

# **Barnby Dun Primary Academy - Behaviour and Discipline Policy**

## **Shared Expectations**

Children work and behave best when they are happy. It is essential that there is a partnership between Barnby Dun Primary Academy and our parents so that the same messages concerning behaviour are given at school and at home. Children need to know that teachers and parents support each other and that we all care about them. Our aim is to actively foster good behaviour using rewards, high expectations, clear boundaries and simple rules. Children learn most effectively when they know what they are supposed to do and when they are constantly encouraged and rewarded for doing it. This document sets out a clear set of consequences for children who are unable to follow clear rules and choose to misbehave. This is a necessary element of any school's approach to discipline but our emphasis is firmly on positive encouragement of good behaviour.

Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on mutual respect between children and adults. Therefore, all staff, parent helpers, students etc. must adopt this philosophy. Relationships between everyone and at every level are vital. Our expectations are that people treat others the way they would like to be treated themselves. It is important that our Behaviour Code is clear and well known by all children and parents and is consistently applied by all staff.

Within our ethos, we hope that children will work hard, be proud of their achievements and value the achievements and rights of others.

Our high expectations of behaviour apply at all times, with all people and in all places during the school day.

We are committed to a whole school approach to discipline. Rewards and consequences may differ slightly according to the age and maturity of the children but the overall procedures are the same throughout school. This document is split into four sections:

1. Teaching and Learning approaches- how good behaviour can be encouraged
2. High expectations and rewards
3. Response to poor or inappropriate behaviour.
4. Lunchtimes

### **1. Teaching and Learning Approaches**

We can take positive steps to encourage good behaviour by:

1] Creating a pleasant, relaxed but purposeful atmosphere in the classroom, where children are respected, show respect in return, and have a clear idea of our expectations.

2] Establishing a strong class identity and team spirit. This can be done through a variety of strategies: class name, class rules, pupil of the week, weekly class attendance etc.

3] Emphasising and building on success: all children seek approval; praise and encouragement are far more effective than criticism and punishment. We aim to develop self-esteem by showing children that we value their efforts and achievements. A child who has a low sense of worth or feels a failure is more likely to behave in an unacceptable way.

4] Encouraging the development of self-confidence. Allowing the children to make small decisions for themselves from an early age, and gradually allowing them to take more responsibility for their own actions, enables them to become more aware of, and confident in, their own abilities.

5] Showing the children that we take pride in the school and value their contributions. The way we organise the classrooms and the quality of the displays around school are evidence of this. We can only expect the children to care for, and have respect for their surroundings if we set a good example.

6] Organising our classrooms in an orderly way. Materials should be well organised and easily accessible. We can then encourage independence by allowing children to select materials and tidy away after use. Poor classroom organisation can create confusion and aimlessness, which can often lead to bad behaviour.

7] Providing carefully planned activities which are interesting, stimulating and appropriately differentiated and which cater for different individual learning styles. A child who is interested and involved is less likely to misbehave. Boredom and lack of direction may lead to poor behaviour.

8] Always showing consistency of approach. Children are more likely to accept a code of behaviour if it is clearly understood and consistently and fairly applied by **every adult** in school.

9] Making every effort to foster good relationships and emphasising the importance of courtesy, thoughtfulness, honesty, kindness and loyalty. These attitudes need reinforcing all of the time.

10] Ensuring appropriate supervision of children at all times i.e. in the classroom, shared areas or school grounds. Supervision for older children may be more discreet in order to further promote the development of self-discipline, but all children need the security of knowing they can turn to a responsible adult when necessary. They should be taught to respect those in authority. (This includes teaching staff, support staff, lunchtime staff, the site manager, parent helpers, visitors etc.)

11] Giving the children increasing responsibility as they develop and mature, showing them that we trust them and value their opinions and contributions, i.e. through Pupil consultation groups.

12] School rules are kept to a minimum and are primarily concerned with the safety and welfare of everyone in school. The children are made fully aware of these rules and the reasons for them.

### **Investors in Pupils**

Investors in pupils is built on the principle valuing the views and opinions of pupils and giving them a voice within school. It provides opportunities for children to take responsibility for their own learning and behaviour.

The five underpinning principles of Investors in pupils are Behaviour, Learning, Attendance, Induction and Classroom Management. In each classroom the Investors in Pupils areas are displayed, with each class having their own behaviour and reward system in place. These are agreed and set with the children at the beginning of each academic year. Each class signs a mission statement agreeing to the rules. The school's six Golden Rules are displayed in each class, discussed, reinforced and referred to regularly.

