



Behaviour and Discipline Policy

Updated: April 2023

Next Review: April 2024

Birkwood Primary School

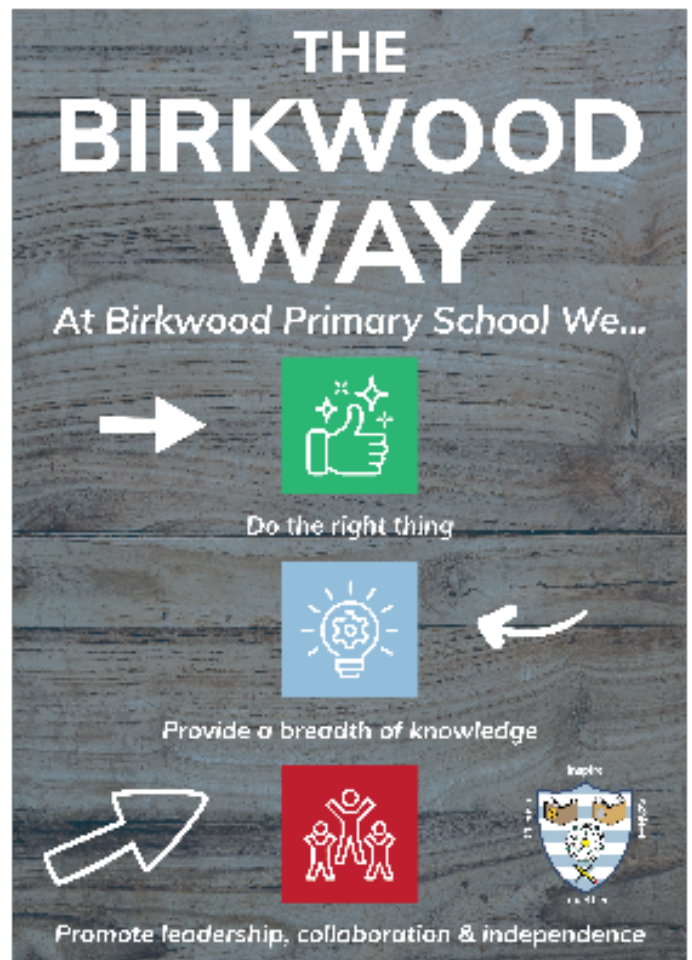
Behaviour and Discipline Policy

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1. Our Vision

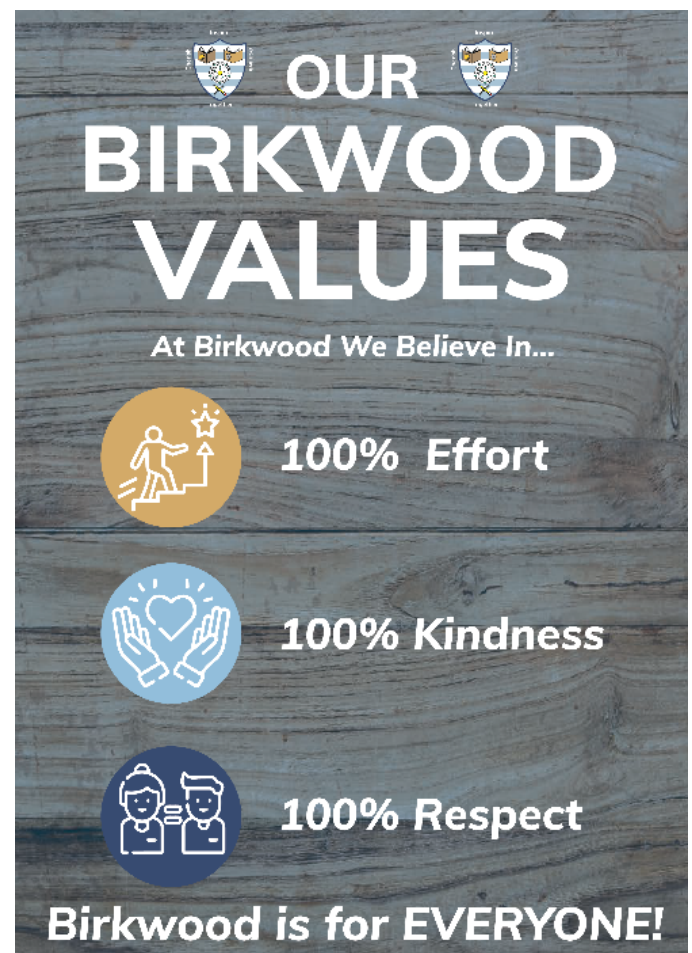
The school vision is encapsulated by 'The Birkwood Way'.

