



## HAWKESBURY CE VC PRIMARY SCHOOL

### DISCIPLINE AND BEHAVIOUR POLICY

#### **Rationale**

Children need to be given the opportunity to become aware of their own feelings and to develop respect for the feelings of others. This social and emotional development should be encouraged not only in school, but also at home within the wider community in order to enable children to become self-disciplined and more aware of their moral, social and educational obligations. This policy addresses changes set out in Section 89 of the Education and Inspections Act 2006 for maintained schools and the Independent Schools Standards Regulations 2010 for Academies and Free Schools.

#### **Aims**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To provide clear and consistent expectations of good behaviour.
- To instil and encourage self discipline.
- To increase pupils' self esteem by making them feel respected and valued.
- To treat each pupil fairly and consistently.
- To encourage a pupil to develop and demonstrate a positive, caring attitude.
- To encourage respect for others.
- To ensure that all staff accept collective responsibility for good discipline.
- To support children in modifying inappropriate behaviour and sustaining acceptable behaviour.
- To work in partnership with parents.

#### **School Rules**

School rules will relate directly to the standards, attitudes and values fundamental to a church school. The key values will be promoted both in Collective Worship and the daily life of the school and there will also be a visual reminder of the value for each term displayed in both the school halls.

**Our core values:** in all we do we aim to develop in our young people;

- Respect
- Caring
- Responsibility
- Ambition
- Creativity
- Perseverance

Our 'Golden Rules' are:

- Be polite
- Be kind
- Be safe
- Do our best
- Listen carefully
- Be responsible

1. Every opportunity should be taken to identify and reinforce good behaviour through praise and encouragement
2. At the start of the year each class will formulate and agree a few class rules, rewards and sanctions following discussions between each teacher and their children. These rules should be drawn from the principles which underline the behaviour policy and be consistent with them. The class rules will compliment the whole school rules.
3. Dojos / stickers can be awarded for good behaviour, effort or achievement.
4. Every week one of the assemblies will be devoted to rewarding individual pupils for effort, achievement or behaviour. Class teachers will be asked to nominate pupils for praise during

this assembly. The names of pupils rewarded in this way will be displayed during the coming weeks on the wall in the Hall.

5. Whenever it is appropriate the Class Teacher may send pupils to the Headteacher for special praise and encouragement.
6. The whole school code of conduct is shared with parents and children through the home school agreement and forms the basis of expectation for children's behaviour around the school
7. Staff will maintain a consistent approach throughout the school regarding behaviour.
8. The children are made aware of their responsibilities, that everyone is expected to display a good standard of social behaviour and mutual respect.
9. For children who deliberately step outside acceptable standards of behaviour, there are agreed sanctions. (see pages 5-7)
10. All adults are expected to apply these sanctions fairly, in order to maintain a consistent behavioural policy towards the children. Parents and governors should be involved at appropriate stages. It is important that parents are informed of children's behaviour when it is judged necessary, preferably verbally, but letters may be used when appropriate.
11. Instances of negative behaviour are recorded on SIMS by the teacher who has witnessed the behaviour.

### **Screening and Searching Pupils**

1) There may be times when staff need to confiscate or retain pupil's property as a sanction or to ensure the safety of the child and those around them. In this case, the member of staff is not liable for damage or loss of the items. Confiscation would be appropriate if children are playing with objects which could cause themselves or others harm or that they have been told that they may not play with, for example in service or a whole class teaching situation. Confiscated items will usually be returned to the parents or guardian of the child at the end of the day with an explanation about why it was confiscated.

2) School staff may search pupils without consent (*Section 550ZA of the Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012*) when they suspect that they may have 'prohibited items' such as: knives and weapons, alcohol, drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images.

### **The Use of Reasonable Force or Make Other Physical Contact**

Very occasionally it may be necessary to use force either to control or restrain, any member of school staff has the authority to use this when necessary. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Discipline beyond the school gate**

Children on school trips or being educated off-site are expected to behave as they would during a normal school day and follow the school's code of conduct. Rewards and sanctions will be issued as they would at school and reported back to the class teacher and when appropriate the headteacher.

Occasionally the behaviour of pupils outside school impacts on the school's reputation or is reported back to the school. Each case will be different, but in general the child's behaviour would be discussed with the child and their parents and relevant action taken if necessary.

