



West Rainton Primary School

Behaviour and Discipline Policy

Introduction

We define behaviour management as the functioning of the school community through a system of relationships, rules, rewards and sanctions designed to progressively develop achievement and self-discipline within our pupils.

We expect outstanding behaviour and attitudes.

Aims

These are directly relevant to achieving the aims of the school and in turn are incorporated into the formal and informal curriculum, implemented through a range of means.

At West Rainton Primary School we aim to:

- Create a safe, welcoming calm environment in which we can all learn.
- Meet the needs of all individuals and enable them to achieve their full potential.
- Challenge everyone to be the best they can be by overcoming barriers to learning.
- Provide a variety of creative and exciting learning opportunities.
- Encourage independence, motivation and an eagerness to learn.
- Involve everyone in making a positive contribution to the village we work in.
- Inspire our school community to become caring, respectful and sensitive global citizens in our diverse world.
- Meet and promote the UN charter of children's rights

Entitlement

Our pupils have the right to:

- Be educated within a secure and caring environment
- Be shown respect and to have their opinions valued
- Rules, rewards and consequences which are fairly and consistently formulated and applied.

Rationale

We endeavour to make the climate of our school a positive one based on firm insistence on high standards of behaviour at all times. It is important that the appearance of the school premises and the attitudes and management styles of our staff are seen by the pupils to reflect a sense of collective responsibility and purpose. The school provides a welcoming and caring atmosphere. We intend to ensure that the curriculum is well planned with high standards of teaching and learning which offer stimulating and suitable differentiated programmes of study to cover the full ability range of our children. Our pupils are challenged and expected to use their initiative and accept responsibility. Our staff accept that discipline and behaviour are affected by the quality of teaching and learning as well as by teachers' expectations.

We also recognise that the physical environment of the school plays an important part in behaviour and are making attempts to involve the children in improving the school building and grounds so as to establish a sense of pride and ownership.

We believe the issue of behaviour management depends essentially upon the quality of relationships. We find that where teachers treat each other and their pupils with courtesy, respect their ideas, value their individuality and listen carefully to what they have to say, then pupils are more likely to respect their teachers, to behave sensibly and considerately themselves and are also more ready to respond positively.

Our school encourages links with parents. Parental support is expected to be of a high standard due to the level of communication and involvement which we attempt to maintain with them.

The school also appreciates the support of other agencies such as the Psychological, Behaviour Support, Education Welfare and Advisory Services. We cooperate with them on a regular basis and receive invaluable help from them in our attempts to serve our pupils.

Staff are encouraged to recognise and reward good behaviour with praise and privileges. These vary according to the age and ability of the pupils. Punishments must be defensible and applied with flexibility, distinguishing between minor and more serious misdemeanours. Sanctions must be fairly and consistently applied.

Serious incidents of misbehaviour are recorded in the serious incident log book. The incidents which are recorded shall be those which (may) give rise to further action. (These 'serious' incidents may refer to an exclusion or any incident with police involvement).

We make a determined effort to keep a balance between rewards and sanctions. We recognise that an atmosphere of praise and encouragement is even more important for less well-behaved pupils – but it is essential for all. We actively aim to identify, encourage and reward examples of achievement. We do this through our house system and weekly assembly where achievement – both inside and outside of school – is recognised and rewarded. There is an established framework of general routines to which **ALL staff** and pupils should subscribe in addition to well defined boundaries of behaviour understood by both staff and pupils.

School Rules

We have very simple school rules that are consistently applied to every aspect of school life;

1. Follow Instructions first time
2. Respect yourself and others
3. No teasing or swearing
4. Keep hands, feet and objects to yourself
5. Take responsibility for our school
6. work hard, quietly and sensibly

And

7. Be simply the best!

Code of Conduct

Our Code of Conduct is relevant to every person in our school community – children, staff, parents, helpers, governors, visitors.

To ensure the safety of all we:-

- Walk around the building sensibly and quietly
- Enter and leave rooms, halls and the building, in a sensible, calm manner
- Take responsibility for the attractiveness of our building
- Take responsibility for our own and for our school property • Listen to and follow instructions carefully

To ensure a happy atmosphere in school we:-

- Understand the need to take responsibility for our own actions
- Do not interfere with other pupils' activities or work
- Do not retaliate in a physical way to any wrong-doing, but immediately, report it to an adult
- Are helpful, polite and courteous to others
- Give particular care to anyone who is hurt or upset
- Think before speaking in an unkind manner
- Never knowingly upset or hurt anyone
- Show particular care to anyone new in school

- Always tell an adult if anyone is behaving dangerously, unkindly or thoughtlessly

To help achieve maximum potential in school we:-

- Listen carefully, being quiet and respectful
- Attempt all tasks with enthusiasm, with the knowledge that mistakes are a way of learning.
- Ask for adult help if we do not understand
- Learn to work individually, co-operatively in pairs, in a group or as a class
- Learn to be responsible for organising and managing aspects of our work, resources, classroom and school.