This is outlined by 3 main principles:



2. School Values

At Birkwood we believe in:

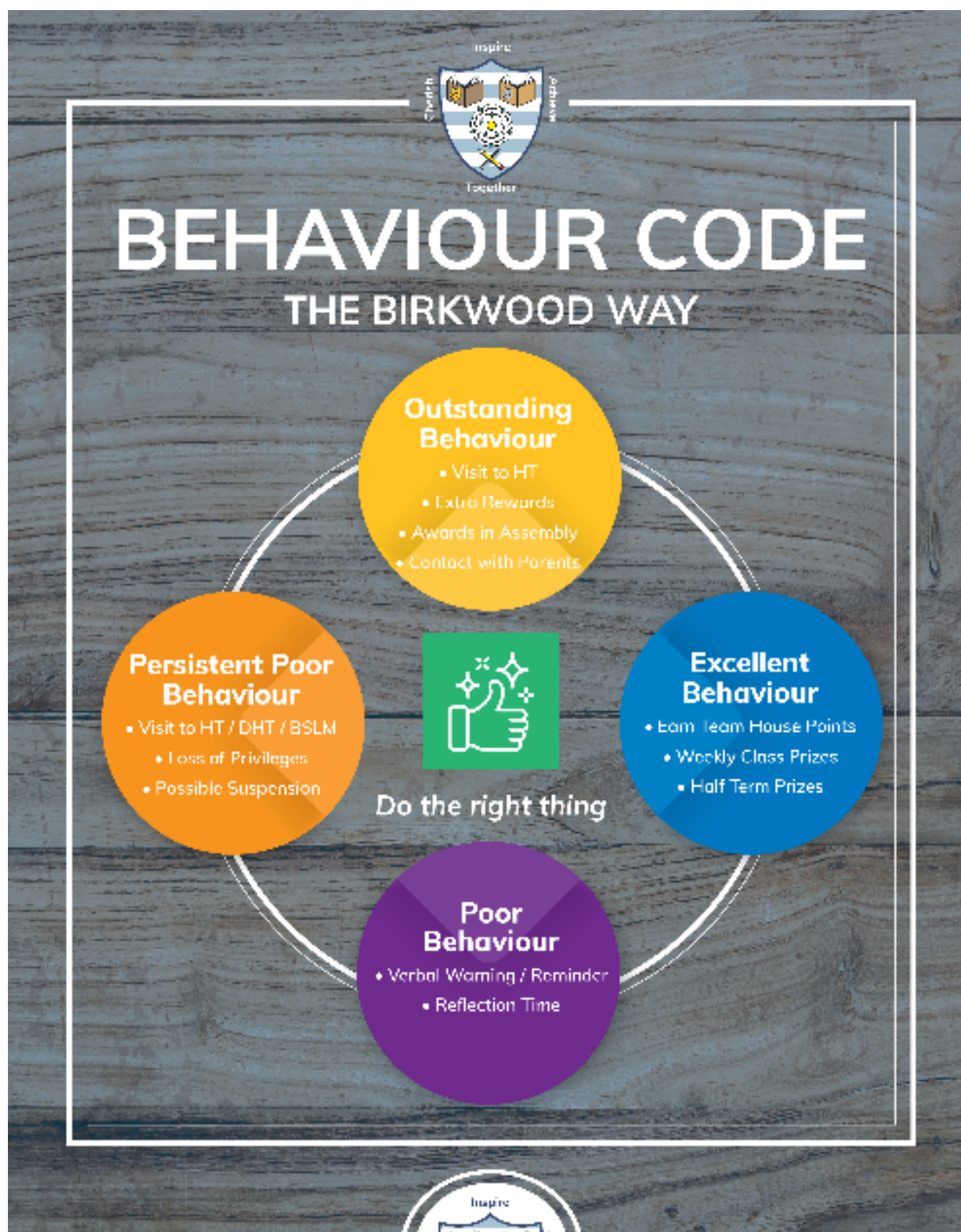


3. Policy Overview & Aims

- 3.1 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, inclusive community, whose values are built on hard work, kindness 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.
- 3.2 The School Vision Statement, 'The Birkwood Way' is at the core of all we do; all stakeholders are supportive of this shared vision for our school.
- 3.3 The school expects every member of the school community to behave in a considerate and respectful way towards others and support the vision.
- 3.4 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.
- 3.5 The school rewards and celebrates good behaviour, as it believes that this will develop an ethos of kindness and co-operation.
- 3.6 The school has a designated Mental Health Lead (Mr. Richard Davis) who can support children and staff with such issues.
- 3.7 The school uses the 'Thrive Approach' to help deal with social and emotional difficulties. There are staff who have received additional training who can deliver bespoke interventions where needed.
- 3.8 All school staff who work with children are trained in positive handling and behaviour management strategies.
- 3.9 The school is aware of the protected characteristics (age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex & sexual orientation) and has a zero tolerance of discrimination of any kind.
- 3.10 The school has a zero tolerance of bullying of any kind; please refer to the Anti-Bullying Policy.
- 3.11 The school has a zero tolerance of sexual abuse/harassment or violence.
- 3.12 Online safety appears in several curriculum areas as well as in discrete sessions within Computing as a subject. In RHE and RSHE children are taught what positive, healthy and respectful online relationships look like. The eSafety Policy also compliments this.
- 3.13 In safeguarding terms, we teach the children the effects of possible online actions upon others and how to recognise and display respectful behaviour online. We also learn how to recognise inappropriate and disrespectful behaviour online and explore how this should be reported and to whom. This links to Safeguarding Policy and KCSIE Documentation.

4. Expectations of Children – Behaviour Code

Our Behaviour Code – fully composed with School Council, provides an instant reference point to all stakeholders which is understood and communicated.



Right thing



Knowledge



Teamwork



100%
Effort



100%
Kindness



100%
Respect

For further clarity, Birkwood expects the following from our children at all times:

- 4.1 To show self-discipline and independence with or without supervision.