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen to others
- We are honest.

As part of Investors in Pupils, a group of KS2 children are voted to be Anti-bullying Ambassadors and Playground Leaders. These children are trained to promote and demonstrate good behaviour on the playground and within school.

## **British Values**

The Government set out its definition of British Values in the 2011 Prevent Strategy and these values have recently been reiterated by the Prime Minister. The DfE has reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values.' These are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

At Barnby Dun Primary Academy, we are committed to serving our community and local area. In so doing, we reinforce British values regularly and in the following ways:

### **Democracy:**

Democratic values are an explicit part of our ethos. All adults listen to the views of the pupils and value their opinions. Pupils have further opportunity to have their voices heard through our School Council and Pupil Consultation groups. The elections of School Council are the result of pupil votes and this group canvases the opinions of their peers.

### **The Rule of Law:**

The importance of laws and rules are consistently reinforced in the classroom, as well as through school assemblies. Pupils are taught to understand the need for laws - that they are there for individual protection, the responsibilities that this involves and the consequences when laws are broken. Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used. Assemblies and discussions in class focus on recognising right from wrong on a regular basis.

### **Individual Liberty:**

Pupils are encouraged to be independent learners, constantly making choices, within a safe and supportive environment. Developing their self-esteem and self-confidence is very important. Pupils are encouraged to understand their personal freedoms and are taught how to use these rights to best effect. All pupils are keen to support charities, whether local, national or global. They are taught consideration for others through our Religious Education curriculum and PSHE lessons in particular. E-safety teaching enables them to make choices in a safe manner.

### **Mutual Respect:**

Respect is one of our core values and key to our school rules. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. Assemblies constantly promote respect for others and the importance of good manners. All pupils are taught the importance of self-respect, honest and open communication with others and fair play. Pupils work collaboratively and value others' opinions.

### **Tolerance of those of Different Faiths and Beliefs:**

Through our curriculum and whole school areas as SMSC, PSHE, History, Geography and RE, pupils are reminded of their place in our culturally diverse society. Assemblies and class work promote the diversity of society and the right for each person to be respected and valued equally, regardless of ability, gender, faith, heritage or race.

## **2. High expectations and rewards**

The most important aspect of any school policy is the consistent expectation of good behaviour from all school staff- teaching and non-teaching. This will be constantly reinforced in the classroom, in assemblies, around school and on the playground. Children will be rewarded for demonstrating good behaviour, good manners and consideration and respect for others- making appropriate choices. Reward systems will vary according to the age of the children but it is vital that all staff share the same values and are pro-active in developing these attitudes in all pupils.

### **Rewarding Good work and Behaviour**

We want to reward those children who demonstrate positive attitudes to learning, always choosing to work hard and behave well.

Rewards include:

- Dojo points
- Foundation Stage stickers
- Head Teacher/ Deputy Head Teacher Stickers
- Text messages sent home
- Sharing achievements and work with other adults in school
- Lunchtime golden behaviour tickets given by MDSAs – name written on back, put into ‘Lunchtime Behaviour Champions’ box outside Miss May’s office - 5 drawn weekly at the end of Monday’s celebration assembly for a prize from Miss May’s prize box
- Parents invited in to Golden Certificates assembly on a Friday (year 6 monitors will collect teachers’ choices on a Thursday morning and the office will then text relevant parents).

### **Foundation Stage**

- Class Dojo reward system is used – children have their own Dojo monster and add Dojo’s (stickers) throughout the week, given for good behaviour, work and effort. On a Friday, one child in each class becomes the ‘Dojo Champion’ for the week, earning a certificate and a prize.
- Stickers are used: these can be put on the child’s work, in home/school diaries or on jumpers for the children to wear and take home.
- Around the school, good behaviour may be rewarded by staff and a sticker or dojo points may be given for a child to wear on their jumper, e.g. for lining up quietly, for helping other children.
- Children chosen for their good work, effort and behaviour will receive a gold certificate in Rewards Assembly each week.
- The school’s six Golden Rules are displayed in class, discussed, reinforced and referred to regularly.
- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen to others
- We are honest

Each class has their own ‘class name’- Bluebirds or Butterflies. This helps to create a sense of belonging, inclusion and being part of a team.