Rewards

- Verbal praise
- Written praise
- Stickers
- House points
- Pupil of the Week
- Visit to Senior leadership team
- Wall of fame
- Postcards home

Sanctions Procedure

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 misdemeanours, the following sequence should be adhered to,

If unacceptable behaviour occurs:

(Classroom teacher) Use normal strategies: e.g. Polite requests, warnings (no more than two), (use the Golden Rules to challenge unacceptable behaviour) repositioning, separating etc.

Step 1 (Classroom teacher) Give a final warning: Use the agreed phrase, 'This is your final warning. Do you understand?' Children should be fully aware of what this means and the

possible consequences of continuing with the behaviour. **In the Early Years**, strategies could also include short time out within the classroom (1-2mins) on a designated spot or chair. At the end of the stated short time staff should ask the child why they were asked to have time out. If the child can respond then they are encouraged to apologise if appropriate. If the child does not know, or can't explain then a brief conversation as to the consequences of their behaviour choices should be had with the child. If the child refuses to stay where they have been placed for time out then the adult in class should keep directing the child back to the designated place and explain why the action has to be carried out.

Step 2 (Classroom teacher) Written warning recorded in class behaviour file. Show the child what is written about their behaviour and explain that any further poor choices will result in time out.

Step 3 (Classroom teacher) Time Out

- Child sent to designated chair/area of own classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Pupil completes work set

Step 4 (Senior Leadership Team involvement)

- Child escorted to designated colleague.
- Up to 1 hour working alone without causing disturbance.
- Parents informed of this level of time out.

Step 5 (Class Teacher/SMT) Behaviour Contract A last step before exclusion

- Clear specific rules which the child must uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Parents informed and invited into school to discuss "next steps" and help to formulate a Behaviour Support Plan

Fixed Term Exclusions:

Wherever possible, the school avoids the use of Fixed Term exclusions. However, the school reserves the right, in exceptional circumstances, to use fixed term or permanent exclusion for an 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.

All incidents from step 2 onwards will be recorded by the class teacher using the class concern sheets. Copies of letters sent to parents should also be attached to the child's record, in the concern file. In this way, behaviour patterns and trigger points can be more easily identified and addressed through meaningful dialogue with stakeholders.

If 3 incidents of violent behaviour are noted, the school will contact parents to request that they attend a Behaviour Support Meeting with the Class Teacher/ Member of the SMT where options for involving other professional outside agencies will be considered and actioned as appropriate. This equates to Stage 6 above.

Incidents of aggression or violence automatically mean that a child will move to step 4 – resulting in a letter home and an entry on the concern sheet for the child.

Behaviour Tracking

Teachers are expected to:

- Complete and retain the behaviour tracking sheets each week. These should be stored in date order on the clipboard in your classroom. These are evidence of behaviour over time for inspection purposes, and a good reference to look at behaviour patterns within the class
- Inform senior leaders of any serious incidents of behaviour that require a serious incident log and a conversation with parents which is then documented and reviewed. A report to the Local Authority on the nature of behaviour, particularly bullying incidents, may need to be submitted.

Lunchtime Behaviour Issues

Lunchtime staff have a duty to ensure that children are safe, and part of this duty is to ensure that pupils behave well. As such, if a child misbehaves, they must:

1. For issues that are not aggression / safety based. (E.g. not following an instruction, being silly with equipment, not following a rule, e.g. being loud in the dinner hall after being asked not to) Inform the class teachers of any incidents of this type.
2. For rare issues of aggression / safety based issues (E.g. hitting another child, deliberately upsetting other children, accessing parts of the site that they have been asked not to). Ask the child to come to you, so that you can talk to them. If it is clear that the child has carried out poor behaviour, ask them to stand next to you to miss the remainder of lunch time. If the child refuses to do this, ask for a member of the Senior Management Team to attend. Do not enter in to an argument. If it is unclear what happened, and you cannot get to the bottom of it, it will be the class teacher's responsibility to investigate this after lunchtime. Class teachers should not be expected to attend to behaviour issues during lunchtimes.

This policy will be reviewed at least every two years

Last reviewed- June 2017