



Behaviour and Discipline Policy

Introduction

The school is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying and any such incidents will be dealt with promptly and firmly. The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

Aims and expectations

We want every member of the school community to feel valued and respected, and be 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 can live and work together in a supportive way. Our approach to behaviour aims to promote positive relationships, so that people can work together with the common purpose of helping everyone to learn in an effective and considerate way. We aim 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 school promotes a warm, family ethos where children feel nurtured and have an understanding of what it is to respect themselves, each other, belongings and the wider community.

The policy is available on the school website and is available on request. This policy should be read in conjunction with: Keeping Children Safe in Education 2019, Child Protection, Anti-Bullying, Drugs and Alcohol, Teaching and Learning, Equality & Diversity, SEND Policy, Attendance Policy.

This policy applies to all pupils at Escomb Primary School whilst in school, on educational visits and when representing the school at a range of events.

The Headteacher and Leadership Team regularly make reference to our 'Good to be Green' and 'Great to be Gold' code of conduct during assemblies when discussing our school 'Values' as a Rights Respecting school. In addition to this, each class has its own 'Class Charter', which is agreed by the children and displayed in classrooms. In this way, every child in the school knows the standard of behaviour that we expect in our school.

THE BEHAVIOUR PROCEDURE

At Escomb Primary School, we celebrate positive behaviour and attitudes and individual effort and progress. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour.

Rewarding Good Behaviour

Reward systems are in place across the school - these differ depending on the age and abilities of the children in each class and the agreed classroom charters. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children for positive behaviour are:

- Verbal praise and feedback
- Stickers
- Verbal and written messages home to parents
- Visiting the Headteacher for outstanding behaviour or exceptional progress in their behaviour or acts of outstanding kindness & friendship.
- 'Lunchtime Award' stickers
- 'Treat' times- collective awards that whole classes can earn
- Great to be Gold Certificates and badges

Addressing Inappropriate Behaviour

Every class and all staff use the same 'Traffic Light' system for recording and reporting inappropriate behaviour. The same system is used to record inappropriate behaviour in the classroom, assembly, outdoor environment, at playtimes or lunchtimes. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their behaviour and to make improvements.

The 'upside down' traffic lights are displayed in each classroom:



Every child's name will start each day in the green section of the traffic lights.



Alongside the traffic lights are descriptions of behaviours (See below):

Green- Expected behaviours

Amber- Behaviours that would cause your name to be moved into this section

Red- Behaviours that would cause your name to be moved into this section



Procedure:

All children will start each day with their 'peg' on green. It is expected that the majority of children for the majority of the time will keep their name in the green traffic light. Above the traffic lights are the agreed rules for that Class which, although will differ in wording, underpin the same ethos across the whole school.

The 'motto' of the system is: 'It's Good to be Green' and 'Great to be Gold' (*see below*)

- If a child misbehaves a staff member will initially 'warn' the child, e.g. verbal warning, non-verbal communication. They will indicate what behaviour they are unhappy with and outline the consequence of continuing with this behaviour.

- If the inappropriate behaviour continues, the child will be asked to move his/her name to between the green and amber traffic lights. The aim of this to act as a deterrent and prevent further negative behaviour. However, if the child persists further, then they will be asked to move his/her name down to the amber traffic light.
- If the inappropriate behaviour persists beyond this, the child will be asked to move his/her name to 'red'. The Headteacher (or the Deputy Headteacher in her absence) will be informed.
The Headteacher will consider the nature and circumstances of the inappropriate behaviour and will make a decision regarding whether the child can return to the classroom or will have to work in isolation. The class teacher will also notify parents.
- Zero tolerance is given for swearing, physical assault (deliberate kicking, punching, hitting, etc) or damaging property. (See below) Any of these behaviours will result in a child moving immediately to the red traffic light and discussing their behaviour with the Headteacher. Parents will be informed of their child's inappropriate behaviour either in person at the end of the day, via a telephone call home or a letter.
- Any inappropriate behaviour during assembly, playtimes etc will be initially reported to the class teacher and the class teacher will deal with it accordingly. (Serious incidents will be reported immediately to Headteacher or Deputy.)
- Lunchtime staff will follow the same traffic light system. At the end of lunchtime, staff will report to the class teachers any children that have behaved inappropriately and the class teacher will deal with it accordingly. Serious incidents will be reported to the Headteacher or Deputy Headteacher immediately.
- Teachers on playground duty will also pass any information to class teachers at the end of playtimes.