## Key Stage 1 and 2

- Each class agrees a set of class rules at the beginning of the school year and these are displayed on the class wall and discussed in PSHCE time and on an ongoing basis, as necessary.
- Each class has their own 'class name' which they choose with their new teacher on 'class swap' day in July. This helps create a sense of belonging, inclusion and being part of a team.
- Good work, sensible behaviour and good effort will be rewarded in the classroom with dojo points / stickers.
- Around the school, good behaviour may be rewarded by staff and a sticker or dojo points may be given for a child to wear on their jumper, e.g. for lining up quietly, for helping other children.
- Children chosen for their good work and behaviour will receive a gold certificate in the Rewards Assembly- 2 children in each class per week. Children may also be nominated for a Special mention by any member of staff –Monday assembly.
- 'Smart person of the week'- one child is chosen by their class teacher or voted by their peers each week for using one or more of our learning powers: Resilience, Independence, Collaboration, Evaluation.
- Each week, children who have followed all the class and school rules are rewarded with a period of 'Golden Time'. A range of art and craft activities, cooking, sports, games and computers are organised for children to choose from.
- In some KS2 classes, children work together on their tables to earn and accumulate 'team/table points'. These are recorded on a chart and the winning table/team announced on a Friday. This encourages shared responsibility for keeping work space tidy, sharing equipment, being ready to line up for assembly etc.
- Children earn 'dojo points' and these are electronically recorded weekly for the class. During Friday assembly, the class with the most dojo points becomes 'Class of the week'; their name is displayed in the hall.

### 3. Response to poor or inappropriate behaviour

Emphasis is on choice. If a child chooses to misbehave, consequences **will** follow.

The approach outlined below is the general disciplinary procedure in operation within school, though circumstances at times may dictate a different approach. Where pupils display inappropriate behaviour teachers will use a variety of strategies to modify this behaviour, in this order:

- 1) Discussions of inappropriate behaviour with individuals/whole class
- 2) Individual verbal warnings
- 3) Name recorded on amber light: may be moved to somewhere else in the classroom that may support in the correct choice being made
- 4) Name recorded on red light if the poor behaviour is not corrected: this leads to loss of some of the weekly Golden Time.
- 5) Removal of a child from their classroom to work in a phase leader's (not necessarily child's phase) classroom (Think Sheet to be completed and copy sent home to parents) Work set will then be **completed**, even if this means it being finished during break / lunchtime.

**6) If a persistent issue:** Removal of a child from their classroom to work with the Deputy Head or the Head (Think Sheet to be completed and copy sent home to parents). Work set will then be **completed**, even if this means it being finished during break / lunchtime. This step is only to be used if **all** other steps have been exhausted.

If incident is repeated, as well as the above steps, the following will be implemented:

- Removal of privileges
  - Loss of playtime / lunchtime - supervised by staff
- 1) Class teacher will contact or meet with parents to discuss the issue and some ideas for working together to improve the situation;
  - 2) An Individual Behaviour Plan may be agreed by the class teacher and SENCo/Inclusion Leader / Deputy Head, along with parents;
  - 3) If the issue persists, class teacher and phase leader (maybe including SENDCo) will meet with parents and pupils may be given a target card, where they agree specific targets for each session of the day and reports/messages are given to parents at the end of each day;
  - 4) If the issue persists, class teacher and phase leader, along with deputy head will meet with parents to make it clear that improvement must now be seen, to avoid serious consequences. If the issue is primarily at lunchtime (particularly if children are being physically aggressive), it may be that Calming Hub is offered to support the child or, if this doesn't have an impact, a lunchtime exclusion may be enforced. Similarly, if issues persistently arise at breakfast club, it may be that your child's place is removed.
  - 5) If the issue persists, deputy and head will meet with parents and may issue an exclusion or one last step before an exclusion. A pupil may be excluded for a fixed period. The Chair of governors will be informed.

If a number of strategies are not working and there is danger of permanent exclusion, then the class teacher, SENCo/ Inclusion Leader and Head will seek guidance and support from relevant agencies, such as the ARC at Bentley, the LA SEN team, Educational Psychologist. Following such consultation, a Behaviour Support Plan will be agreed with parents to target the inappropriate behaviour. This plan will need to be reviewed regularly.

