



A great school in a great community
achieving great outcomes for children

Behaviour and Discipline Policy

Reviewed by Governors November 2018

Behaviour and Discipline Policy

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S. 1987)

Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with behaviour problems is the school’s problem not an individual teacher’s problem.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils’ self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children’s education and maintain standards of behaviour.

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

The Teacher’s Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour. Teacher’s need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour. Children’s ‘attitude’ is carefully tracked and reported to parents. This includes attendance, punctuality, behaviour, effort, homework and uniform. Targets and support are agreed where necessary.

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Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

1. Our Code of Conduct is:

TAKE CARE OF YOURSELF

Never

- Do anything dangerous
- Leave school without permission
- Talk to strangers in school unless they have a badge

Always

- Tell someone if you're unhappy or being picked on

TAKE CARE OF OTHERS

Never

- Do anything to hurt others (such as hitting or name calling)
- Distract others from working
- Be cheeky or rude to adults

Always

- Be friendly to other children

TAKE CARE OF OUR SCHOOL

Never

- Steal or deliberately damage school equipment
- Drop litter or deface the school building
- Give the school a bad name

Always

- Be proud of your school

2. Our Listening Code

When I am asked for my attention I:

Stop what I am doing
Show two empty hands
Look at the adult
Keep quiet and still
Listen

3. Our Line up Code

When I am asked to line up I:

Walk to the end of the line
Leave a person space
Keep my hands and my feet to myself
Keep quiet and still
Face the front

These basic rules are displayed in all classrooms and corridors and regularly verbalised.

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4. We have specific rules being enforced on the grounds of health, welfare and safety

a. Food and drink

Key Stage Two children may bring fruit or a healthy snack from home to eat at morning play and a drink (not fizzy). All other children are provided with a healthy snack and a drink. Milk may be purchased via the school office. Other than packed lunches and snack in KS2, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health, (Tameside has one of the worst dental health records for children nationally). Drinks were frequently spilled and bottles smashed, spoiling other packed lunches and presenting an unacceptable risk of cuts and food contamination. Children have regular access to water and are supplied with water bottles. A choice of milk or water is available during lunch.

b. Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson. If earrings have not been removed they will be covered over with micro pore tape to avoid a child missing a PE lesson which is a compulsory part of the curriculum.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe damage to the wearer's ears or injury to others.

c. PE Kit

Appropriate clothing must be worn for all PE activity

Indoors:-No jewellery, bare feet, shorts, Tee shirt or vest.

Outdoors: - No jewellery, plimsols or trainers, shorts, Tee shirt, (Tracksuit in certain conditions).

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should change clothing for hygiene reasons. Slip on shoes or laced shoes even with small heels are not suitable for outdoor games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

d. School Clothing

Uniform with the school logo on may be purchased from Panache in Droylsden and Tesco online. The school colours are grey skirt / trousers and dark green fleece / jumper and white shirt / polo shirt. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled black shoes should be worn.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment. Trainers are unhealthy if worn all day.

e. Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

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f. Mobile Phones

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the class teacher. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the teacher in writing. Such requests will be considered on an individual basis. If permission is granted mobile phones must be handed in to the school teacher upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours. School takes no responsibility if a mobile phone is lost or stolen. Parents send their child to school with a mobile phone at their own risk.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying. They are also an unneeded responsibility for both child and teacher.

Behaviour Guidelines	Procedures
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A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to time out, a member of SMT or the head should be sent for. If available the learning mentor or parent/pupil support advisor should be contacted first.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Numerous staff in school are trained in safe physical intervention strategies using 'Team Teach' techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Headteacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly. While waiting for the police to arrive staff will conduct a thorough search of the school site and buildings.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour. Leaving the school premises will normally invoke an immediate fixed term exclusion.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions). Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions). Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with 'class points'.

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Movement Around School

- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the right hand side of the corridor.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, doorways etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.
- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support from a teacher or teaching assistant.

Staff should be present in their classroom by 8:50am, when children are asked to arrive, and again after school to see them safely off the premises. No hot drinks should be taken onto the playground or into the classroom unless in a flask type cup with a lid.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The 'Playground Incident Book' needs to be taken out every playtime to record the application of these procedures and track the behaviour of individuals.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. If children are using both pitches a member of staff must be on each side at all times. Staff should arrive promptly to collect their classes at the end of playtime / lunchtime.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point'.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that departments are never left unsupervised.

