



## **Churwell Primary School - Behaviour and Discipline Policy**

### **1 Introduction**

- 1.1 This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.
- 1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3 Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

### **2 Aims and objectives**

- 2.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others.
- 2.4 We aim to treat all children fairly and to apply this behaviour policy consistently.
- 2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.
- 2.6 The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour

### **3 Rewards and sanctions (See Appendix 3)**

- 3.1 We praise and reward children for good behaviour in a variety of ways:
  - All staff praise children for considerate, positive behaviour in such a way as to underline its value to our school.
  - All staff award team points for behaviour that reflects the elements of our Rainbow Rules (Appendix 1) and Rules for moving around school (see Appendix 2). Each term the winning team celebrate with a group activity. All children have



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a Buddy in school and Big Buddies and Little Buddies are in the same House Team.

- In Nursery the children receive stickers and verbal feedback/praise about their behaviour. There is a 'Proud Cloud' and 'Sad Cloud' system. The children's name is placed on the proud cloud for good/positive behaviour and the sad cloud for poor behaviour. To help the children think about any poor behaviour they children sit away from the provision areas and have 5 minutes time out. Nursery staff speak to Parents/Carers on a daily basis about both positive and poor behaviour.
- In Reception the children follow the Rainbow Behaviour system but if they have to be spoken to about poor instances of behaviour then they miss 5 or 10 minutes at that point. They sit on the carpet area in their classroom and miss the specified time. Reception staff speak to Parents/Carers on a daily basis about both positive and poor behaviour.
- In KS1 children access Golden Time each week that rewards them for consistently 'good to be green' behaviour. Children who do not show good behaviour at all times during the school week will have time deducted from Golden Time; this will be either 5 or 10 minutes.
- In KS2, children, together with the class teacher, set a class target. The class earn marbles towards the target. When the class earns 100 marbles they receive a pre-agreed class reward. Children who have been in the Reflection Zone for 3 or more occasions, will miss a proportion of time from the class reward as we want to celebrate consistently 'good to be green' behaviour.
- Every week we nominate children from each class to be part of our 'Celebration Assembly' which recognises not only good behaviour but positive attitudes to work and school. Such nominations are recognised with the award of certificates in school assembly. The certificate also recognises children's work towards developing a Growth Mindset and they receive a badge to celebrate the 'growth mindset' they have been using the most.
- We award merits to children, either for consistent good work or behaviour for learning. Children are awarded a bronze, silver and gold certificate and special stickers. KS1 children receive a prize from the 'Bronze Box' or a silver pencil from the 'Silver Box' and are invited to a Gold Treat at the end of the Summer term with the Headteacher. Children in KS2 receive a bronze, silver or gold keyring.
- Children who show outstanding effort, improved learning and excellent behaviour for learning or 'Brilliant Blue behaviour' are sent to the Headteacher for praise; these children receive a special Headteacher's sticker, a postcard home to celebrate success and sometimes a photograph on the school website.
- Those children who consistently applying themselves in a positive manner, work hard, excel in school and who display excellent behaviour both in learning and within the school community or 'Incredible Indigo' behaviour are rewarded at a termly Headteacher's Tea Party. These children are nominated by the Class Teacher.



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- All teachers nominate a child each week as an 'Always Child' which rewards considerate behaviour towards others and for always doing the right thing in school.
- 3.2 The school acknowledges all the efforts and achievements of children, both in and out of school. End of year reports contain information regarding children's wider achievements beyond school, thereby recognising personal endeavour and positive motivation.
- 3.3 The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. (see Appendix 3)
- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
  - We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
  - If a child is disruptive in class, the teacher will give a verbal warning. If a child misbehaves repeatedly, we may isolate the child from the rest of the class, under supervision, until they calm down and are prepared to comply with the teacher's expectations that they will work co-operatively alongside others.
  - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
  - If a child threatens, hurts or bullies another child, the child is sanctioned by withdrawal of privileges, such as leisure time. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.
  - The school operates a 'Reflection Zone' at playtimes for children in KS2. Children who receive an orange or yellow warning card will miss 5 or 10 minutes of their playtime. This room is supervised by a member of our Leadership team. The children will complete a reflection slip that makes them think about their behaviour and ways in which they will make changes to stop the situation from reoccurring. If a child is in the 'Reflection Zone' on more than three occasions then a telephone call is made home to discuss the child's behaviours. Children in Nursery have their name put on to the 'Sad Cloud' if they are spoken to about their behaviour; parents/carers are informed verbally at the end of the school day. In Reception, children who receive an orange or yellow warning will have 'Time Out' in the setting and parents will be informed at the end of the day. KS1 children miss time from their 'Golden Time' if they receive an orange or yellow card. If the children repeatedly miss time from their Golden Time then parents/carers are informed to discuss ways forward.
- 3.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further



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occurrences of such behaviour. We do everything in our power to ensure that all children who attend school feel safe and secure.

- 3.5 All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do use not any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children. Where staff are asked to restrain a child then they will be Team-Teach trained.

### **4 The role of the class teacher**

- 4.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 4.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- 4.3 The class teacher treats each child fairly, and enforces the classroom code consistently. This is discussed by the class under the 'Investors in Pupils' initiative. The teachers treat all children in their classes with respect and understanding.
- 4.4 If a child misbehaves repeatedly in class, in the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Key Stage Leader or then the Headteacher or Deputy Headteacher.
- 4.5 Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Inclusion Leader and Learning Mentors, discuss the needs of a child with these external agencies.
- 4.6 The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **5 The role of the Headteacher**

- 5.1 It is the responsibility of the Headteacher 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 to ensure the health, safety and welfare of all children in the school.
- 5.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-



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social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school Governors have been notified.

### **6 The role of parents and carers**

6.1 Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

6.2 We explain the school rules in the school prospectus, and we expect parents and carers to understand and support them.

6.3 We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions to address a child's behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the Headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

### **7 The role of Governors**

7.1 The Governing Body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

7.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **8 Fixed-term and permanent exclusions**

8.1 We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

8.2 The school follows the national Exclusions Guidance. Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion, and Headteachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions.

8.3 Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher



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may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 8.4 If the Headteacher excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents or carers how to make any such appeal.
- 8.5 The Headteacher informs the Local Education Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.6 The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 8.7 The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.
- 8.8 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the Local Education Authority, and consider whether the child should be reinstated.
- 8.9 If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **9 Drug and alcohol related incidents**

- 9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs any prescribed medication during the school day, the parent or guardian should notify the school by filing out form 3a at the office. This medicine should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee
- 9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be issued a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 9.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 9.4 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.



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### **10 Monitoring and review**

- 10.1 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2 The school keeps a variety of records concerning incidents of misbehaviour. The Headteacher records more serious incidents which have resulted in her involvement. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in their incidents book.
- 10.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. Records are also kept and sent to the LA of Racist or Homophobic incidents.
- 10.4 It is the responsibility of the Governing Body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of equality and discrimination so that no child is treated unfairly because of race or ethnic background.
- 10.5 The Governing Body reviews this policy every three years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Signed: R.Barson**

**Date: May 2017**