## **Refusal**

If a child refuses to follow an instruction given by any member of staff, this will be treated seriously. The following steps will be taken:

- 1) The adult will repeat the instruction, along with the reason for the child completing the instruction – child is given a short period of time to reflect and make the right choice in complying;
- 2) If the child does not choose to comply, the instruction will be made clear again and consequences made clear (amber / red light, missing of playtime to complete the task, moving to another classroom to complete think sheet then task – depending on time taken so far);
- 3) If the child still opts not to comply, a final warning will be given and the child will be informed that non-compliance will result in the Deputy or Head removing them from the classroom.

If a child persists in refusing to follow adult instructions, this will not be accepted and the issue will be escalated to SLT level, where serious consequences will be considered and parents involved.

Incidents of inappropriate behaviour which are repeated or a one-off serious incident will be logged on CPoMS. The Head is fully informed of the incident and the action taken. The class teacher and SLT will check carefully to see whether patterns of poor behaviour are developing and the above actions will take place.

When a pattern of poor behaviour is emerging, it is essential that notes are taken of incidents and staff responses. These may be needed later if the situation deteriorates and evidence is needed. This information is recorded on our online recording system: CPOMS.

### **Physical Intervention**

On occasion, staff may need to use 'reasonable force' to manage a situation where a child's behaviour threatens to cause injury to themselves or others, damage property or seriously disrupt the smooth running of the school. When dealing with pupils who exhibit very challenging behaviour, staff should use these strategies where possible, before Physical intervention is used:

- Give time
- Distraction
- State alternatives
- Give space
- Reassure/remind
- Other staff intervene
- Talk calmly
- Use humour
- Instruct other pupils
- Repeat request
- Remove stimulus
- Offer time out
- Step away
- Praise partial compliance

We aim to use de-escalation techniques to support challenging behaviour. However, it is understood that at times it may be a necessity to restrain a child. This will always be after several de-escalation techniques and will be to prevent injury to themselves or another person or sometimes when there would be severe damage to property. Health and safety of all pupils and staff will always be a priority.

As a school, we have a list of designated adults who have been trained by 'Team-teach' and are authorised by the Headteacher to restrain and/or move pupils.

Team-teach techniques seek to avoid injury, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.

Any incident where restraint has to be used is logged and parents informed immediately.

### **Individual Handling Policies**

An individual handling policy will be written for children whose challenging behaviour frequently requires restraint in line with the local authority guidelines.

## **Bullying**

Staff will do their utmost to ensure that bullying is dealt with and stamped out whenever/wherever it occurs. The key aspect of any policy to deal with bullying is encouraging victims to report any bullying behaviour by others. When staff receive reports from pupils about bullying, they are always investigated fully and sanctions taken according to staff's assessment of the situation. Further details of such sanctions are given in the school's Anti-Bullying Policy.

The staff will actively teach all children that if they are being subjected to unwanted behaviour to say, "Stop it, I don't like it". The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected to tell an adult about their concerns.

## **Keeping the school informed**

We want to know at an early stage of any concerns you or your child may have. We want to put things right as soon as possible and request that you contact your child's class teacher in the first instance with any concerns you may have. We undertake to investigate the issue as soon as we can and report back to you.

## **Exclusion**

Exclusion is a final resort; however, Department for Education (DfE) legal guidance states the following as grounds for exclusion:

**'if a child's behaviour systematically, persistently or significantly threatens the safety of others and/or impedes the learning of others'**

Exclusions are the last resort and will normally be for serious violent behaviour towards others in school or for persistent and deliberate transgressions of school rules which have not been remedied by the strategies outlined. In cases where the safety of pupils and staff is at risk, then exclusion may be the most appropriate strategy. Initial exclusions may be for a period of 2 or 3 days. In such cases, parents will be contacted immediately by telephone. Arrangements for the exclusion will be written and given on the same day. If future exclusions are necessary, then the procedures outlined by the LA and Dfe will be followed.

Ultimately, our aim is to keep all children in school and enable them to achieve their absolute best; however, if one child is compromising the learning opportunities or safety of other children and every effort has been made by the school to support the child, this will not and cannot be accepted any longer.

## **4. Lunchtimes**

The Midday Supervisors are responsible for the organisation and discipline of children at lunchtimes. In order to promote good behaviour at lunchtimes, the Midday Supervisors will also use the reward systems outlined earlier, including golden tickets, in addition to giving 'lunchtime superstar' cards in the dining hall.

