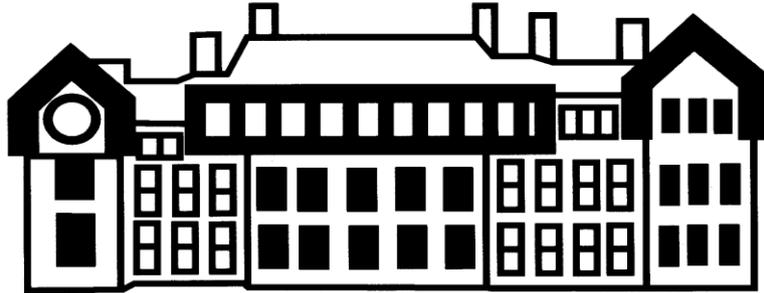


**GORDON**



**SCHOOL**

# **Behaviour & Discipline Policy**

**Ratification date: March 2017**

**Review date: March 2020**

**Signed \_\_\_\_\_ Headteacher**

**Signed \_\_\_\_\_ Chair of Governors**

## **Behaviour & Discipline Policy**

### **1 The Aims of this Policy**

It is very important to us that every member of the school community feels valued and respected. We aim to create a safe, secure and welcoming environment where the children can develop socially, emotionally, physically, spiritually and academically. We want them to enjoy learning, have a positive self-image and develop self-discipline.

This policy is designed to encourage a calm and purposeful educational environment where children develop independence, have a positive self-image and enjoy learning. We believe that a foundation of self-discipline is key to success.

### **2 A Reasonable Approach**

A fair and reasonable approach to behaviour underpins our policy. We believe in:

- reasonable expectations
- reasonable consequences (including supportive interventions)
- reasonably delivered

### **3 Reasonable Expectations**

#### **Expectations of Staff**

Staff are expected to be exemplary role models who conduct themselves in a professional manner at all times. They follow the guidance set out in the Staff Handbook and adhere to all school policies.

The strategies in this policy are to be implemented by all staff members including class teachers, specialist teachers and support staff covering classes or leading groups.

#### **Expectations of Pupils**

The following pupil expectations are developed and agreed by children in the school:

- to work to the best of their ability, and allow others to do the same
- to treat adults and children with respect and to be aware of the impact of their behaviour on others
- to follow the instructions of all school staff
- to take care of and respect property within the school environment and community
- to follow the behaviour code:
  1. we are gentle
  2. we are kind
  3. we are honest
  4. we try our best
  5. we look after property
  6. we listen

### **Expectations of Parents & Carers**

As part of the Home/School Agreement parents and carers are expected to support the school's Behaviour & Discipline Policy:

- to make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations
- to encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education
- to foster good relationships with the school and to support the school in the implementation of this policy

## **4 Reasonable Consequences**

We tackle low-level disruption by giving reasonable consequences for small failures to follow reasonable instructions.

**Years 1 to 6** ~ If pupils do not follow our reasonable and clearly explained instructions we take the following steps:

1. a recorded warning is given (see Weekly Behaviour Record)
2. five minutes away from the group
3. rest of the session away from the group
4. fifteen minutes withdrawal to another class or ten minutes playtime detention
5. withdrawal for the remainder of the morning or afternoon / parents contacted / Senior Leadership Team informed

Children should take work with them if they are removed from the group unless the teacher feels it would be more beneficial for the child to have time to reflect.

**Nursery and Reception** ~ An adapted version of the above system is used in Nursery and Reception to support the children's understanding:

1. a verbal warning is given
2. a five-minute timer is used when a child is removed from an activity or group
3. parents contacted
4. Senior Leadership Team informed

## **5 Reasonable Delivery**

We base our behaviour policy on clear expectations which are delivered through shared routines and shared language.