Playground procedures (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes, with the exception of going to the toilet, rainbow room and library (with a pass).

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Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on the pitches or the field in appropriate conditions at the discretion of the duty teachers. Any misuse of playground equipment will lead to sanctions.

Any unacceptable behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency. Any child needing medical attention at playtime should be escorted to the school office. At lunchtime they should first be seen by the first aider on the playground, before being escorted into the school office if further treatment is required.

Some children may choose, or be directed, not to go outside at breaktime or lunchtimes and instead will be placed in a group, led by teaching assistants and the learning mentor. These groups will have specific timetabled areas and the leaders of each group will know which children are in their group to ensure that they are adequately supervised. These groups will take part in a range of activities designed to support children in working together and playing appropriately.

Behaviour Guidelines	Rewards
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It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

General

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Headteacher for commendations, stickers, dip boxes, certificates etc.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Rainbow Room pass can be awarded.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Morning helpers, Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole School Reward Systems:

Achievement Certificates

A weekly assembly is dedicated to the praise and recognition of children who have made particularly noteworthy achievements for Attainment, progress, behaviour or Attitude. This assembly is held at 9:00am on Tuesdays in Key Stage One and 9:00am Wednesdays in Key Stage Two. Parents are personally invited to attend and witness the presentation of achievement certificates and badges.

Class of the Week

Each class has a 'Class Dojo' page, where individual children can be awarded dojo points and these can also be put together to create a class total. Rewards for good behaviour at playtimes and lunchtimes include the awarding of additional dojo points. At the end of each week class teachers will issue a Dojo winner of the week certificate to the individual who has earned the most dojos' The winning class who have the highest number of dojos achieved that week are announced in the Friday

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Celebration assembly. At the end of each term the class that has won 'Class of the Week' the most times will be taken bowling / climbing as a reward.

Displayed, in each class, is a dojo reward chart for the whole class when they collectively earn a set number of dojos. The rewards range from receiving a sticker to having 20 minutes extra golden time. This is consistent across the whole school

Lunch Passes (Rainbow Room)

Each teacher has a rainbow Room pass which allows children to spend lunch time in the Rainbow room where there are board games, art activities, computers etc. They are awarded at the end of each morning session for good behaviour / effort or attitude. Children who receive a pass go straight to the front of the dinner queue and then go to the club for the rest of the lunchtime period if they wish.

Star of the Week

Each teacher nominates a child to be class 'Star of the Week'. The children's names are announced in assembly on Fridays and receive a badge and bookmark. The children's names are displayed in the hall.

Attendance

We celebrate good school attendance at whole school, class and individual pupil level. Each half term children with 100% attendance are rewarded with certificates (presented in assembly) and prizes (through class raffles). Children who have 100% attendance for the whole year receive certificates and prizes and their names are placed in a school raffle to win a bicycle. Each week in assembly the class with the highest attendance that week is announced and they receive a class treat. At the end of the year the class who has won the highest attendance the most times receives £50 to spend on wet play games for their new classroom.

Class Reward Systems:

Each class teacher operates a dojo reward system specific to their class. This can include the use of marbles in a jar, mystery privilege, sticker charts, dip tins etc. Each class also uses the class dojo system and at the end of each half term the 4 children who have earned the most class dojo points earn a prize. Across the school a Golden time system is used where children start with 20 minutes of golden time at the start of the week. This can then be lost if a child misbehaves. The twenty minutes is then used at an identified point in the week, with children who have lost golden time joining in when the time they have left is remaining.

Behaviour Guidelines	Sanctions
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Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a 'Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on an Incident form, the teacher's class diary or the Playground Incident Book.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.

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- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory. Very few children will ever get to Step six or beyond.

If unacceptable behaviour occurs:

STEP ONE: If unacceptable behaviour occurs use normal strategies

E.g. praising correct behavior displayed by others, polite requests, repositioning, separating, use of classroom behaviour systems. If behaviour continues **give child 1 warning.**

STEP TWO: Give a final warning

Use the agreed phrase, 'This is **your final warning. Do you understand?**'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. The positive behaviour you expect should be reinforced – 'I would like you to

***** FROM NOW ON NO MORE WARNINGS *****

STEP THREE: Time Out A (Classroom)

- Child sent to designated chair/area of classroom.
- Age appropriate amount of time sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records who, when, why on white 'TIME OUT A' form at isolation table (teacher records in FS and KS1 or use visual symbols etc. as appropriate).
- In KS1 child's name is placed on the rain cloud.