'Great to be Gold'

'Great to be Gold' is for those children who demonstrate exceptional behaviour all of the time. At the end of each week teachers will have a list of names of children whose behaviour has been exceptional. These children will be rewarded with a special certificate as recognition of their achievement for their exceptional behaviour the previous week during Behaviour & attendance assembly on a Monday. If a child achieves 'Great to be Gold' for approximately 80% of the half term then they will be rewarded with a special badge.

Incidents of a Serious Nature

Incidents of a very serious nature or a persistent nature (e.g. bullying), will be referred to and dealt with by the Headteacher or Deputy Headteacher in her absence. This will usually involve the Headteacher and relevant school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.



Green Behaviours

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having your reading book in school
- Having the correct equipment to work
- Handing in homework on time
- Looking after school equipment
- Keeping the classroom tidy
- Using good manners at all times



Amber Behaviours

- Distracting others
- Talking when other people are talking
- Not following instructions (*work related, tidying away, playtimes, toilets etc*)
- Saying unkind things
- Being rude and answering back (*manner & tone in which things are said.*)
- Negative body language (*e.g. turning back when being spoken to, rolling eyes etc*)
- Not looking after school equipment/environment/own and other's property.
- Not lining up/moving around school sensibly



Red Behaviours

- Swearing
- Being physically aggressive
- Being verbally aggressive
- Deliberately damaging school property
- Taking other peoples' belongings
- Refusing to co-operate

Roles and Responsibilities

The role of the class teacher

It is the responsibility of the class teacher to ensure that the Good to be Green/Great to be Gold procedures are adhered to in their class, and that their class behaves in a responsible manner during lesson time and when children are moving around the school. When moving around school as a whole class, pupils walk in a quiet manner. All adults 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. All staff treat each child fairly and consistently apply the agreed policy.

In the case of children with additional needs, the class teacher liaises with the SENDCO who will involve parents/carers and, where appropriate external agencies where appropriate, to support and guide the progress of each child through targeted interventions and a support plan. This may also involve use of an individual rewards/sanctions system that is deemed appropriate for the child's individual needs.

The role of the Headteacher/Deputy Head

It is the responsibility of the Headteacher/Deputy Head, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher/Deputy Head to ensure the health, safety and welfare of all children in the school. The Headteacher/Deputy Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher/Deputy Head keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. When there are repeated or very serious acts of anti-social behaviour, the Headteacher may exclude a child for a fixed term or permanently.

The role of parents/carers

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. Good attendance is paramount in ensuring positive behaviour and safety for pupils. We expect parents and carers to be good role models for their children.

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. Discussions will take place as to how home and school can work together to support their child.

The role of governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher/Deputy Head in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the Headteacher may ask governors for advice about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If a fixed term exclusion of 5 days or more is deemed necessary it is the responsibility of the Headteacher to arrange for the child to be educated off site until the child returns to school. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, she will inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has an appeals committee and this considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers, and considers whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-Bullying Policy will be followed and parents/carers will be kept informed.

Monitoring and Review

The Headteacher, Deputy Head, Leadership Team and SENDCo, will evaluate the impact of this Policy by collecting and analysing data by year group, gender and ethnicity on:

- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour;
- instances of bullying and action taken;

The school keeps a variety of records of incidents. Class Teachers/ Teaching Assistants and the Headteacher/Deputy Head will record incidents of red cards using CPOMs. The Headteacher/Deputy Head record those incidents where there has been a serious breach of the behaviour policy.

The staff and Governing Body of Escomb Primary School will review this policy