**Pastoral care for school staff accused of misconduct**

Staff will not automatically be suspended if accused of misconduct, pending an investigation. The governing body will instruct the head teacher to draw on the advice in the ‘Dealing with Allegations of Abuse against Teachers and Other Staff’ guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

**When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour**

Our sanctions guidance outlines when a pre-SAF / SAF and / or Change tracker will used

**Conclusions**

Staff should be aware that there are appendices to this policy which give detail on:

- a) Strategies for positive encouragement
- b) Consequences of repeated misbehaviour
- c) See also the Anti-Bullying Policy.

Challenging behaviour affects the whole school and is thus a whole school problem. We must work together to maintain good standards of behaviour.

Agreed at the Full Governing Body meeting 22<sup>nd</sup> November 2016, agenda Item 8

Signed: ..... Chair of Governors

Review Date: Autumn 2018

Equalities Impact Assessment: Completed

## Rewards – Ways to promote positive behaviour

This seeks to define clearly for all adults working in school (both paid and volunteers), ways they can reward children for following the school's 'Golden Rules', showing good manners and generally behaving in ways that lead to successful learning. Adults should feel free to use the rewards below.

The school's 'Golden Rules' are as follows:

- Be polite
- Be kind
- Be safe
- Do our best
- Listen carefully
- Be responsible

Children respond best to praise, our role as adults working with children is to praise the behaviours which we want to see to make this explicit to children and to encourage them to display this behaviour.

The ways we promote this at Hawkesbury CE VC Primary School are as follows:

<b>Reward</b>	<b>How used</b>	<b>Recorded</b>
<b>DOJOS</b>  (Robin, Swallow and Hawk class)	<ul style="list-style-type: none"> <li>• Give this for anything positive by all members of staff – behaviour and work, give in single points.</li> <li>• Totalled at the end of the week.</li> <li>• Certificates are awarded to the class Dojo champion on a weekly basis.</li> </ul>	<ul style="list-style-type: none"> <li>• In classrooms</li> <li>• Support staff/coaches/volunteers record points given on form and hand to office as leave.</li> </ul>
<b>DOJO HALL OF FAME</b>  (Robin, Swallow and Hawk class)	<ul style="list-style-type: none"> <li>• All children who achieve the agreed class threshold are given a raffle ticket. A raffle draw is held weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• Names of pupils who achieve threshold are put on display in the classroom.</li> <li>• Weekly winners are recorded on a display in the infant corridor.</li> </ul>
<b>RAFFLE TICKETS</b>  (Robin, Swallow and Hawk class)	<ul style="list-style-type: none"> <li>• These are awarded by members of staff as a reward for exceptional work.</li> <li>• In addition, lunchtime staff award stars to pupils for good behaviour, good table manners and quiet voices. These stars are converted to raffle tickets.</li> <li>• The raffle draw is held once per week in each class. A small prize is awarded.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers record who has won. No child should win in consecutive weeks.</li> </ul>
<b>STICKERS</b>	These are awarded at staff's discretion.	
<b>POSITIVE PRAISE</b>	As much as possible to praise behaviours which we are trying to encourage and for anything positive	
<b>STAR OF THE WEEK</b>	Given weekly by class teachers in Celebration service for good work or doing something extra special	<ul style="list-style-type: none"> <li>• On board in hall</li> <li>• These are recorded in</li> </ul>

		teachers' markbooks for monitoring.
<b>CELEBRATION SERVICE</b>	Held weekly on Friday afternoon, parents/carers attend – various awards presented	
<b>ARCHIE</b> (Wren class)	Used in Wren class for good listening and whole class learning behaviour	
<b>SHARING GOOD WORK WITH PARENTS</b>	As and when	
<b>HEAD TEACHERS' AWARDS.</b>	Stickers are given by Headteacher when sent by school staff or identified by Head.	

### **Sanctions - Consequences of repeated misbehaviour**

This seeks to define clearly for all adults working in school (both paid and volunteers), the types of misbehaviour that may occur and the appropriate consequences. We believe that each day should be treated as a fresh start, where possible, and therefore sanctions should occur on the day that they happen (occasionally this is not possible). Positive reinforcement of appropriate behaviour would be the most effective strategy, but the following sanctions for misbehaviour have been identified.

Correcting unacceptable behaviour at the earliest opportunity is for the benefit of the child, him/herself and the wider school community. The levels of sanction will not always be followed in sequence, e.g. if a child displays more serious behaviour such as fighting.

We have high expectations of the behaviour for all our pupils but we acknowledge that we also have a duty to teach children from a young age how to behave responsibly. For this reason, our levels of sanctions vary according to the age of our children.