If behaviour improves return to lesson. If not or if child refuses, move to Step 4

STEP FOUR: Time Out B (Year Group Colleague)

- Child escorted to year group colleague with work to be completed. In Foundation Stage child is sent for 'thinking time'.
- Up to 1 hour working alone without causing disturbance. Five minutes thinking time for Foundation Stage children.
- Possible removal of treats / rewards.
- Child records who, when, why on blue 'TIME OUT B' form at isolation table (teacher records in FS and KS1 or use visual symbols etc. as appropriate).
- In KS1 child's name is placed on lightning cloud.
- Time out B letter 1 is sent home by the child's class teacher.
- Time out B forms are monitored by Learning Mentor fortnightly.

If behaviour improves return to lesson. If not or if child refuses, move to Step 5

STEP FIVE: Time Out C (Senior Teacher)

- Child escorted to Key Stage Leader or Assistant Headteacher.
- Rest of morning or afternoon session working alone without causing disturbance.
- Team leader records who, when, why, where on Time Out C record.
- Team Leader informs parents of isolation by letter.
- Class teacher ensures reply slip from parent sent to senior teacher and filed in brown file.
- Time Out C records are monitored fortnightly by Learning Mentor.

Foundation Stage – child is spoken to by Key Stage Leader/Assistant Head. Parents are informed by letter that child's behaviour is causing concern.

If behaviour improves return to class. If not or if child refuses, move to Step 6

STEP SIX: On Report (Senior Leader / SENCO)

- Teacher completes a Behaviour Assessment Profile with child.
- Deputy / SENCO Meeting with parents/child to agree targets and programme of support.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Behaviour book set up and completed for each session by teacher in charge (stays in school).
- Clear consequences identified for failure to achieve targets set (including possible exclusion).
- Daily feedback to child and parents (x 5) with agreed rewards provided by parent / school.
- PFSA to begin CAF discussions with parents and set up pupil file.
- Report to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.

If targets are achieved (2 consecutive weeks) review with child and parents and remove from Report. If Report failed, move to Step 7.

STEP SEVEN: Behaviour Contract (Headteacher / Deputy)

- Parents informed this is a last step before exclusion.
- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.
- PFSA to complete a CAF.

If behaviour improves return to Report. If not move to Step 8.

STEP EIGHT: Internal Exclusion (Headteacher)

- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Maximum of 1 week internal exclusion.

***If behaviour improves return to class on a return from internal exclusion agreement.
If not move to Step 9***

Following latest government guidance

STEP NINE: Fixed Short Term Exclusion (Headteacher)

Child excluded from school for up to 5 days per term

- Parents, Chair of Pupil Discipline Committee, LA Officer informed.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract or Report for a minimum of four weeks.
- CAF meeting may be called or PSP put in place.

If behaviour improves remove from Report. If not move to Step 10.

STEP TEN: Fixed Long Term Exclusion (Headteacher)

Child excluded from school for up to 45 days per year.

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LEA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or upholds the exclusion.
- Upon return to school or if reinstated child stays on Contract or Report for a minimum of eight weeks.

If behaviour improves remove from Report. If not move to Step 11.

STEP ELEVEN: Permanent Exclusion (Pupil Discipline Committee)

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstates or upholds exclusion.
- Parents notified of right to appeal.
- If appeal successful or reinstated, child stays on Contract or Report for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

PLEASE NOTE: Serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Sanctions Procedure: LUNCHTIME

STEP 1

- Give a polite but firm request to stop.

STEP 2

- Give a final warning. Use the agreed phrase, "This is your final warning, do you understand?"

FROM NOW ON GIVE NO MORE WARNINGS

STEP 3: Time Out A

- Isolate the child by asking them to stand against the wall in order to reflect and calm down. No longer than 5 minutes and visual supervision must be maintained.
- Child loses a class point.
- Record child's name and reason for losing a class point in the Playground Incident Book.
- Explain that the child may regain the lost point with improved behaviour.

