



Reviewed on:	November 2018
Next review:	November 2019
Staff Responsibility:	A Facchin
Linked policies:	Anti Bullying Policy, Anti Racism Policy, Lunchtime Policy, Special Needs Policy, Attendance Policy, Marking Policy, Home School Agreement, playtime policy
Singed by chair:	L. Rowbotham
Date:	November 2018

Boarshaw Primary School Behaviour and Discipline Policy

Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

The role of all adults in school

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Assertive Mentoring

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

Rules

School rules 'The Boarshaw Conduct' are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

The Boarshaw Conduct

Always have kind hands, kind feet and kind words.
Always respect adults and other children.
Always respect school property.
Always work to the best of your ability.
Always walk round school on the left.

Behaviour Guidelines	Procedures
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A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to the cool down area, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. Staff may follow the child at a safe distance, as long as this is not adding additional stress to the child. Senior leaders must be informed and either they or the office staff phone parents and the police.

Behaviors must not be dealt with during teaching time, unless it is a major incident where a member of SLT should be alerted. Teachers must not leave the classroom to deal with behavior.

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

1) **General**

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) **Whole School Reward System: Class Dojo**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of dojo points. These points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

Most children do something good throughout the day. Therefore, we should see model pupils receiving the most Dojos. Well behaved pupils should not be receiving a small amount of Dojos a week. When awarding the Dojo point the member of staff should reinforce the good behaviour e.g. 'You can have a dojo for waiting so patiently'.

Once awarded a dojo they can't be deducted, except in exceptional circumstances a senior leader may deem it appropriate to deduct some points. Dojo points can only be deducted by a member of the SLT.

They are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any good behaviour 1 Dojo Point recorded on the online app.

100 Dojo Points	White belt certificate and white band in assembly
200 Dojo Points	Red belt certificate and red band in assembly
300 Dojo Points	Black belt certificate and black band in assembly and parents invited.

- Awards will be presented in whole school assemblies and parents will be invited to share in their child's achievement.

A dojo can be awarded by any staff member to any child at any time. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve white, red or black belt they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- White Party: up to one session
- Red Party: up to half a day
- Black Party: up to a full day

3) Golden book

A weekly 'Golden Book' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Praise will be given to each child in front of the whole school and a small prize given. Certificates will be sent home via the post.

4) Marbles

Each class will collect marbles for whole class behaviour, marbles can be lost for misbehavior. The class will work towards 50 marbles to earn a class treat.

5) Golden Time/ Flexible Friday

Children who consistently make the right choices will be rewarded on a Friday afternoon. Children who have received red/yellow cards will lose some time (see sanctions)/

Behaviour Guidelines	Sanctions
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Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

- If behaviour results in physical or verbal abuse towards a teacher/adult a 'Major Incident' form should be completed and a copy forwarded to the HT.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form, the teacher's class diary or the Playground Incident Book.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.

- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE- Play/dinner time

No yellow or red cards should be issued. The pupils should be given 1 warning about behavior. If the behavior continues, they should be sent to the time out zone for 5/10 minutes.

If the incident is of a serious nature, a member of SLT should be called for or they should be sent to pastoral support.

SANCTIONS PROCEDURE- Class Time

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

Action 1- A verbal warning is given as a reminder to make good choices. Teacher may also consider repositioning/separating.

Action 2- Final Warning. Use the agreed phrase, 'This is your final warning. Do you understand?'

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

- **Action 3-** Yellow Card. Child sent to move behaviour record to the yellow coloured area on behaviour display. Child maybe moved to another area of the classroom to calm down or away from children they are disturbing. Notify parents on Class Dojo of yellow card.
- **Action 4-** Amber card. Child sent to move behaviour record to the amber coloured area on behaviour display. Child maybe moved to another area of the classroom to calm down or away from children they are disturbing. Notify parents on Class Dojo of amber card.

For a regular offender or children who are being monitored:

- Record yellow card in behaviour file.
- If more than 5 yellow cards in a week children lose some golden time.
- Record on CPOMS

Action 5- Red Card Child sent to move behaviour record to the red coloured area on behaviour display. Deduct 5 dojo points. Child sent to time out area in the classroom to calm down and continue with class work. Children will also receive a detention during Friday's Golden Time. 1 red card= 10

minutes lost, 2 red cards 20 minutes lost 2+ all of golden time lost. **All red cards must be recorded on CPOMS and parents notified on Class Dojo.**

For a regular offender:

- Discussion with Team Leader / Head/ SENCO: consider the need for SEN Support
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents informed by meeting that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies
- Access to extra-curricular / enrichment activities dependant on progress.

Exclusions

If the child continues to make the wrong choices after consultations with parents, then they may be excluded. Only the HT can make exclusions.

Internal Exclusion

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents informed by letter.

Short Term Exclusion (up to 5 days per term)

- Parents informed in writing
- Pupil Discipline Committee may meet at parents request but cannot reinstate.
- Upon return to school, child to stay on an agreed behaviour plan.

Fixed Long Term Exclusion (up to 45 days per year).

- Parents and chair of governors informed
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on behaviour plan.

Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on behaviour plan.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.
- Racist or homophobic behaviour