

# Cranbrook Church of England Primary School



## Behaviour and Discipline Policy

<b>Written by: Alison Hatch &amp; Kath Gilbert</b>	June 2015
<b>Reviewed by: Liz O'Brien</b>	June 2016
<b>Agreed by governors:</b>	
<b>To be reviewed:</b>	July 2018

<b>Signed by Chair of Governors:</b>	
<b>Signed by Headteacher:</b>	

Policy in line with Fairness, Safer handling and Anti-bullying policies.

## Behaviour and Discipline Policy

### Introduction

As a Church of England School, Christian values are at the heart of all we do. Our policies, teaching and all aspects of school life are all informed by them.

As St Paul says “The greatest ... is love” and so love is our core value out of which the others come or feed in to.

We are a Church of England school that values every human being. This policy is based on our core Christian values.

Our school Moto is: **Achieve, inspire, respect with the love of God.**

Our 5 School values are:

- Respect
- Everyone Matters
- Kindness
- Forgiveness
- To shine

The foundation of all these values is love.

### Vision Statement/Rationale:

- We are a Church of England school that values every human and believes that every situation is redeemable. We also respect and value the safety, wellbeing and differences of the members of the learning community.
- We will enable children to make informed choices and decisions and take responsibility for the consequences of their actions.
- All children will be encouraged to take appropriate responsibility for managing their own behaviour and learning so that they develop self-discipline, independence and self-esteem.
- This policy is to be interpreted as the guiding principles by which behaviour and discipline is managed in school.
- In certain cases and taking in to account the protected characteristics of the child concerned, policy may be modified.

### Aims

- To ensure a whole school approach to the management of behaviour which is used by all the staff in the school – teaching and non-teaching staff.

- All children clearly understand and are fully aware of the rules and expectations of Cranbrook Church of England primary school, including the reward systems and hierarchy of sanctions.
- All adults in the school should model what we want to see in our pupils especially our 5 school values.
- To ensure that parents know what our school policy is, how it will affect their children and how our Christian values are embedded within it.
- To provide good peer role models showing consideration and respect for each other.

All adults in school should model positive, respectful relationships and will take every opportunity to praise positive behaviour.

### Principles

- Every child is entitled to learn in a secure and Christian caring environment.
- Every member of our school community must earn and give the respect of others.
- A positive learning environment will be created for all involved in the school community.

### Responsibility

It is the responsibility of all members of the school community – teaching and non-teaching staff, parents, pupils and governors, to work towards the school values. As a school, we look for reasons to explain negative behaviour and support the child by giving them strategies to help change.

*Discipline is not control but direction, leadership and guidance.*

### Behaviour expectations

All pupils will:

- Arrive at school on time between 8.40 am and 8.50am. Any pupils that arrive after this time must be signed in by a parent/carer at the office in the relevant late book.
- Stay outside of the building during playtimes and lunchtime except:
  - With express permission from a member of staff in the form of a peg
  - Performing monitoring duties
  - In detention
  - Wet Play

- Take pride in wearing their school uniform, which is to include appropriate black school shoes and tucked in shirts, t-shirts. No jewellery is permitted except small plain ear studs and medical warning bracelets. No nail varnish, make up or extreme haircuts or hair colours.
- Be able to remove **all** their own jewellery for P.E
- Remember to have appropriate kit in school for PE/Swimming days.
- Bring all items of clothing clearly named.
- Not chew gum or sweets in school
- Not have mobile phones, personal stereos, i-pods or i-pads to be brought into school. (except year 6 whom must leave mobile phones with the office at the start of the school day and collect at the end of day)
- Place litter in bins provided and respect school grounds
- Give any money (school trips/Dinner money) into the office or class teacher in a sealed, named envelope.

### **Behavioural objectives**

Behavioural objectives are approached through three styles of discipline:

- **Preventive discipline** – Positive procedure that emphasizes and rewards good behaviour, instead of looking for and punishing bad behaviour.
- **Corrective discipline** – Techniques that could help to alter behaviour.
- **Supportive discipline** – Encouragement and emotional help to inform future behaviour choices.

### **Preventative discipline**

- Classroom organisation including the displayed classroom rules and including wet play rules.
- Dojo posters to be displayed in all KS2 classrooms, visible from both inside and outside the classroom
- Communication of clear expectations in a manner, which is appropriate for the target audience.
- An environment in which there is mutual respect and which raises self-esteem.
- Differentiated tasks.
- School rules and expectations must be followed in all areas of the school and playground.