### **SANCTIONS IN WREN CLASS**

1. Given a verbal warning and reminded of the correct behaviour
2. Name put on the cloud – 4/5 minutes time out
3. Name put on the raindrop, sent to the Headteacher or Deputy Head in her absence. Written in the 'Behaviour Book'\* – reason should also be recorded. This will be recorded on SIMs. Parents informed.
4. Misbehaviour which is repetitive, shows little sign of improving or is a serious risk to themselves or others, an individual behaviour plan would be considered.

## **SANCTIONS IN ROBIN, SWALLOW AND HAWK CLASSES**

### **LEVEL 1: LOW LEVEL BEHAVIOUR**

#### **First Sanction : Low Level Misbehaviour**

At the beginning of every day, every child's name will be on a blue happy face, on display in the classroom.

In the first instance of low level misbehaviour, a child's name will be put on the yellow unhappy face.

Examples of general misbehaviour are:

- Breaking any of the Golden Rules/ Classroom Rules. Children in KS1 may receive a warning first. Children in KS2 will receive no prior warning.
  - Be polite
  - Be kind
  - Be safe
  - Do our best
  - Listen carefully
  - Be responsible
- Not getting on with learning activities
- Preventing other children from learning
- Wasting learning time in the classroom
- Deliberately distracting other pupils
- Calling out / shouting out / interrupting the teacher
- Throwing classroom items
- Mistreating books and materials
- Failure to clear up / tidy away
- Inappropriate behaviour in the dining room at lunchtimes
- Dropping litter
- Running inside school buildings
- Talking inappropriately during Service.
- Making fun of other people's work

#### **Second Sanction: Repeated low level behaviour**

Should the child continue with low level misbehaviour, his/her name will be transferred to the red face.

In this instance the child will be moved away from the other learners, either to a place within the classroom or to another classroom.

#### **Third Sanction: Persistent low level behaviour**

If the child persists with low level behaviour, his/her name will be moved to the purple face.

The child will be sent to the head teacher, who may notify the parents as well. In addition, the child will miss either break time or the play element of lunchtime.

## **LEVEL 2: SERIOUS MISBEHAVIOUR**

In instances of more serious misbehaviour, a child's name will be transferred from the blue happy face to the purple face. The teacher who has seen this behaviour will record it on SIMS.

The child will be sent to the head teacher, who may notify the parents as well. In addition, the child will miss either break time or the play element of lunchtime.

Examples of this are:

- Rough/ over physical play
- Refusing to participate in learning/ classroom activity
- Damaging or defacing property or equipment
- Dangerous play
- Stealing
- Making unkind remarks about another child's family
- Spitting
- Swearing/ name calling
- Improper use of toilets and washbasins.
- Discriminating against or excluding others because of their colour, race, belief, gender or disability (eg Passive discrimination) (N.B. Written comment also to be given to Head Teacher)
- Throwing sticks and stones
- Throwing classroom furniture and other items
- Physical, verbal or emotional bullying (see Bullying Policy)
- Deliberately hurting another child either physically or emotionally
- Behaviour which deliberately hurts another child because of their colour, race, belief, gender or disability (eg Active discrimination)
- Leaving the school premises without authorisation
- Improper use of scissors, tools or other potentially dangerous objects.
- Rudeness towards adults

## **LEVEL 3: REPEATED SERIOUS MISBEHAVIOUR**

There may be occasions when a child continues to display behaviour that falls into Level 2. The Head Teacher will speak to parents about the child's behaviour. The child will receive a behaviour plan which can be reviewed after a number of weeks. This may include a sticker chart etc. If required, a safety plan will also be agreed, so that the pupil knows what to do and where to go if he/she is angry. A SAFeh (Single Assessment Framework for early help) may be put in place. Internal exclusions may also be used where appropriate.

## **LEVEL 4: BEHAVIOUR THAT LEADS TO EXTERNAL EXCLUSION**

Immediate fixed term exclusion or permanent exclusion. A SAFeh will be initiated. (N.B. The Chair of Governors (or another governor in his/her absence) will be fully informed about the exclusion. All governors will be notified that an exclusion has taken place.)

- Persistent Level 2 misbehaviour
- Repeated bullying – physical, verbal or emotional
- Bullying which results in another pupil being injured
- Repeated acts of aggression towards another child or adult
- Throwing furniture or other items with intent to cause harm
- Swearing at or deliberately hurting any member of staff

## **Monitoring**

Monitoring of behaviour will take place in a termly basis. A report will be created to show instances of behaviour that resulted in children having their names on the purple face. Behaviour trends will be analysed and discussed in Pupil Progress Meetings, Parents' Evenings as well as TPP (Targeted Provision Plan) reviews.