

Cranbrook Church of England Primary School



Behaviour and Discipline Policy

Written by: Rosie Piper & Kath Hughes	June 2018
Agreed by governors:	
To be reviewed:	June 2020

Signed by Chair of Governors:	
Signed by Headteacher:	

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 one. This policy is based on our core Christian values.

Our school Motto is: **Learn, Grow, Shine**

Our school values are:

- Perseverance
- Ambition
- Respect
- Kindness

Vision Statement/Rationale:

- We are a Church of England school that values every one and believes that every situation is redeemable. We respect and value the safety, well-being 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.
- 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.
- 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 respect and the respect 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 – to adhere to and uphold the school values. As a school, we look at the reasons for any unacceptable behaviour and provide support by giving strategies to promote change.

Behaviour expectations

All pupils will:

- Arrive at school 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
 - Performing monitoring duties
 - In a club
 - Attending a 'consequence' as a result of poor behaviour
 - Wet Play
- Remember to have appropriate kit in school for PE/Swimming days/ 'Daily Dash'.
- Take pride in wearing their school uniform.
- Bring all items of clothing clearly named.
- Not to be chewing gum or sweets in school.
- Not to bring mobile phones, personal stereos, i-pods, i-pads or other similar electronic devices into school, (except year 6, who must leave mobile phones with the office at the start of the school day and collect at the end of day).
- Not to bring toys into school, unless requested by the class teacher.
- Place litter in bins provided and respect school grounds.

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 disciplining bad behaviour
- **Corrective discipline** – Techniques that could help to alter behaviour.
- **Supportive discipline** – Encouragement and emotional help to inform future behaviour choices.

Whole School Approach:

A summary of the school behaviour protocol can be found in Appendix 1.

The school has seven Golden Rules, which were chosen by pupils and finalized by the School Council. These are:

- ✓ Respect everyone and everything
- ✓ Listen to adults and other children
- ✓ Give everyone a chance to learn
- ✓ Show good manners and be polite
- ✓ Always be your best and aim high
- ✓ Be kind and considerate to everyone
- ✓ Move sensibly around the school

These golden rules link to our four school values: Perseverance, ambition, respect and kindness.

Ways we encourage, reward and support our children's behaviour:

- Golden Time
- Golden Rules and Checkpoints
- Worry box
- Talk Time with LBM
- Forest School
- Golden Tickets/Top Table

The behaviour protocol, linked to children demonstrating or failing to demonstrate the school's Golden Rules, is:

EYFS/ KS1:

- Children will be given a warning, and then moved down the coloured rocket (displayed in every classroom), from green to amber if poor behaviour continues. Any further incidents of poor behaviour will result in the child being given a warning and then moving from amber to red.
- If a child reaches 'red' on the rocket, they will receive a Consequence Card (further information below).
- Violence, spitting or swearing will result in the child moving straight to red on the rocket and receiving a Consequence Card.
- All children start each day in the middle of the rocket, on green.
- Children who demonstrate exemplary following of the golden rules can be moved up the rocket, to silver and then to gold. Any children on gold at the end of the day receive a gold sticker.

- Children can move up and down the rocket throughout the day; the colour they end up on will be recorded by the class teacher. Any below green will impact on Golden Time awarded

KS2:

- Children failing to follow the Golden Rules will be given a warning, and will then have a Dojo Point removed if poor behaviour continues. Any further incidents of poor behaviour will result in the child being given a warning and then having another Dojo Point removed.
- If a child loses two Dojo Points in a day, they will receive a Consequence Card (further information below).
- Violence or swearing will result in immediately losing two Dojo Points and receiving a Consequence Card.
- All children start the day afresh (although teachers will keep a tally of total Dojos lost and gained each week).
- Children who follow the golden rules will receive positive Dojo Points.
- The child who receives the most Dojo Points in a week will be awarded the 'Dojo Master' trophy for the following week.

Consequence Cards:

- If a child receives a Consequence Card, they will be sent to the Learning Behaviour Mentor (LBM) or a member of SLT and their behaviour will be discussed. A consequence will be agreed between the child and staff member. A letter will be sent home to the parent informing them that their child has received a Consequence.

If three Consequences are received in a term, the child will be put on 'Report'. More details of this can be found in Appendix 2.

Golden Time:

In KS1 and KS2: A record will be kept of behaviour outcomes each day by the class teacher. For every day that a child ends the day on green or above on the rocket (KS1) or has no negative Dojo Points (KS2), there will be an additional 5 minutes of golden time awarded. This will be used on a Friday afternoon. Those who receive this for all five days will receive a 'bonus' 5 minutes, bringing their total golden time to 30 minutes.

House Points:

House points should be awarded for home learning, spellings or as a result of team/class/school competitions. For rewards and sanctions linked to pupil's individual behaviour, the rocket/Dojo Points should be used instead.

'Time Out'

In some circumstances it may be appropriate for children to be given a 'Time Out' card to provide an opportunity for them to calm down, talk to an adult (where appropriate), and avoid further escalation of the poor behaviour. This exit system occurs when a child continually disrupts within the classroom; it 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 a short 'cooling off period'.

When in time out the child should sit down and follow the instructions given by their teacher, and be ignored by the receiving class. **It is not a time for the child to be reprimanded by the receiving teacher.** When the time out period is over the child is sent or escorted back to their class and teacher who will put them back on task, providing a quick recap to assist.

