- Keep myself and others safe
- Be kind and respect others
- Look after our school environment
- Try to the best of my ability
- Always follow instructions

Choice, Decision, Instruction (CDI)

Use of Choice, Decision, Instruction (CDI)

CDI cards should be displayed in each classroom. To develop fairness and consistency across the school, children should be made aware that there will be times when they are given choices, times when they will be given decisions to make and times when they will be given a direct instruction. If children are aware from the outset that the school day will work in this way and they must abide by these principles, then they will understand that CDI will promote a positive learning environment for everyone.

Choice

We encourage children to make choices to develop their life skills e.g. choosing their own library books, making their own selections in the dinner hall, who they play with at playtimes. Making choices should be unlimited from the whole range of what is available, children should take their time, deliberate and be able to change their mind.

Decisions

A decision is an option of two, it is not a choice, as the child cannot have an unlimited range from which to decide. Decisions are time limited and can often be an ultimatum, e.g. 'you have five minutes to decide', or 'by the time I... you will need to have made a decision.' Examples are e.g. deciding between ideas for tasks, self-managing their work, managing their own behaviour.

Children will be encouraged to consider their decision carefully, as, once the decision has been made, they must stand by it. They cannot change their mind and must accept the consequences of their decision. The decisions they make will influence their learning/behaviour in the future.

Clear consequences/sanctions are made clear to pupils before they make decisions e.g. loss of privileges.

Instructions

The expectation is that when an instruction is given, it is followed immediately. The child does not question or debate the instruction, but if appropriate once the instruction has been carried out, they may ask for clarification and when the adult is able to they will explain their reasons.

An instruction will not be given in the form of a question, it is reasonable that an instruction is followed with 'please' and responded to with 'thank you' (and not 'well done'). Examples of this are - simple classroom directions, behaviour that the child is required to do (or not do) a reminder of a decision they need to make.

Restorative Approach

We adopt a restorative approach whereby adults are impartial when assisting with conflict and facilitate pupils to resolve their own conflicts through mediation. Children are given the opportunity to speak and be listened to when they have an issue with another child. Each adult in school will adopt the same approach –

- I can see you are... angry, sad, upset etc
- What's happened?
- What are you thinking?
- What were you feeling?
- Who else has been affected?
- What can we do to put things right/move forward?

Through this approach children are encouraged to be reflective and take ownership. They will be part of deciding sanctions when they/others have done wrong. They will work on how to make things right again and how it can be prevented from happening again.

Zone boards

All children's behaviour is monitored throughout the day by using Zone boards in each class. This acts as a visual reminder of what is expected; when children are working hard and following school rules, they move up the board and when they reach the top, through continued efforts, they are awarded a praise certificate. If children's behaviour is not in line with expectations, they may move down the board. Children will be reminded and have opportunities to correct their behaviour to move back up, but if continued poor behaviour remains, they may move down to the bottom of the chart. In this case, children would lose privileges such as playtime or golden time. If children persistently move to the bottom of the chart then parents/carers will be informed. Each day the zone board is reset to remind children that each day is a fresh start.

More serious incidents are recorded within CPOMs – an online system

Rewards

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour in a variety of ways e.g. we:

- congratulate children
- give children stickers
- acknowledge when children demonstrate our 'Skills for Life'
- award children house points
- celebrate individual and group achievements each week in 'Praise Assembly'
- award certificates for individual effort towards positive behaviour
- complete 'class snake' for class contribution towards positive behaviour which earns a class reward
- choose work from each year group/class to be displayed for parents and visitors
- award 'golden time'
- send children to the Headteacher/ deputy headteacher for recognition
- Celebrate children who always follow rules and behave well.

This list is not exhaustive and the school acknowledges all the efforts and achievements of children. We acknowledge the achievements of children outside of school either in their classroom or in assembly.

Sanctions and Consequences

The school employs a number of sanctions and consequences to ensure a safe and positive learning environment and to help promote our school rules.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, 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 reprimands him or her.

If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

We employ each sanction appropriately to each individual situation e.g. a verbal reminder, loss of golden time/playtime, loss of privileges.

The phase leader may speak to a child and to remind children of expectations and this may then be reinforced by a deputy headteacher or headteacher.

If a child hurts another child deliberately, parents will be informed and sanctions/consequences implemented. All sanctions should be relevant and proportionate to the behaviour displayed and timely to when it occurred.

If a child repeatedly acts in a way that disrupts or upsets others, school will contact the child's parents

and seek an appointment to discuss the situation and work together to improve the behaviour of the child.

Recording

Behaviours in school are logged on Cpoms an online system..

