



## **Barnabas Oley School**

# **Behaviour and Discipline Policy**

Version: 3.4

Reviewed: November 2018

Approved: Curriculum Committee

Date: November 2019

## Revision History

<b>Version</b>	<b>Author</b>	<b>Summary</b>	<b>Review Date</b>	<b>Next Review</b>
		Original Hard Copy	Dec 2003	
1.0		Copied into new format onto disc	12/12/05	
1.1	Jon Beech	Updated at Curriculum Committee meeting March 13 2006	13/3/06	
2.0	Jon Beech	Final following review	14/3/06	
3.0	Mrs Smith	Updated to reflect current practice	Jan 2012	Sep 2013
3.0	Curr Cmtee	Reviewed – no changes	Oct 2013	Oct 2014
3.1	Curr Cmtee	Reviewed with minor changes	Nov 2014	Oct 2015
3.2	Curr Cmtee	Reviewed with no changes. Typos corrected	Nov 2015	Nov 2016
3.2	Curr Cmtee	Reviewed with no changes	Nov 2016	Nov 2017
3.3	Curr Cmtee	Reviewed with some amendments	Nov 2017	Nov 2018
3.4	Curr Cmtee	Reviewed with no changes	Nov 2018	Nov 2019

## Contents

1	Philosophy .....	1
2	Purposes .....	1
3	Success Criteria .....	1
4	Behavioural Expectations .....	2
5	Golden Rules .....	2
6	Sanctions .....	2
7	Expectations .....	3
7.1	On coming to school .....	3
7.2	Whilst sitting on the carpet/chairs .....	3
7.3	Whilst working .....	3
7.4	During Assembly .....	3
7.5	When moving around school in general .....	3
7.6	During Playtime .....	3
8	Behaviour Management .....	4
9	Appreciation of Good Behaviour and Work .....	4
9.1	Star of the week .....	4
9.2	Headteacher's Award .....	4
9.3	House points .....	4
10	SEND and Other Vulnerable Pupils .....	5
11	Procedures for Monitoring and Assisting Behaviour .....	5
12	Guidelines for Parent Helpers .....	6
13	Lunchtimes .....	6
14	Detention and Confiscation .....	6
15	Discipline off the School Site .....	6
16	Available Support for Parents .....	7
17	Monitoring and Review .....	7

Blank Page

## 1 Philosophy

We believe that good habits of work and behaviour are essential for effective teaching and learning. Individuals have a right to develop and work in an atmosphere of respect, trust, security and openness, where positive relationships are celebrated within the school and wider community. We recognise that good behaviour needs to be taught and that we need to develop good self-esteem in order to maximise children's potential to meet the learning and social challenges in the school environment. Inappropriate behaviour is often the result of poor self-esteem. We know that children who feel good about themselves learn more easily and retain information. For this reason, our behaviour policy is based on a positive approach to problems and is aimed at building self-confidence and self-esteem. We have high expectations in terms of both achievement and behaviour. The aim of this policy is to recognise and encourage good behaviour, rather than simply punish bad behaviour. The key elements of our policy being - clearly defined shared goals, creation of a safe and caring environment, recognition of individual worth and success, tolerance and understanding of others, willingness to hear what others are saying (be this children or adults), acknowledgement of the right to be listened to.

## 2 Purposes

Our behaviour policy will

- foster a safe and secure environment
- create a purposeful learning situation by allowing effective teaching to take place
- encourage children to value themselves and each other as individuals and tolerate each other's differences, thus emphasising positive relationships
- enable children to develop self-esteem and confidence
- emphasise good behaviour
- help children develop responsibility for their own actions by the establishment of systems to reinforce good behaviours and modify unsociable ones.

All members of the school community, teaching and non-teaching staff, parents, children and governors, work towards these aims and values.

## 3 Success Criteria

We shall be succeeding when;

- All staff are familiar with the terms of the policy and implement them consistently, in the belief that they have a supportive framework within which to operate
- Children value the acknowledgement of their successes and achievements, in the knowledge that the system is accessible to all equally. (Satisfactory behaviour should not be taken for granted)
- Children, staff and parents recognise that sanctions are fair, appropriate and actually address the problem.
- There is adequate and appropriate support for learning needs.
- Children feel free from the threat of bullying or intimidation and are secure in all areas or situations throughout school.
- Parents express confidence in the school's behaviour policy and the wider community acknowledges that the school deals effectively with behaviour issues.