Lunchtime Behaviour

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

- Children exhibiting polite and positive behaviour are given Golden tickets which are posted in the golden post box in the hall. Every week a draw is done in Shine worship and the winner is added to the seasonal reward event. Winners are also drawn to decide who sits on the 'Top Table' to eat their lunch.
- Children may also be chosen to eat on the 'Top Table' if they are demonstrating exemplary table manners.
- Praise will be given and passed on to Class Teacher if pupils are modelling 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.
- Midday Supervisors will visit each class directly after lunch to inform the teacher if any child should lose or gain dojos/move up or down the rocket.

All incidents in the playground will be investigated by the Lunchtime staff. They can then award/remove Dojo points or move a child up/ down the rocket. If they are unable to resolve the issue they will pass it on to the Learning and Behaviour Mentor to speak to all parties involved and find a conclusion. The LBM and Class teachers will decide on any necessary sanctions.

Incidents will be logged in a behaviour book and passed on verbally to the pupil's class teacher at the end of lunchtime. The Learning and behaviour Mentor or a member of SLT will monitor these books regularly.

Any further continued offences or a more serious offence will involve the Head teacher, and parents will be informed. Appropriate sanctions will be taken.

Persistent or Extreme Poor Behaviour

This could include:

- Vandalism.
- Violent or 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 Mentor's involvement.

In these cases, pupils will be sent straight to the Head teacher or staff member in charge. The parents will be informed and, should a decision be made to issue a fixed exclusion, will be asked to collect their child from school.

Use of Exclusions

There are two types of exclusion:

- **Fixed (temporary) period**
- **Permanent**

A decision to exclude a child should only be taken:

- In response to a serious breach of the 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. The Head Teacher or staff member should consider all relevant facts and firm evidence before the Head Teacher reaches the decision to exclude.

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.

Further information about exclusions can be found in the school's Exclusions Policy.

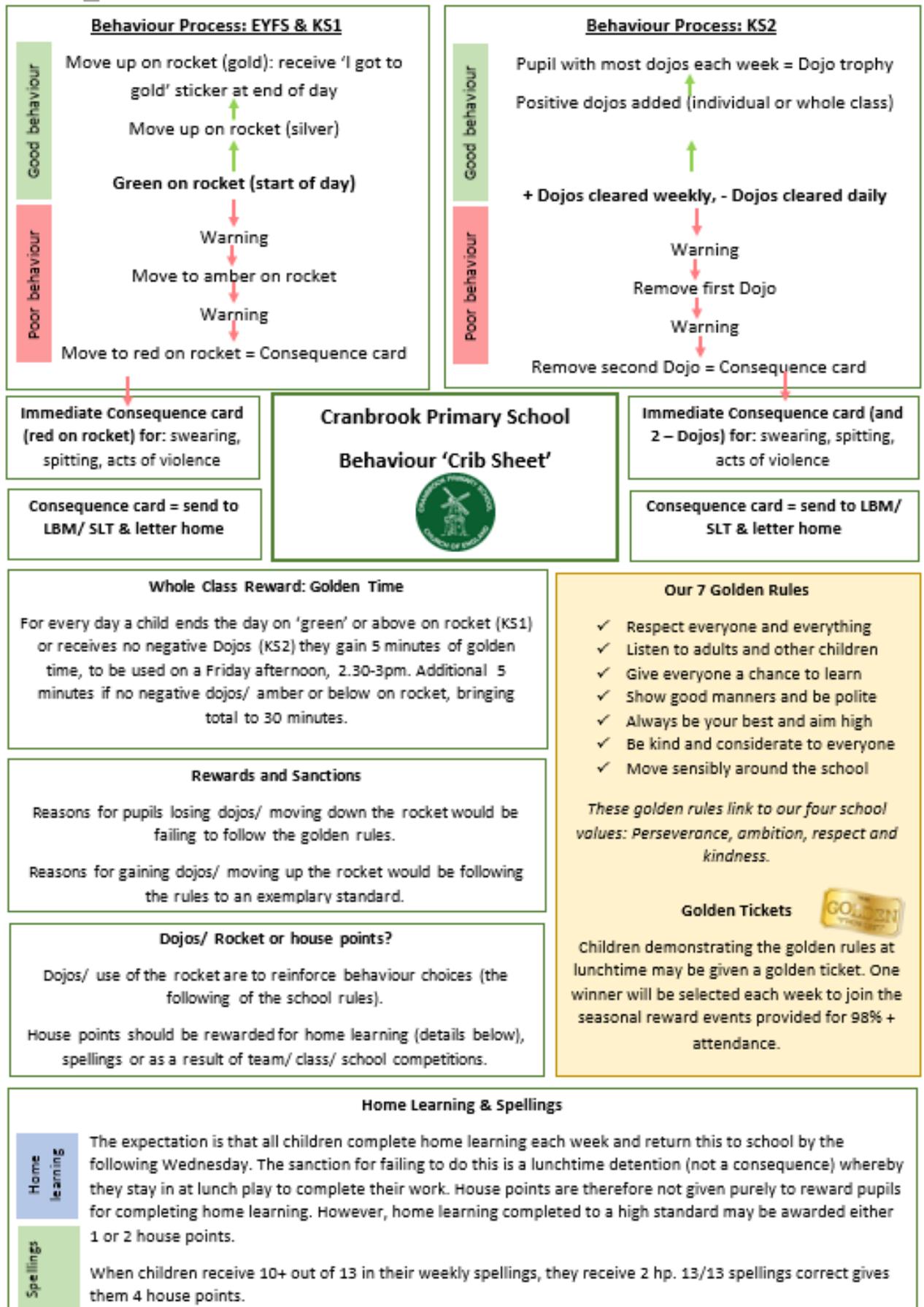
Acceptance of Behaviour & Discipline Policy

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 the 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 being formally sought.

Appendix 1
BEHAVIOUR SUMMARY



BEHAVIOUR CONSEQUENCE FLOW CHART