Children are first given a warning to give them the opportunity to correct any poor behaviour and should this continue, is then recorded. There are occasions where a warning may not be given first but a log may still be made when an adult is confident that the child is aware that their action is breaking a school rule or falling below expectations. Examples of behaviours that may be added include: not following instructions, answering back, being unkind, misuse or damage to equipment.

There are times when more detail is needed where more than one person has been involved or someone has been affected by an incident This could include:

Deliberately hurting another child, either through verbal or physical harm Examples of this could be - hurting another child, name calling, falling out (where a child is particularly upset).

Persistent Behaviours

In any circumstances where the sanctions/reward within the behaviour policy have not had an impact on the child's behaviour, the following process is followed:

- Parents meet initially with the classteacher, SENCo or pupil mentor to establish if there are any underlying reasons for the behaviour and support for parents may be initiated if necessary e.g. Local Support Team
- Outside agency involvement for pupil e.g. Behaviour Support, Educational Psychologist, CAMHS
- Individual adaptations/additions to support the behaviour policy e.g. individual/group provision led by pupil mentor.

SEND

There will be times when children in school may need more sensitive and individual behaviour plans and programmes to support any additional needs. This could include specific behaviour targets, modified or reduced timetables, 1:1 support from an adult, individual risk assessment, preventative short term placements at specialist provision.

Use of Reasonable Force

We work within the guidance set out in the Department for Education document: 'Use of Reasonable Force' (July 2013)

There are occasions when physical contact, other than reasonable force is necessary, examples include: when comforting a distressed pupil, to give first aid or for demonstration purposes.

Physical restraint can be used to prevent pupils from hurting themselves, from hurting others or from serious damage to property. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on the individual circumstances. When physical restraint is necessary staff involved should; tell the child what they are doing and why, use the minimum force necessary, involve another member of staff where possible, tell the child what they must do for the restraint to stop, use simple and clear language.

Parents will be informed of any situation where reasonable force has been used and this will be recorded on our school 'Incident Report' Form.

Confiscation of Inappropriate Items

The school has the right to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. Staff may search belongings without consent for prohibited items including weapons, stolen items or objects banned by the school. However this would usually be in consultation with parents.

Conduct of Pupils Outside the School Gate

The School will impose a sanction upon any registered pupil, whose behaviour outside of school premises could, in the opinion of the school:

- have repercussions for the orderly running of the school
- pose a threat to another pupil, a member of staff or member of the public
- adversely affect the reputation of the school.

E-safety

The school monitors the children's activity and use of the internet whilst in school. Children agree to the 'Acceptable Use Policy' and are expected to adhere to this policy. In cases where children do not abide by the 'Acceptable User Policy', their activity will be logged. Children will be spoken to about any violations and parents will be informed where appropriate. Online activity on Chrome books and Laptops is monitored by Securus software, which is monitored regularly by the headteacher.

The Role of the Teacher

All staff in school play an important role in developing a calm and safe environment for pupils. All staff in school should challenge pupils to meet school expectations and maintain good behaviours. The classteacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, which are agreed by the children and displayed in the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the classteacher discusses these with the whole class during 'circle time'. It is the responsibility of all staff to ensure that the school rules are enforced, and that their class behaves in a responsible manner during lesson time. The staff in our 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. Teachers and/or the pupil mentor may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

The headteacher should ensure there are regular opportunities for staff development and that all staff feel supported in their role when implementing the behaviour policy. When new staff are appointed school's behaviour policy, systems and routines are shared as part of their induction. It is the responsibility of the headteacher to ensure that the school behaviour policy is implemented consistently throughout the school and report to Governors, when requested, on the effectiveness of the policy and ensure the health, safety and welfare of all children and staff in the school. The headteacher ensures that senior leaders in school regularly check behaviour incidents within CPoms and support other staff to deliver sanctions/consequences while taking action to prevent further incidents.

Suspension and Permanent Exclusions

When all other options within the behaviour system have been followed, the headteacher may take the decision to suspend a child. The headteacher may suspend a pupil for one or more fixed periods. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. If a parent makes an appeal about a suspension or exclusion an appeals committee formed of members from the governing body, will meet to consider the appeal. When an appeals panel meet, they consider the circumstances in which the pupil was excluded and consider any representation by parents and the Local Authority.

The Role of Parents

The role of parents is crucial in helping us develop and maintain good behaviour. We try to build a supportive dialogue between home and the school, and we contact parents if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions when a child does not follow the school rules, parents should support the actions of the school. If parents have any concerns,

they should contact the classteacher. If the concern remains, they should meet with a senior member of staff. If these discussions cannot resolve the problem, the headteacher will become involved.

As part of a pupil's transition into our school, systems and routines are shared with parents and children.