The implementation of the policy is monitored and aspects of it are evaluated on a regular basis

## 4 Behavioural Expectations

As a school we strive to create a positive, caring environment for all. It is recognised that in order to achieve this, all individuals within the school must be clear about the standards to which we are aspiring. Children need to feel secure in the expectations of the school and of the rewards and sanctions they can expect. To this end it is important that all staff adhere to the systems described in this policy. Through discussion at staff meetings aspects of positive behaviour to be fostered have been identified alongside behaviour which is considered unacceptable. These have been summarised into a set of Golden Rules for use throughout the school. These apply in the classroom including outdoor learning, assembly time, P.E, lunchtimes and at playtimes.

## 5 Golden Rules

It is important that.....

- We are kind and polite
- We always try our best
- We listen
- We are truthful
- We care for others

These rules are displayed in each classroom and the school hall. They are the focus for a series of assemblies at the beginning of each academic year and are followed up on a regular basis in the classroom. At the beginning of the new school year, each class will also agree on their own class charter as part of PSHE programme, which will reinforce the Golden Rules. The sanctions below are to be implemented only in relation to these rules.

## 6 Sanctions

A series of pictures are used in each classroom to help children to follow the school behaviour code.

1. **Step 1;** Warning/reminder related to Golden Rule
2. **Step 2;** Removed from the situation e.g. to sit near the teacher
3. **Step 3;** Time out away from group/activity, but within the classroom. Golden time will be deducted.
4. **Step 4;** Sent with a reflection sheet to a partner teacher. Parent will be informed by class teacher directly or by phone at the end of the day. Golden time will be deducted.
5. **Step 5;** Sent to the Headteacher. Parent informed by Headteacher and usually invited into school to discuss child's behaviour. In very extreme cases of unacceptable behaviour it may be necessary to exclude a child from school for a fixed period, or in its most extreme form, on a permanent basis. Clear protocols are followed and adhered to should this be the case.

These steps are followed during one teaching day. There are two levels of Reflection sheet designed to meet the learning/developmental needs of all children. They are based on the Restorative Justice approach to behaviour management and give children the opportunity to

reflect on their behaviour choices, the implication of these choices on others and an opportunity to think about how they can put the situation right. Once completed by the child, the sheet will then be discussed with the class teacher.

## 7 Expectations

In addition, there is a series of expectations adhered to throughout the school. The section below is not intended as a series of Do's and Don'ts, but a general guideline for behaviour, many relating directly to Golden Rules.

We expect:

### 7.1 On coming to school

A polite exchange/greeting on entering class e.g. Good Morning. Evidence of a good attempt at independent organisation of coat, reading folder, homework etc.

### 7.2 Whilst sitting on the carpet/chairs

To be listened to. Everyone to sit smartly. Eye contact when asking/answering questions. Hands up and not shouting out answers. Replies which can be heard especially yes and no (head nodding or shaking is not acceptable). A minimum of fussing; especially not fiddling with the hair, shoes or clothes of another child or oneself.

### 7.3 Whilst working

An appropriate noise level. Good care of equipment. Routines adhered to e.g. finding next task when work is completed. Movement around areas to be considerate, always walking, never running. Chairs to be sat on not swung on or feet up and tucked under table. Tidying up to an acceptable standard.

### 7.4 During Assembly

Walk in and out of the hall silently until outside of building is reached and then quiet chatting. Sit still. Keep hands to themselves and keep hands still. Put up hands to give an answer. Put hands together quietly for prayer.

### 7.5 When moving around school in general

Care for others when going in/out of doors. Be aware of others carrying awkward loads and know how to help. Always walking, not running- facing the direction that you are going in. Remember to keep quiet when walking about the school during learning time.

### 7.6 During Playtime

All children may use all play areas. The children may only have one pocket sized toy. We will promote positive play with these toys. Children should not swap toys. Behaviour as previously mentioned with regard to manners etc. Children must ask if they need to use the toilet.

