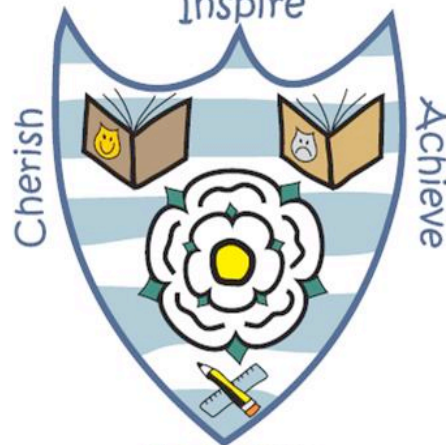


Birkwood Primary

Inspire



Cherish

Achieve

Together

School

# **BEHAVIOUR AND DISCIPLINE POLICY**

**UPDATED OCTOBER 2017**

## Our Vision

*At Birkwood Primary School, the happiness and well being of our children is paramount and we hope to instil in them a life-long love of learning and respect for both themselves and others.*

*We aim to inspire our children by providing a curriculum that is creative, that responds and enables children to lead their own learning; that equips them with the skills required for the 21<sup>st</sup> Century, for example, problem solving, higher order thinking skills, team work and co-operation.*

*We aim to cherish our children by trying to look after and respect each other at all times. We aim to provide a caring environment, where all are inspired and empowered to achieve their true potential as unique and valued individuals.*

*We aim for our children to achieve the best that they can, by challenging and supporting them. The progress in all key stages will reflect the commitment of our teaching and support staff who will work hard to achieve high standards in behaviour and achievement in all areas of the curriculum.*

*We will be creative and flexible in providing a positive approach to learning in a safe, stable and exciting environment that will nurture each child's individual needs. We want our school to be a welcoming, caring and safe place, a family community working in harmony.*

*Our motto is:*

***'Inspire, Cherish Achieve together.'***

### 1 Aims and expectations

- 1.1 It is a primary aim of Birkwood Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour and Discipline Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 Birkwood Primary School has a Vision Statement which is at the core of all we do; all stakeholders are supportive of this shared vision for our school.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others and support the vision.
- 1.5 This policy aims to help children grow in a safe and secure environment and to become responsible and positive members of the school and wider community.
- 1.6 The school rewards and celebrates good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

### Expectations

Through the following expectations we aim to encourage respect for everyone:

- Self-discipline and independence with or without supervision.
- The addressing of everyone politely and respectfully.
- Listening attentively.
- Respect for each other, co-operation and courtesy.

- Quiet careful movement around school, observing rules and safety.
- Safe activities in the playground.
- Care for the school environment, their own property and that of others.
- Good manners at all times.
- Trying our best at all times.

*It is recognised that these expectations are ideals, but we agree that all have a responsibility to encourage our children to approach them as closely as possible in terms of behaviour.*

**The expectations of children are:**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

**Please see Appendix 3 for explicit Golden Rules devised by the children.**

**The expectations of staff are:**

- To treat all children fairly and with respect ensuring equal opportunities for all.
- To always address the behaviour of the child.
- To raise children's self esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and stimulating environment.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form positive relationships with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual
- To be aware of child/ren's (special) needs.
- To offer a framework for social education.

**2 Rewards and sanctions**

**2.1** We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children and give stickers and house points;

- each week a child is nominated from each class to be a 'star of the week';
- each 'Star of the week' receives a certificate in Celebration Assembly;
- an overall 'Superstar' of the week is awarded and a certificate is presented in Assembly, this is also shared on the weekly newsletter with parents and on the website;
- children are sent to the Deputy Headteacher and Headteacher to share special work and achievements.

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.

**2.3** The school employs a number of sanctions to enforce expectations and to ensure a safe and positive learning environment; each individual case is considered on its own merits. Please see Appendix 1.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or stay in at playtime.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and continue when it's safe to do so.

If a child threatens, hurts or bullies another pupil, the class teacher addresses this accordingly. If a child repeatedly acts in a way that disrupts or upsets others, privileges may be withdrawn. The school adheres to the Anti-bullying Policy and the Headteacher is informed.

**2.4** Every child is expected to agree to and sign the Home School Agreement.

**2.5** Each class also has its own classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in class and in the school knows the standard of behaviour that is expected.

**2.6** The school has a zero tolerance of bullying of any kind; please refer to the Anti-bullying Policy and inform the Headteacher.

### **3 The role of the class teacher, cover supervisors and HLTAs (teaching staff)**

**3.1** It is the responsibility of the teaching and support staff to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and during assemblies.

**3.2** Teaching staff have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

**3.3** Teaching staff treat each child fairly and enforce the classroom and Golden Rules consistently. All children are treated with respect and understanding.

**3.4** If a child misbehaves repeatedly in class, the teaching staff keep a record of all such incidents. In the first instance, teaching staff deal with incidents in an appropriate manner.

However, if misbehaviour continues, teaching staff seek help and advice from the Headteacher, Deputy Headteacher or member of the Senior Leadership Team.

- 3.5 Teaching staff liaise with the Inclusion Leader as necessary, to support and guide the progress of each child.
- 3.6 The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child; if appropriate, the Safeguarding Lead will be informed.
- 3.7 Teachers adhere to the guidance set out in the Teacher's Professional Standards effective from September 2012.

#### **4 The role of SMSAs (Lunchtime staff)**

- 4.1 **When it is a minor incident (Stage 1)** ~ Take the child to one side, talk to and listen to the child and find out what has happened. Don't make assumptions.
- 4.2 Ensure that your tone of voice is appropriate and that body language is neutral so that children feel comfortable.
- 4.3 Remember it is the behaviour of the child being addressed.
- 4.4 Lunchtime staff are requested not to deal with incidents involving their own children, unless it is a health and safety concern.
- 4.5 **When it is a more serious incident (Stage 2)** ~ for example, deliberately hurting another child, call for the Class Teacher.