- 4.2 To listen attentively.
- 4.3 To work to the best of their abilities and allow others to do the same.
- 4.4 To treat others with respect.
- 4.5 To use good manners at all times.
- 4.6 Every child is expected to wear a full school uniform and bring a PE kit.
- 4.7 To follow the instructions of the school staff.
- 4.8 Quiet careful movement around school, observing the school values and safety.
- 4.9 To take care of property and the environment in and out of school.
- 4.10 To co-operate with other children and adults.
- 4.11 All mobile phones are to be switched off before entering the school grounds and handed over to staff immediately.

ALL OF THE ABOVE ARE UNDER OUR VISION STATEMENT – Do The Right Thing

5. Pupil Leadership

We give our children various opportunities to develop their leadership skills. Our children can volunteer to be any of the following:

- School Councillors
- House Captains
- Eco Councillors
- Reading Ambassadors
- Sports/Playground Leaders
- Assembly Helpers

There are also lots of opportunities of responsibility within the classroom eg. milk monitors etc.

6. Rewards and Consequences

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

6.1 Teachers congratulate children and give stickers and house points.

6.2 Every week we have a special assembly where the following awards are given out:

- '100% Values' Awards for each class.
- 'Reader of the Week' for each class.
- 'Headteacher's Superstar of the Week'
- Subject specific awards eg. 'Sports Star, Music Maestro' etc.
- 'House of the Week'

6.3 Each half-term the house with the most points receives an award.

6.4 At the end of the year the house with the most points receives a special award eg. internal visitor or external experience.

6.5 There is an end of year assembly where multiple awards are given out.

6.6 Children are sent to the Deputy Headteacher and Headteacher to share special work and achievements.

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

6.8 The school employs a number of consequences to enforce expectations and to ensure a safe and positive learning environment; each case is considered on its own merit.

6.9 The school vision, values and behaviour code are displayed in each class and around the school.

6.10 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, school staff may safely remove the child (usually to Learning Mentor room) and will remain there until it is safe for them to leave. All staff are trained in positive handling.

We expect all our children to uphold the school values. Adult stakeholders use the following guide to ensure this. We will also consider a child's emotional development when utilising it.