- At the end of playtime the teacher on duty should:
- Indicate to other members of staff that she is about to blow the whistle.
- Position herself in the centre of the playground and give one loud clear blow of the whistle.
- All children should stop playing and talking and stand still.
- On the second whistle children in Cedar, Silver Birch and Willow walk to line up outside their classrooms. Children in Holly and Maple line up on the playground in front of the teacher. They are then sent to walk around the hall to their classrooms.

- The class teacher meets the children at the doors and supervises them back into the classroom.

## 8 Behaviour Management

Below are some points for all staff to be aware of.

1. Expect to give and receive respect
2. All adults in school need to be aware of their own behaviour i.e. Tone of voice, facial expressions, shouting, finger pointing, body language, frequency of smile/frown.
3. Encourage a firm, fair and consistent approach with regards to standards.
4. Follow the Restorative Justice approach when dealing with conflict between two or more children.
5. Children must have a clear knowledge of the Golden Rules and other identified boundaries.

We will;

1. Be firm rather than aggressive.
2. Criticise the behaviour not the person/individual.
3. Avoid sarcasm.
4. Avoid en-masse punishments as this is unfair to the 'innocent' parties within the group.
5. Speak to children about their behaviour in private rather than in front of their peers.
6. Ensure that all children are listened to carefully and fairly so that the true facts about a situation are established.

## 9 Appreciation of Good Behaviour and Work

We are careful to recognise all achievements made by the children. These may include a curriculum area, effort, attitude, being a good friend etc. We celebrate achievement in the following ways.

### 9.1 Star of the week

Each week teams/class teachers set a target for their year group. This could be curriculum or PSHE based. The children are told the target in advance and the award is made on a Friday in Celebration assembly. They have their photograph taken and displayed in the school hall and are applauded in a weekly assembly with the Headteacher.

### 9.2 Headteacher's Award

Exceptionally good work is rewarded with a Headteacher's Award. The child is sent to visit the Headteacher with their work or a note from their class teacher and is awarded a sticker and certificate. Their name is also written in a special log book. Names of children who have received this award will be published in the school newsletters and website.

### 9.3 House points

Children are awarded house points for individual effort and achievement. These points contribute to individual awards as well as joint awards for their House. The winning house each Half Term has a House Party, planned by the House Captains and attended by the Headteacher.

In addition, teachers may use stickers and stampers to reward targets achieved etc. Speaking to parents about achievements, sending home an e-card, writing positive comments on their work, comparing past work to present to indicate progress, and showing a previous teacher their work, are additional ways in which we hope to celebrate children's achievements.

## 10 SEND and Other Vulnerable Pupils

(Please view in conjunction with SEND Policy and Anti-Bullying Policy).

There are a number of reasons why pupils with SEND or disabilities, and other vulnerable pupils may behave inappropriately. It may be that they do not have the cognitive, physical, or social and emotional competences necessary to understand and follow a school rule. They may not understand an instruction because, for example, they have a hearing or speech and language impairment. They may not, as with a child who has severe learning difficulties, have reached a developmental stage where they are capable of comprehending something as abstract as a general rule. They may have attention difficulties that mean they cannot sit still for long periods, and so be unable to comply with requirements to sit still in an assembly or whilst listening to a story. These situations will be dealt with on an individual basis. Inappropriate behaviour may also be that despite the fact that the pupil has the necessary competences, and the right incentives to use them are in place, they are experiencing such stress that they are temporarily unable to make rational choices. Examples include a pupil who has been abused; lives in a household where there is domestic violence; is worried about a sick parent; has experienced a bereavement; is being bullied (see Anti-Bullying Policy for further information); whose parents are in the process of an acrimonious separation or divorce or is repeatedly teased because of a disability.

## 11 Procedures for Monitoring and Assisting Behaviour

On occasions, a child's behaviour may come within the unacceptable band either through a build-up of inappropriate actions or one major incident. The Golden rules cover most aspects of school life and as such most will be catered for by the sanction procedures indicated earlier. However certain behaviours may necessitate a swifter course of action, particularly when a child has become extremely distressed or is behaving in a violent way towards children or adults. For such situations the following procedures are adopted.