**IF THE CHILD CONTINUES TO DISPLAY UNACCEPTABLE BEHAVIOUR MOVE TO STEP 4.
IF THE CHILD MODIFIES THEIR BEHAVIOUR GIVE BACK THE CLASS POINT**

STEP 4: Time Out B

- Escort child to senior manager on duty.
- Record Time Out B in 'Playground Incident Book'.
- Child loses a class point.
- Loss of rest of lunchtime or following day.
- Teacher informed.

IF THE BEHAVIOUR OCCURS TWICE IN ONE WEEK MOVE TO STEP 5

STEP 5: Lunchtime Detention (5 days)

- Loss of all lunchtimes for a week
- Parents informed by letter

IF THE BEHAVIOUR REOCCURS ON RETURN TO PLAYGROUND MOVE TO STEP 6

STEP 6: On Report

- If there is no improvement the child will go 'On Report' with clear targets for lunchtime behaviour expectations.
- Parents to attend a meeting with a senior teacher and agree the targets.

If targets are achieved (2 consecutive weeks) review with child and parents and remove from report. If Report failed, move to step 7.

STEP 7: On Contract

- If there is no improvement the child will go 'On Contract' with clear targets for lunchtime behaviour in order to avoid immediate exclusion.
- Parents to attend the meeting and agree the targets.

If behaviour improves return to Report. If not move to step 8

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STEP 8: lunchtime exclusion (2 days)

- Parents will be asked to supervise their child during the lunchtime period for 2 days.
- Children entitled to free school meals will be provided with a packed lunch.

If behaviour improves return to Report. If not move to step 9

STEP 9: lunchtime exclusion (one week)

- Parents will be asked to supervise their child during the lunchtime period for 1 week.
- Children entitled to free school meals will be provided with a packed lunch.

If behaviour improves return to Report. If not move to step 10

STEP 10: lunchtime exclusion (up to 12 weeks)

- Parents will be asked to supervise their child during the lunchtime period for the rest of the term.
- Children entitled to free school meals will be provided with a packed lunch.

If behaviour improves return to Report. If not move to step 11

STEP 11: Permanent lunchtime exclusion

Any child continuing to present problems after three exclusions of one week or more in an academic year will be permanently excluded from lunchtimes.

Unacceptable Behaviour

In all cases of unacceptable behaviour supervisors should move straight to STEP 4. Unacceptable behaviour would include:

- Fighting
- Bullying (physical and verbal)
- Racial or sexual abuse
- Vandalism
- Theft
- Verbal/physical assault on adults

All incidents of this type must be dealt with in a more formal way.

- If behaviour results in physical or verbal abuse towards an adult an "Assault" form should be completed.
- All racist incidents must be recorded on the 'racist incident' form and forwarded to the LEA.
- If physical intervention of any kind is required it should be consistent with our "Use of Force Policy" and an "incident" record should be completed the same working day.

Other incidents deemed unacceptable behaviour should be recorded in the Incident Book. Incidents should be recorded verbatim using the actual words/actions heard or seen along with the name of the victim and signed by the person making the report any witnesses should also be noted. Serious incidents involving violence, abuse or vandalism need to be responded to on an individual basis with appropriate sanctions including immediate permanent exclusion if necessary.

If a child receives three detentions/exclusions in one term and the problem is not resolved, s/he may be excluded from lunchtimes for a minimum of one week and a maximum of two weeks. If the problem persists it may be necessary to involve outside agencies such as behaviour support or educational psychologist.

Any child continuing to present problems after three exclusions of one week or more in an academic year will be permanently excluded from lunchtimes

Behaviour and Discipline Policy

Troubled children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. Some children living with certain medical conditions may find it extremely difficult to manage their own behaviour. For these children the normal rewards or sanctions procedures may not be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. For these children the school has a range of interventions and programmes that will be utilized in order to ensure the child has access to learning while maintaining the safety of others.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports, in class monitoring books (for KS2).

Both use the school 'colour code' system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

Individual Behaviour Plan (IBP) Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g. "To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- Should provide clear consequences for breaking the agreement e.g. exclusion, loss of reward

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

Behaviour and Discipline Policy

Good Practice

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which destroys their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be physically hurt
- Not to be bullied
- Not to hear swear words

Other relevant documentation : Lunchtime Policy, Anti Bullying Policy, Anti Racism Policy, Special Educational Needs Policy, Attendance Policy, Marking Policy, Use of Force Policy, Home School Agreement.

At Greenside Primary School we will continually strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.