	Behaviour	Consequences	Actions
Stage 1 Low Level	<ul style="list-style-type: none"> • Calling out, interrupting teacher • Distracting other pupils • Ignoring minor instructions • Talking with other pupils • Making silly noises • Pushing in line 	<ul style="list-style-type: none"> • Reminder of the right way to behave • Non-verbal communication (eye contact, polite hand gestures etc.) • Change of seating • Any relative consequences to the behaviour (tidy up mess etc.) • Moved up the traffic light system if appropriate 	<ul style="list-style-type: none"> • Discussion with child about behaviour • Praise any positive behaviour • Allow 'Thinking Space'
Stage 2 Less Serious	<ul style="list-style-type: none"> • Not responding to teacher's requests to work • Being increasingly disruptive • Deliberately creating a disturbance • General refusal to do set tasks. • Accidental damage through carelessness. • Teasing other children 	<ul style="list-style-type: none"> • Reminder of the right way to behave • Separation from the rest of the class/group • Directing to 'Thinking Space' • Writing a letter of apology • Child to stand apart from class/group and re-join when they are ready to do so (Mainly in assembly or larger group times) • Completing unfinished work at break times. • Individual class/pupil consequence system employed, if appropriate 	<ul style="list-style-type: none"> • Discussion with child about behaviour • Praise any positive behaviour • Class teacher consults with Behaviour Support Learning Mentor if behaviour is persistent. • Consider contact with parents/carers
Stage 3 More Serious	<ul style="list-style-type: none"> • Deliberately throwing objects with the intention of breaking them • Intention to physically harm someone • Damaging school/pupil's property • Repeated refusal to do set tasks • Harmful/offensive name calling/Swearing 	<ul style="list-style-type: none"> • Children lose privileges at the discretion of the Class Teacher • Individual class/pupil consequence system employed, if appropriate • Children to spend time in another class with member of SLT • Where inappropriate behaviour continues, the child will not be able to attend an event such as a disco or school trip • Headteacher involvement with pupil and warning of suspension if misbehaviour continues • Possible internal suspension with agreed member of staff • Possibility of suspension 	<ul style="list-style-type: none"> • Recorded on CPOMS • Restorative conversations • Parents/carers are contacted by a member of staff • Pupil encouraged with praise and stickers for improvement • Behaviour Support Plan considered • Positive Handling Plan considered • Class session led focusing on common or recurring themes, if necessary • Behaviour Support Learning Mentor /Deputy Headteacher/Headteacher consulted
Stage 4 Very Serious	<ul style="list-style-type: none"> • Leaving the classroom without permission • Fighting or intentional physical harm to another child • Throwing dangerous objects • Verbal abuse about or to any member of staff • Vandalism • Stealing • Persistent bullying 	<ul style="list-style-type: none"> • Requires immediate involvement of Headteacher with child and parents/carers • Telephone call/meeting with parents at end of day (if available) or letter to parents • Suspension for lunch time period(s) if necessary • Where inappropriate behaviour continues, the child will not be able to attend an event such as a disco or school trip • Headteacher involvement with pupil and warning of suspension if misbehaviour continues. • Possible internal suspension with agreed member of staff • Possibility of suspension 	<ul style="list-style-type: none"> • Recorded on CPOMS. • Restorative conversations. • Formal contact with parents/carers by Headteacher • Parents offered a meeting to discuss behaviour and consequences. • Behaviour Support Plan considered • Positive Handling Plan considered • Behaviour Support Learning Mentor /Deputy Headteacher/Headteacher consulted • Class/whole school session led focusing on common or recurring themes, if necessary • Possibility of involvement of outside agencies and convening an Early Help Assessment (EHA)
Stage 5 Extremely Serious	<ul style="list-style-type: none"> • Fighting or intentional physical harm to another child • Extreme danger of violence • Verbal/physical abuse to any staff • Persistent bullying • Racial abuse • Homophobic abuse • Sexual abuse/harassment or violence • Absconding out of school 	<ul style="list-style-type: none"> • Possible internal suspension with agreed member of staff. • Immediate involvement from Headteacher • Fixed term suspension from school (up to 5 days) • Possibility of permanent exclusion in the future 	<ul style="list-style-type: none"> • Recorded on CPOMS • Restorative conversations • Formal Contact with parents/carers by Headteacher • Class/whole school session led focusing on common or recurring themes, if necessary

7. Child on Child Abuse

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable.