## Rewards

### Whole School Approach:

- House Points (demonstrating excellent academic work, including effort)
- Dojo points linked to behaviour both inside and outside the classroom for KS2 children
- The behaviour rocket in KS1
- Golden time on a Friday in KS1
- Tidy environment award
- Shine certificates and prize awarded in 'Shine worship'

### Other Rewards

In addition to whole school rewards, teachers may also choose to use other reward systems in their classrooms. Some of these could include:

- Adults praise and congratulate verbally.
- Stickers are given to wear or placed on learning, reward/merit charts KS1.
- KS2 will use the Class Dojo scheme, parents can log on to their child's account.
- Marbles in a jar. Any adult who sees children behaving well can reward children with a marble for the class jar.
- Teachers can take pupils and their work to see other teachers or Head teacher to encourage and reward with verbal praise. Excellent work to be displayed in the Head teacher's office.

### Class Dojo Rewards

Class Dojos will now be the main scheme of rewarding and sanctioning behaviour. Children can gain Dojo's for the following reasons:

- Helping others
- Independent worker
- Lining up sensibly
- On task
- Outstanding P.E
- Participation
- Persistence
- Teamwork
- Working hard
- For exceptional homework

Teachers may add to this list to suit the needs of their class. Preventative discipline will take place as normal and warnings will be issued before dojo points are lost. Dojos can be lost for the following reasons:

- Disrespect
- Off task
- Talking out of turn
- Unable to line up correctly
- Being unprepared

The Dojo counter will be reset each day, encouraging children to start each day in a positive manner, however the loss of three dojos in one day will result in a detention. If a child commits any band 2,3 or 4 behaviour, an immediate detention will still be administered along with the loss of three dojo points. The child who has accumulated the most dojos will receive a 'Dojo Master' trophy on their desk for the following week.

Other strategies that are being used.

- Reflect on our school values
- Tactical ignoring of low-level attention-seeking behaviour.
- Positive reinforcement.
- Checking a child's understanding.
- Rule reminders, "we have a rule for that. Use it, thank you".
- Questioning, "What are you doing?" Await response. "What should you be doing?" Await response. Each time, the child is required to answer the question.
- Defusing the situations using appropriate humour not sarcasm.
- Blocking arguments within the classroom.
- Giving simple choices i.e. "if you choose to continue talking, then you choose to move."
- Diversion tactics e.g. "May I see your learning?"
- Isolation from peers within the classroom.
- Removal from class (if behaviour ladder and procedures have been followed).
- Sanctions.

### **Sanctions**

The sanctions link in with our positive behaviour management strategies. We ensure children understand that their actions have consequences.

- The corrective discipline strategies are used at a teacher's discretion. Removal from the classroom is through the 'exit system' and time-out sessions.

The exit system occurs when a child continually disrupts within the classroom. The Exit system involves a previously agreed arrangement, whereby the child spends a short amount of time with a link class teacher during periods of major disruption. This 'time out' enables the class teacher and class to resume their rights to teach and to learn, whilst providing the child with a short 'cooling off period'. The child should sit down and follow instructions from their teacher and be ignored by the receiving class and teacher. **It is not a time for the child to be reprimanded by the receiving teacher.** The child is then sent/escorted back to their teacher who puts them back on task, providing a quick recap to assist this. There should be no anger or comment on his or her behaviour at this point.

The unwanted behaviours have been categorised into 4 main bands. Sanctions for each band have been identified and will be applied both inside and outside the classroom.

### **Band 1 Behaviour**

The class teacher or Learning and Behaviour Mentor if necessary deal with these behaviours.

- Teasing or name-calling.
- Interrupting teacher or any adults.
- Avoiding work and time wasting in class.
- Restricting other pupils learning opportunities.
- Rudeness or cheekiness to Staff or other pupils.
- Making inappropriate noises.
- Talking when you are supposed to be listening.
- Not following class rules.
- Abuse of school or other people's property
- Lying

### **Band 1 Sanctions:**

The adult will ask the pupil to follow instructions/rules – if this is not carried out a clear verbal warning is given and the pupil will lose one dojo point.