- Through talk and gesture, attempts are made to calm the situation.
- Non-aggressive body language and controlled use of voice.
- A child may need to be assisted to a quiet/ safe area of school e.g. Space Place, Office, library in order to calm down. If this is necessary, two adults must be present.
- Positive handling techniques may need to be employed. All staff receive additional training in safe ways to handle children. Only trained staff may use these procedures.
- Parents may be contacted to come to the school. All parents will be informed directly about such incidents.

All incidents shall be recorded in the Positive Handling Record which is kept in the Headteacher's office.

## 12 Guidelines for Parent Helpers

Parent helpers will not be left alone to supervise a large group of children. They should refer any behaviour issues that arise with individuals or small group work to the Class Teacher or Teaching Assistant to deal with as necessary.

## 13 Lunchtimes

The senior Midday Supervisor is responsible for ensuring that lunchtime staff are alerted to potential behaviour problems and that an appropriate course of action is followed. All behaviour incidents should be reported to the class teacher at hand over time. A regular dialogue should develop between teachers and lunchtime assistants about the children in their care. In this way many critical incidents can be avoided. It is important that Lunchtime Staff are familiar with the Golden Rules so that their expectations can be related to them. If children do not respond to reminders about their behaviour from their lunchtime assistant, they follow the sanction code below.

1. Reminder about behaviour related to the Golden Rules
2. If behaviour repeated  
Asked to play in a restricted play area where they can be seen by lunchtime assistant.
3. If behaviour repeated  
Time out (for a maximum of 5-10minutes depending on age of child (one minute per number of years old e.g. 5-year-old- 5 minutes) standing in a specific area of the playground. Not facing a wall.
4. If behaviour repeated  
Midday supervisor informed. Liaison with class teacher at handover time.

This sanction code applies to incidents occurring within one lunchtime. Each day will start anew with assistants beginning with positive reinforcements rather than continuing sanction route over a number of days.

## 14 Detention and Confiscation

On rare occasions it may be appropriate for a member of staff to confiscate an item that a child has brought into school. Items that are deemed to be potentially harmful, pose a threat or distraction to others or are a health and safety risk may be removed. For example; a laser pen or a very large piece of jewellery. The item may be taken until the end of the day where it will then be returned to the child and a reason for confiscation explained to parent/carer/guardian. Children will not be detained for poor behaviour outside school hours. They may be asked to sit for a maximum of 5-10 minutes (appropriate to child's age) to reflect on their behaviour as part of the Restorative Justice approach, within the school day only.

## 15 Discipline off the School Site

During educational visits children are expected to adhere to the golden rules, as they would in school. The school expects a high standard of behaviour to be displayed. Pupils who misbehave will have the same sanctions imposed as described above.

At the end of the school day the class teacher waits to ensure that all the children are handed over to a responsible adult. Therefore, no accountability will be taken by the school

for misbehaviour that occurs between home and school once the responsibility of the child has been passed to the collecting adult. However, if an incident is reported to the school then we may become involved. Behaviour during after-school clubs may be dealt with in the same way as any school based activity if a teacher is present. Parents will be informed of any continued behavioural issues during such activities and the problem will be resolved with liaison between home and school.

## **16 Available Support for Parents**

Parents will be informed if their child is persistently misbehaving. They can often offer insights as to why their child may be experiencing problems. A constructive joint approach between home and school will promote consistency for the child, and is more likely to be successful in bringing about changes in the child's general behaviour. A range of systems that are specific to the child's needs may be put into place to promote and reward good behaviour. An example of this may be a smiley chart whereby the child receives a smiley stamper or sticker for each session that s/he has behaved well. These mini targets can then be altered and extended as necessary. If a parent or guardian wishes to learn more about how to develop their children's social, emotional and behavioural skills then they should speak to their child's teacher or the SENDCO who will be able to offer advice about specific courses that are available to parents or other outside agencies that may be of help. We can also suggest additional strategies that they may wish to try at home.

## **17 Monitoring and Review**

This policy will be reviewed on an annual basis following consultation with staff and governors. A parental questionnaire will be distributed and discussions with the children held. We will look to assess whether the policy continues to effectively support the day-to-day management of behaviour difficulties, use existing resources as efficiently as possible and actively promote the principles of equality of opportunity for all pupils.