Any concerns should be reported to the DSL (Designated Safeguarding Lead) or Deputy DSL in their absence. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

8. Possession of Prohibited Items

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

9. Expectations of all Staff

- 7.1 To treat all children fairly and with respect ensuring equal opportunities for all.
- 7.2 To try to use positive reinforcement when dealing with disruptive behaviour.
- 7.3 To use appropriate tone of voice and body language when dealing with behaviour so that children feel comfortable.
- 7.4 To support each other with implementing the school values in the classroom and to ensure the school values are followed when conducting 1 to 1 and small group work.
- 7.5 To raise children's self-esteem and develop their full potential.
- 7.6 To create a safe and stimulating environment.
- 7.7 To use rewards and consequences clearly and consistently.
- 7.8 To be a positive role model.
- 7.9 To form positive relationships with parents/carers so that all children can see that the key adults in their lives share a common aim.
- 7.10 To ensure that once an incident has been resolved, children can have a 'fresh start' and given the best chance to move forward.
- 7.11 To recognise that each child is an individual.
- 7.12 To be aware of child/ren's (special) needs and/or disabilities.
- 7.13 To 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.
- 7.14 To support children with any social and emotional needs and liaise with the Behaviour Support Learning Mentor, Parent Support Advisor, Deputy Headteacher or Headteacher if necessary.
- 7.15 School staff are requested not to deal with incidents involving their own children, unless it is a health and safety concern.

10. Expectations of Teaching Staff

- 8.1 All points from section 7.
- 8.2 To ensure that the school values are implemented in their class, and that their class behaves in a responsible manner during lesson time and when moving around school.
- 8.3 To set realistic, short-term behaviour targets that are achievable.
- 8.4 If a child misbehaves repeatedly in class, the teaching staff keep a record of all such incidents on CPOMS. 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 Behaviour Support Learning Mentor, Headteacher, Deputy Headteacher or member of the Senior Leadership Team.
- 8.5 Teaching staff liaise with the Inclusion Leader & Behaviour Support Learning Mentor as necessary, to support and guide the progress of each child.
- 8.6 To report to parents/carers 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, a Designated Safeguarding Lead will be informed.
- 8.7 To adhere to the guidance set out in the Teacher's Professional Standards effective from September 2012.

11. Role of the Headteacher

- 9.1 It is the responsibility of the Headteacher to implement the school's 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.
- 9.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and in the implementation of the policy.
- 9.3 All serious incidents of misbehaviour are reported on CPOMS.
- 9.4 The Headteacher has the authority, in consultation with the Chair of Governors, for giving fixed-term suspensions to individual children for serious acts of misbehaviour.

12. Role of Parents/Carers

- 10.1 The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
- 10.2 We explain the school values on the school website and we expect parents/carers to read and support them.
- 10.3 We expect parents/carers 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/carers immediately if we have concerns about their child's welfare or behaviour.
- 10.4 If the school has to use reasonable consequences with a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, parents/carers 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.

13. Role of Governors

- 11.1 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 guidelines.
- 11.2 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.

14. Suspensions and Exclusions

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. • The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.'
(Exclusion from maintained schools, Academies and pupil referral units in England, September 2017)

- 12.1 Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.
- 12.2 If the Headteacher suspends a pupil, s/he informs the parents/carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.
- 12.3 The Headteacher must, without delay, notify the governing board and the local authority of:
 - any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);
 - any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
 - any exclusion which would result in the pupil missing a public examination or national curriculum test.
- 12.4 The Headteacher must also notify the local authority and governing board once per term of any other exclusions not already notified.
- 12.5 A member of staff should not interview a child alone when allegations have been made.

15. Monitoring of Behaviour

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.

- 13.1 The school uses CPOMS to record incidents of misbehaviour. Patterns in behaviour are addressed through parental meetings and/or liaising with the Deputy Headteacher when an EHA may be appropriate.
- 13.2 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 13.3 It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently.

16. Policy Review

The Governing Body reviews this policy at least once per year. The Governors may, however, review the policy more frequently than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy will be reviewed in April 2024 unless an earlier review is deemed appropriate.

Signed _____ Headteacher Date _____

Signed _____ Chair of Governors Date _____

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.

Links

- [Equality Act 2010](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Use of Reasonable Force](#)