#### **5 The role of the Headteacher**

- 5.1 It is the responsibility of the Headteacher to implement the school Behaviour and Discipline Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and in the implementation of the policy.
- 5.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 The Headteacher has the authority, in consultation with the Chair of Governors, for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

#### **6 The role of parents**

- 6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2 We explain the school rules in the School Prospectus and we expect parents to read these and support them.
- 6.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home School agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- 6.4** If the school has to use reasonable sanctions with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, parents should contact the Headteacher and subsequently school governors, if they are not satisfied. If these discussions cannot resolve the problem, the Complaints Policy can be implemented.

## **7 The role of governors**

- 7.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- 7.2** The Headteacher has the day-to-day authority to implement the school Behaviour and Discipline Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **8 Fixed-term and permanent exclusions**

- 8.1** Only the Headteacher (or in her absence, Deputy Headteacher) has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.2** If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 8.3** A member of staff should not interview a child alone when allegations are made against a member of staff.
- 8.4** The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.5** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 8.6** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.7** When an Appeals Panel meets regarding an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and whether the pupil should be reinstated.
- 8.8** If the governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **9 Monitoring**

- 9.1** The SLT monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and if necessary, make recommendations for further improvements.



## APPENDIX 1

	<b>Behaviour</b>	<b>Sanctions</b>	<b>Comments</b>
<b>Stage 1</b>	<b>Low Level</b>  Calling out, interrupting teacher when talking to whole class, interrupting / distracting other pupils, ignoring minor instructions, talking with other pupils, silly noises, pushing in line.	Reminder of right way to behave Minimal Eye contact Frowns Proximity Reminders Change of seating Moved up the traffic light system Cloud system in EYFS, if appropriate	Discussion with child about behaviour. Reminder of right way to behave.
<b>Stage 2</b>	<b>Less Serious</b>  Wandering about, eating sweets, and not responding to teacher's requests to work. Being more disruptive, deliberately creating a disturbance. General refusal to do set tasks. Accidental damage through carelessness. Dallying. Cheek, off-handed comments. Minor challenge to authority. Annoying other children.	Separation from the rest of the class group. Writing a letter of apology. Child to stand apart from class group and rejoin when they feel ready to do so. (Mainly in assembly or larger group times) Completing unfinished work at playtime. Individual class sanction system employed, if appropriate.	Discussion with child about behaviour. Reminder of right way to behave. Class teacher speaks to parents if behaviour is persistent.
<b>Stage 3</b>	<b>More Serious</b>  Deliberately throwing objects with intention of breaking them/harming someone. Damaging school/ pupil's property. Repeated refusal to do set tasks. Continued or more serious cheek / challenge to authority. Harmful / offensive name calling. Bullying. Swearing.	Exclusion from class. Children lose privileges at the discretion of the Class Teacher. Individual class sanction system employed, if appropriate. Behaviour recorded on CPOMs. Pupil encouraged with praise and stickers for improvement. Headteacher involvement with pupil and <i>warning of exclusion</i> if misbehaviour continues. <i>Possibility of exclusion.</i>	Recorded on CPOMs, parents are contacted by the Headteacher, Deputy Headteacher or member of SLT and offered a meeting to discuss behaviour or sanctions. Where inappropriate behaviour continues, the child will not be able to attend an event such as a disco or school trip.  Inclusion Leader consulted.
<b>Stage 4</b>	<b>Very Serious</b>  Leaving the classroom without permission. Fighting or intentional physical harm to another child. Throwing dangerous objects. Serious challenge to authority / lack of respect / verbal abuse about or to any member of staff. Vandalism. Stealing. Persistent bullying.	Requires immediate involvement of Headteacher with child and parents. Telephone call / meeting with parents at end of day (if available) / letter to parents. <i>Exclusion</i> for lunch time period(s) / minimum of 1 day, as appropriate - immediate if judged necessary.	Exclusions are recorded in Headteacher's file. Formal contact with parents by Headteacher, parents offered a meeting to discuss behaviour or sanctions, the child will not be able to attend an event such as a disco or school trip. Moving to School Support on SEN register if appropriate. Inclusion Leader consulted. Possibility of involvement of outside agencies and convening an Early Help Assessment (EHA)
<b>Stage 5</b>	<b>Extremely Serious</b> Fighting or intentional physical harm to another child. Extreme danger of violence. Very serious challenge to authority. Verbal / Physical abuse to any staff. Persistent bullying. Running out of school.	Parents contacted to collect child <i>Immediate exclusion.</i> Fixed term - up to 5 days.	Possibility of permanent exclusion in future.



## APPENDIX 2



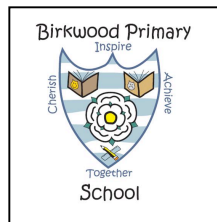
### Expectations ~ October 2015

1. I will not deliberately hurt another child physically.
2. I will not deliberately hurt another child's feelings.
3. I will not damage school property.
4. I will not use bad language.
5. I will show respect for adults at all times, that is, 'Do as I am told'.
6. I will not disrupt other children's learning.

**Signed** ..... **Date** .....

**Name** ..... **Class** .....

## APPENDIX 3



### Our Golden Rules

1. Always walk when in school
2. Always try your best in all you do
3. Always be kind to each other
4. Always respect everything in school
5. Always use good manners
6. Always work together and listen to others

***Treat people the way you want to be treated!***