It is vitally important that when following through the steps, staff:

- use the same scripted language throughout the process
- give warnings in an unemotional manner
- give warnings discreetly as possible so as not to humiliate child
- give time and space for the child to take up the instruction – walk away / move on and come back to the child discreetly

We use the following scripts:

**“Eyes on me”** ~ to gain the children’s attention. We use claps to gain attention if we are in a noisy environment.

**“The instruction is to ..... Thank you.”** We say “thank you” instead of “please” because it has a greater assumption of compliance.

**“[Child’s Name], the instruction is to ..... This is a warning. I will be fair on [child’s name].”**

**“Hands, feet and objects to yourself.”**

**“Table voices”** ~ only the people on your table can hear you

**“Partner voices”** ~ only your partner can hear you

**“Silent voices”** ~ no one can hear you

To support the children in understanding and adhering to the behaviour expectations all classrooms will display:

- information on class rewards
- House Points (Years 1 to 6)
- working noise levels
- a flowchart of consequences

## **6 Recognising Effort and Excellence**

Our strategy for recognising effort and excellence includes:

- visual, verbal and written rewards (as appropriate to the child)
- class-wide rewards (Years 1 to 6)
- positive conversations / phone calls home
- House Points (Years 1 to 6)

## **7 Offering Support**

We ensure children are given extra support with their behaviour if/when:

- they have medical / educational / social / emotional needs which impact on their ability to follow instructions
- a change in their behaviour has been identified

We ensure staff are given extra support with behaviour if/when:

- they are working with a child for whom the consequences listed in *section 4* of this policy are not effective

When appropriate, we use Restorative Approaches to Repairing Relationships. This involves discussing the incident and the reasons why children have behaved in a certain way, reflecting on the impact of their actions and how to repair the damage caused by the behaviour.

## **8 Repeated or Persistent Misbehaviour**

If a child regularly receives sanctions for poor behaviour a record of incidents and potential triggers will be kept by the class teacher and discussed with the Inclusion Manager. We view poor behaviour as a message that the child has an underlying need. To support the child we will consult with parents and devise a Behaviour Support Plan and if appropriate, seek advice from external agencies such as the Education Psychologist service. The plan will be reviewed regularly. If there is insufficient progress the school will seek support from the *Inclusion, Learning & Achievement* team within the Local Authority which may include a Pupil Support Plan.

## **9 Dealing with Serious Incidents**

We have the right to take measures to keep pupils and staff safe. These measures include:

- the legal right to confiscate inappropriate items from pupils such as mobile phones
- statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses or trains
- the Headteacher's power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon
- a legal duty on schools to make provision to tackle all forms of bullying.

If a serious incident occurs the steps identified in this policy and on the flowchart of consequences will be suspended. The Senior Leadership Team will be informed immediately and an appropriate, alternative de-escalation strategy will be implemented.

## **10 Exclusion**

Exclusion is viewed as an absolute last resort when repeated, persistent or serious incidents occur. If exclusion is deemed necessary, the school follows the statutory guidance as set out in the Department for Education document: Exclusion from maintained schools, academies and pupil referral units in England, reference: DFE-00184-2017, updated July 2017

## **11, Monitoring and Review**

Pupil behaviour is monitored by the Senior Leadership Team on an ongoing basis and is discussed in weekly staff briefings.

A report on behaviour is included in the termly Headteacher's Report to Governors.

The effectiveness of this policy is reviewed by the Governing Body every three years or sooner if necessary.

## **12 Additional Information**

Additional information can be found in the following documents:

- Anti-Bullying Policy
- Equality Statement
- Child Protection & Safeguarding Policy
- Staff Handbook
- Positive Handling Policy
- Exclusion from maintained schools, academies and pupil referral units in England, reference: DFE-00184-2017, updated July 2017

## **13 Supplementary Documents**

The following documents have been produced to enable the staff to adhere to this policy:

- Weekly Behaviour Record
- Children's Steps
- Steps to be Followed for Giving Reasonable Consequences
- Staff Scripts to Use