



'Within a caring Christian community we enable every child to flourish and inspire a love of learning in all members of our community'

Behaviour and Discipline Policy

At Coombe Bissett Primary School, we recognise the importance of taking a positive approach to behaviour and discipline throughout the school. We aim to create a community based on respect and shared values.

Aims

- To ensure a safe environment which reinforces good behaviour.
- To foster caring and respectful attitudes to people, property and the environment.
- To promote self-esteem, self-discipline and positive relationships.
- To listen to and value the views and opinions of others.
- To establish clear expectations of work, behaviour and discipline agreed by staff, pupils and parents.
- To encourage a home-school partnership in the implementation of this policy.
- To support children to be responsible for their own behaviour.

Standards of Behaviour

At school we work towards standards of behaviour based on the basic Christian principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

All staff are responsible for the implementation of this policy in our school.

It is the responsibility of each class teacher to ensure that high standards are maintained in their class and to deal with misbehaviour. However if a child continues to misbehave then the class teacher should seek support from a member of the Senior Leadership Team.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective teaching and learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back will help to avoid alienation and disaffection which can contribute to poor behaviour.

Classroom Management

Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays can be used to develop self-esteem through demonstrating the value of every individual's contribution, and overall provide a welcoming environment.

Class Charter

At the beginning of every academic year staff and children in each class discuss and agree their class charter. These reflect the ethos and expectations of our school. Class charters are referred to regularly throughout the academic year.

Playground Charter

The Playground Charter is developed through discussions with all staff and the School Council. Copies are on display in child friendly language.

A coloured card system for dealing with inappropriate behaviour (that needs more than a verbal reminder) is used at playtimes.

A Yellow Card – this is given to a child when they need time out to think about their behaviour.

The card prompts the child to focus on: what happened; why it happened; how they will ensure it doesn't happen again.

They then return the Yellow Card to the member of staff who gave it to them and share their answers

A Red Card – this is given to a child:

- in response to persistent poor behaviour;
- if a child's behaviour is endangering the safety of themselves or others;
- if the child fails to engage with the adult.

The child takes the Red Card to their class teacher who will record the incident in the Class Behaviour Incident Book and inform their parents.

Strategies to encourage good behaviour

Our emphasis is on recognising good behaviour, through praise and rewards. We have high expectations of standards of behaviour at all times.

A variety of strategies are used to encourage good behaviour.

- Valuing and praising children in work and play.
- All staff model respectful and positive behaviour
- Reward stickers.
- Team points are awarded by all staff in recognition of achievement in any aspect e.g. behaviour, work, effort.
- Whole class reward systems.
- Headteacher stickers will be awarded to pupils for exemplary behaviour, effort and good work.
- Celebration Certificates. These are awarded at the Celebration Worship on Fridays to which parents and members of the community are welcome.
- We recognise the importance of children's efforts and achievements outside school by celebrating them as part of our Celebration Worship.
- M.D.S.A. staff can reward children with special playtime stickers and contribute to the selection of pupils for Headteacher stickers or Celebration Certificates.
- Good Day Calendar. Sometimes it is necessary to support individual pupils with a behaviour chart designed to support their particular needs. This will be shared with parents to ensure home and school can work together to support the child. These will be reviewed after a specified time.
- Circle Time will be used as a vehicle during which discussion and sharing of feelings and views will work towards pupils having a better understanding of both themselves and others around them and, to raise self-esteem.

Sanctions

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required in order to improve.

In most cases the adult in charge of the child can deal with unacceptable behaviour firmly and fairly at the time.

The following sequence will be followed:

1. A facial gesture
2. A verbal warning of the consequences of continuing inappropriate behaviour
3. A sanction
 - Moving to a different place in the classroom
 - Loss of playtime, indicated by the child's name (or initials) on the whiteboard (tallies may be used to indicate length of time). The child may be asked to use this opportunity to complete an allocated task to an acceptable standard.

Persistent or serious misbehaviour will be reported to a member of the Senior Leadership Team and parents will be informed, to discuss the matter. Parents of any affected children will also be informed.

In the case of a physical or verbal attack the adult in charge will inform a member of the Senior Leadership Team who will remove the child from the situation. The class teacher will ensure a record is made in the Class Behaviour Incident Folder, with the child being made aware of the fact and parents informed. The Senior Leadership Team monitors Class Behaviour Incident Folders every week.

Isolation

- Isolation may be used for a short period in order to give the child an immediate 'cooling off' period.
- Isolation could be used for longer periods but in these circumstances the parents would be informed of the need for a child to attend school but to be educated separately from their peers for a set amount of time.

Exclusion

If at any time a child's behaviour is considered to be inappropriate or dangerous, the Headteacher will put into action formal exclusion procedures as advised by the LA and inform the Governors.

- Repetition of dangerous incidents (e.g. 3 in a week) would result in a fixed term or permanent exclusion. Any dangerous incident will be recorded in the Pupil Incident File.
- A decision to exclude a pupil would only be taken in response to a serious breach of this behaviour policy or if allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in school.
- A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with discipline issues following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has used all available strategies for dealing with the child and will only be a last resort.
- There may be exceptional circumstances where, in the Headteachers' judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include: serious actual or threatened violence against another pupil or member of staff, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon.

Bullying

Bullying of any kind is unacceptable. We believe it is everybody's responsibility to prevent bullying. Our school's **Friendship and Anti-Bullying Policy** contains guidelines to support the prevention of bullying and the actions and systems used to address any bullying incidents. Our aims are to challenge attitudes about bullying behaviour, inform and support the child who is doing the bullying, inform and support the child who is being bullied and build a friendship and anti-bullying ethos throughout the school. We believe it is the responsibility of all stakeholders to uphold this philosophy.

Special Educational Needs

Where appropriate a child with an identified special need will have an individual behaviour policy, in line with the Equalities Act 2010. Children with specific problems may not be discriminated against if their actions are a result of their condition. For example, a child with Tourettes, who may swear randomly, would not be reprimanded in the same way as a child who does not have Tourettes. A child with ADHD (Attention Deficit Hyperactivity Disorder) may not be able to manage the yellow/red card system and another sanction system would be agreed. Therefore, this means that different sanctions for behaviour would be put in place for an SEN child.

For further guidance on exclusions see <https://www.gov.uk/school-discipline-exclusions/discipline>.

Specialist advice may be sought from:

- Educational Psychology Service;
- Behavioural Support Team;
- Special Needs Support Services;
- Education Welfare;
- Social Services.

Parents will be informed about the contents of this Policy. It is the duty of the Headteacher to ensure that this policy is regularly reviewed and that its contents are upheld.

Reviewed: 2017/2018

Ratified by FGB: 2017/2018

What happened?

Why did it happen?

How will you make sure it
doesn't happen again?

What happened?

Why did it happen?

How will you make sure it
doesn't happen again?

What happened?

Why did it happen?

How will you make sure it
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