### **Band 2 Behaviour**

- Any deliberate violence, fighting, hitting, biting, kicking, striking another person.
- Spitting
- Swearing
- Racial Abuse
- Stealing

## **Band 2 Sanctions:**

An automatic lunchtime detention will be given and a letter to parents informing them of the behaviour. After 3 lunchtime detentions in any term parents will be invited to discuss the situation with the Learning Behaviour Mentor and Head teacher. A behaviour support plan may be introduced and contact between school and parents will remain open until the behaviour improves. See Appendix 1 for Sanctions and Procedural Consequences document.

## **Band 3 – Very serious behaviour**

- Vandalism.
- Continued violent, aggressive behaviour.
- Cumulative disruptive behaviour
- Leaving School site or school building during school hours without permission from staff.
- Repeated persistent bullying after parental, and Learning and Behaviour Mentors involvement.
- Health and safety of individual child, other children or staff is an issue.

## **Band 3 Sanctions:**

Pupils will be sent straight to the Head teacher whereupon she will inform the Learning and behaviour Mentor. The parents will be informed and may be requested to come and collect the child from school. The Head teacher will then make a decision if a fixed period of internal or external exclusion is needed. If so a letter will inform parents and the appropriate LEA Agencies of the period of exclusion. During this time it may be appropriate to set up a system of support for the child and parents. A meeting may be held which would involve the child and parents. A contract between the school, child and parent would be drawn up, clearly defining the roles of everyone involved. A review date would be set to monitor progress and support. After a period of exclusion, the child and parents will be expected to attend a 'return to school' interview with the Head teacher and or class teacher/Learning Behaviour Mentor to help identify a way forward.

## **Band 4 - Extreme behaviour**

Persistent repeat of any of Band 3 behaviours and

- Deliberate and extreme verbal or physical abuse of staff or pupils
- Deliberate and consistent abuse of buildings/or property

## **Band 4 Sanctions:**

Extreme behaviours can result in automatic and permanent exclusion and/or an assisted move to another school.

## **Lunchtime Detentions**

Each time a pupil receives detention a letter will be sent, by post, home to parents. In certain circumstances this form of communication may not be deemed appropriate and alternative method will be used. This communication will indicate the reason why the child has been given detention, which staff member gave the detention and how many they have received within the term. The letter will also ask for the parents support in encouraging appropriate behaviour in school. The letter will inform that if a pupil receives 3 detentions in one term the parents will be invited in to discuss the child's behaviour with the Learning and Behaviour Mentor and any next steps that may be appropriate with the Head teacher.

## **Supportive Discipline.**

- Follow up – If there has been unwanted behaviour in class teachers will at the next break ask the pupil to account for their actions. The teacher will make it quite clear that this behaviour is not wanted and why, with reference to the school values, rules and the rights of others. The teacher must show the child, as often as possible, the way forward, expectations and how to succeed! The teacher may decide with the child when any missed work will be completed.
- Conferencing
- Use of contracts to encourage pupils and give them clear expectations.
- Using parent/peer support
- The Learning and Behaviour Mentor will monitor any behaviour weekly and support where necessary

These systems should ensure that both the child and staff are supported.

## **Lunchtime Behaviour**

### **Rewards – Shine tickets**

To promote polite and positive behaviour on the playground and in the dining hall:

- Children are given Shine tickets (raffle tickets) which will be collected in class and drawn every week in Shine worship where they will receive a reward.
- Positive praise will be given and passed on to Class Teacher if pupils are modeling good behaviour.

- Buddies are able to support KS1 pupils and will identify to the Learning and Behaviour Mentor when pupils are being exceptionally well behaved. Once a month there will be a small reward given to encourage positive behaviour.
- Midday Supervisors will visit each class directly after lunch to inform the teacher if any child should lose or gain dojos.

## Sanctions

- First offence will result in a verbal warning from the supervisor on duty
- Second offence or continued behaviour after first offence will result in 5 minute 'time out' on the playground against the wall. This will be noted in the supervisor's daily behaviour book and be reported to the class teacher or Learning and Behaviour mentor.
- Third offence will result in the duty teacher or Learning and Behaviour Mentor being sent for. If necessary a lunchtime detention will apply for the following day and parents will be informed.
- Midday supervisors can notify of lost dojos if warnings have failed.

All incidents in the playground will be fully investigated by the Lunchtime staff. If they are unable to resolve the matter it will be passed onto the Learning and Behaviour Mentor to speak to all parties involved and find a conclusion. Mentor and Class teachers will decide on any necessary sanctions.