## **LUNCHTIME CODE OF CONDUCT**

Children need to be equally clear about what is expected of them in the playground and indoors during lunchtime. The classroom rules also apply:-

## **Golden Rules**

☑ We are gentle

We don't hurt others

☑ We are kind and helpful

We don't hurt anybody's feelings

☑ We listen

We don't interrupt

☑ We are honest

We don't cover up the truth

☑ We work hard

We don't waste our own or others' time

☑ We look after property

We don't waste or damage things

All children should have a thorough understanding of the following:-

- They should play in the designated areas.
- They should not come back into school unless permission is given by a teacher, MSA or supervising adult.
- They should observe the lunchtime bell and go into lunch with their class.
- They should observe indoor play rules applicable to their class.
- They should observe the procedure for when the bell/whistle rings at the end of lunchtime.

As in the classroom, we reinforce good behaviour wherever possible by praise and positive recognition:

- At lunchtime, MSAs can give out stickers / lunchtime superstar / golden tickets for good behaviour, consideration, politeness, empty plates etc.
- Children earning a sticker will be recognised by their teacher and may be given a dojo point.

However, we have agreed on the following sanctions to be applied in cases of misbehaviour:-

First time - Warning and reminder of appropriate behaviour.

Second time - MSA to put the child's name in their green book – this will be followed up by the Deputy or Head.

Third time or severe case of inappropriate/aggressive behaviour - Child sent straight inside to the Headteacher. Name recorded in behaviour book. Parents may be contacted if considered necessary.

It is important that the children receive the same messages from all members of staff, and that rules and standards are consistently applied.

As with the classroom sanctions, each day is a new start.

### **Rewards from MDSAs**

Midday supervisors will give out golden tickets to children who are behaving well, being helpful and making the right choices: these will then be entered into a raffle and drawn in Monday's assembly, leading to prizes being rewarded.

## **Behaviour from parents/carers and visitors to the School**

### **Statement of principles**

Our School encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one.

As role models, and for the safety and well-being of our children, staff and parents, parents and other visitors are expected to behave appropriately when on school premises.

Parents and other visitors are expected to show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community.

The vast majority of parents, carers and others visiting our school set a good example. This policy addresses those rare occasions when behaviour is inappropriate.

### **Incidents involving others' children**

If an incident has happened at school involving your child, please do not approach other children.

By all means come in and tell staff how you are feeling and what your child's account of the incident was but let us deal with it in school. Approaching someone else's child in order to discuss an incident or "tell them off" because of their actions (whether alleged or observed) is not appropriate in any circumstances.

If you have concerns about something, that has happened in school please speak to a member of staff promptly.

### **Unacceptable behaviours**

Aggression, verbal and or physical abuse towards members of school staff or the wider school community are unacceptable no matter what the circumstances are. Examples of behaviour that are considered serious and unacceptable and will not be tolerated include:

- raising your voice or shouting at members of the school community, either in person or to school staff over the telephone;
- refusing to leave school premises when you have been asked;
- persistently contacting a member of staff when you have been told they are unavailable; we will endeavour to return your call asap on the same day but on rare occasions, this may not be possible. Senior leaders are sometimes in scheduled meetings and cannot be disturbed. When parents are informed of this, parents choosing to turn up at school, without appointment, and 'demanding' to see someone is completely unacceptable. This is not reasonable behaviour and parents will be asked to leave immediately;
- physically intimidating members of the school community, e.g. standing very close to her/him;
- the use of aggressive hand gestures;
- threatening behaviour;
- shaking or holding a fist towards another person;
- swearing; pushing; hitting, e.g. slapping, punching and kicking; spitting;
- breaching the school's security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

***Unacceptable behaviour may result in the local authority and the police being informed of the incident.***

### **Action of staff when facing unacceptable behaviours**

The School expects and requires its members of staff to behave professionally in difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all staff and pupils have the right to feel safe in the school environment. All members of staff have the right to work without fear of intimidation, violence or abuse.

### **Procedure to be followed**

If a parent/carer behaves in an unacceptable way towards a member of the school community, the head teacher or appropriate senior staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent/carer may be banned by the head teacher from the school premises for a period of time, subject to review.

In imposing a ban, the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow.
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included.
3. The chair of governors/LA will be informed of the ban.
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

### **Conclusion**

The local authority itself may take action where behaviour is unacceptable or there are serious breaches of our home-school agreement or health and safety legislation.

In implementing this policy, the school will, as appropriate, seek advice from the Local Authority's education, health and safety and legal departments, to ensure fairness and consistency.

C.Robinson / C. May - Reviewed July 2018

Next review July 2019