Every issue will be logged in a behaviour book and passed on verbally to the pupil's class teacher at the end of any lunchtime. The Learning and behaviour Mentor or FLO will monitor these books regularly. This will enable staff to analyse and track any behaviour patterns.

Any further more serious offence or continued offence will ensure the involvement of the Head teacher and Parents will be informed and appropriate sanctions will be taken.

## Use of Exclusions

(See exclusions policy 2015)

There are two types of exclusion:

- **Fixed period**
- **Permanent**

A decision to exclude a child should only be taken:

- In response to serious breaches of a school's discipline policy.

- If allowing the pupil to stay in school would seriously harm the education or welfare of the pupil or others in the school.

Before excluding a child a range of alternative strategies should be tried.

Before reaching a decision, the Head teacher should consider all relevant facts and firm evidence.

The law allows Head teachers to exclude; the governing body and the LEA should be informed. Parents have the right to make representations to the governing body about their child's exclusions.

### **Managing the Angry Child**

Anger is a reaction to something, which can be either real or perceived. We need to be working with children to help them to find ways of dealing with their feelings of anger.

Many teachers are infuriated by the sense of powerlessness that difficult pupils create by their resistant behaviour. We need to acknowledge that we cannot make a pupil do anything. We can direct, restate, ask encourage or challenge, but the more we use traditional teacher force, the more we lose face, contact, temper.

When dealing with an angry child there are a range of strategies that we should be using, as appropriate and taking into account the protected characteristics of the child concerned, in order to calm the situation:

- tone of voice to calm the situation- keep the heat down and avoid a power struggle
- pace and volume of speech – slow down and use calm quiet speech
- physical space – ensure that you give the child enough space so as not to feel crowded.
- distraction to suffuse the situation
- slow breathing – encourage the child to breathe slowly and calmly
- use of sense of humor – only if the adult knows the child well
- working towards non-aggressive solutions  
giving time and choices and seeking to maximise face-saving
- thinking about what you are saying so that you do not back yourself or the child into a corner
- calling a third party to support
- moving the child to an area where they feel comfortable and have time to cool off
- acknowledgement of the child's anger – use the emotion to explain how the other party may feel if appropriate time.

## Restraint

(See Safer Handling Policy 2015)

The physical management of behaviour is seen as the last line of alternative strategies. It is a last resort measure, to be carried out in a planned and monitored context. There are sound reasons why a physical approach should be avoided, except in rare and specific cases:

- it tends to cause further confrontation
- there is a danger that physical intervention will exacerbate an already highly charged situation
- a physical response may be frightening to an unstable pupil
- it may appear to provide a temporary respite but it will rarely contribute to moving the situation on

All teachers, whilst working in school or during extra curricular activity, are authorised to use, reasonable force. It is suggested that the use of reasonable force is legally permissible to prevent a child from doing, or continuing to the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to maintain good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere
- where on school premises or on an authorised out of school activity

When a pupils challenging behaviour can no longer be contained, in an environment that is positive and safe for all, the issues of care and control within an Individual Education Plan framework become key. Strategies detailed in the sections about the angry child should be used first. Only when it is clear that none of these will have the effect of defusing the situation should a physical stratify be used.

All physical contact must be rooted in the need to restore safety, and carried out in an atmosphere of calm sensitivity and respect for the individual.

Before using physical intervention, staff must be sure that there is no alternative and that they have considered the possible consequences. A senior leader will be present if there is any physical intervention unless a member of staff has to act instantly to protect pupil's welfare. Parents will be informed.

A meeting should be held as soon as possible to discuss the incident and to plan how the pupil's behaviour will be managed in future to avoid the necessity for physical intervention.

The use of **any** degree of force is unlawful if the particular circumstances do not warrant the use of physical force.

### **Acceptance of Behaviour & Discipline Policy**

It is the responsibility of all members of the school community – teaching and non-teaching staff, parents, pupils and governors to work towards the school aims. Pupil and Parental acceptance of this Policy and its guidelines form part of a separate Home/School agreement.

### **Monitoring and Review**

All school staff and governors will have a copy of this policy and will have the opportunity to consider and discuss its contents, prior to the approval of the Governing Body formally sought.

This policy will be formally reviewed every two years.

### BEHAVIOUR CONSEQUENCE FLOW CHART

