

## **Behaviour and Discipline Policy (inc. Early Years)**



*With reference to:*

*Behaviour and Discipline in Schools September 2015*

*Statutory Framework for the Early Years Foundation Stage April 2017*

### **1 Introduction**

- 1.1 This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour.
- 1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3 Behaviour which, in any way, disrupts learning, lacks safety or is disrespectful is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

### **2 Aims and objectives**

- 2.1 It is a primary aim of our 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, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2.2 The school has three rights as our main principles for good behaviour.
  - the right to learn,
  - the right to feel safe and be safe
  - the right to respect and fair treatment.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others which in turn promotes positive learning.
- 2.4 We aim to treat all children fairly and to apply this behaviour policy consistently.
- 2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.
- 2.6 The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour

### **3 Rewards and sanctions**

- 3.1 We praise and reward children for good behaviour in a variety of ways. **See Appendix A**
- 3.2 The school acknowledges all the efforts and achievements of children, both in and out of school, thereby recognising personal endeavour and positive motivation.
- 3.3 The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. **See Appendix A**
- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them 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 repeat a task or activity.
  - If a child is disruptive in class, the teacher will verbally reprimand them. If a child misbehaves repeatedly, we may isolate the child from the rest of the class, under supervision, until they calm down and are prepared to comply with the teacher's expectations that they will work co-operatively alongside others.
  - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the teacher stops the activity and prevents the child from taking part for the rest of that session.
  - If a child threatens, hurts or bullies another child, the teacher records the incident and the child is punished by a withdrawal of privileges, such as leisure time and in accordance with the Anti-Bullying policy. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.
- 3.4 The form teacher discusses the school rights with each form. In addition to the school rights, each form also has its own classroom code of conduct, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the form teacher discusses these with the whole class.
- 3.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others. **(refer to CSF Anti-Bullying policy)**
- 3.6 Adults in our school do not use any kind of physical force (corporal punishment) as a sanction. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children.

### **4 The role of the all teachers and support staff**

- 4.1 It is the responsibility of teachers to ensure that the school rights are enforced in their lessons, and that their forms behave in a responsible manner during lesson time.
- 4.2 All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability. There should be communication between specialist and form teachers for a consistent approach.
- 4.3 The teachers and support staff treat each child fairly. The teachers treat all children in their lessons with respect and understanding.

- 4.4 If a child misbehaves repeatedly in a lesson/s, the teacher keeps a record of all such incidents. In the first instance, the teacher deals with incidents in the normal manner. However, if misbehaviour continues, the teacher seeks help and advice from the Year Team Leader, Deputy Headteacher and then Headteacher. If the teacher is not the form teacher then the form teacher must be informed by email as soon as possible. A meeting should take place with parents when it becomes appropriate. A report/behaviour card may be set up to monitor and track behaviour with positive goals as an incentive.
- 4.5 All staff are responsible for recording behaviour. Please refer to Appendix B which provides guidelines for staff to follow.
- 4.6 Where external support agencies are involved in meeting the needs of a particular child, the teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The teacher may, for example consult with the school's Inclusion Lead to discuss the needs of a child.
- 4.7 The form teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The form teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

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

- 5.1 It is the responsibility of the Headteacher, to implement the school behaviour 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 by supporting staff in their implementation of the policy.
- 5.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **6 The role of parents and carers**

- 6.1 Parents and carers enter into a Parental Contract with the school, agreeing to work in partnership to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rights and to support the school when sanctions need to be used with a child.  

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 6.2 We explain the school rights in the school prospectus, and we expect parents and carers to understand and support them.
- 6.3 We try to build a supportive dialogue between the home and the school, and we inform parents and carers if we have concerns about their child's welfare or behaviour.
- 6.4 If the school has to use reasonable sanctions with a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the form teacher. If they feel the issue is unresolved, they should escalate their concern to the Year Group Leader and then the Deputy Headteacher. If their concerns remain, they should contact the Headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

## 7 The role of governors

- 7.1 The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- 7.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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

*Please read the CSF Discipline and Exclusions Policy*

- 8.1 We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

## 9 Drug and alcohol related incidents

- 9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee.
- 9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 9.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 9.4 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## 10 Monitoring and review

- 10.1 The Headteacher and Senior Leadership Team monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2 The school keeps a variety of records concerning incidents of more serious misbehaviour using My Concern. **See Appendix C for the types of concern.**

The form teacher records minor classroom/playground incidents. If there is an accumulation of incidents the form teacher will record this on the child's Pastoral Record. More serious incidents will be recorded on My Concern. Senior Team members record more serious incidents which have resulted in their involvement. We also keep a record of any playground behavioural incidents that occur at break or lunchtimes in the incidents books. These will be reviewed each week in Site specific staff meetings.
- 10.3 All exclusions, whether temporary or permanent, are recorded.

- 10.4 It is the responsibility of the governing body to monitor the occurrence of both temporary or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the Equality Act 2010.
- 10.5 The school reviews this policy every two years. It may review the policy earlier than this if the government introduces new statutory regulations, or if the governing body receives recommendations on how the policy might be improved.

**Date: Spring 2019**

**Person(s) responsible: Headteacher**

**Planned review date: Spring 2021**

## **REWARDS - SWALLOWS**

First and foremost, as a school we aim to promote and reward positive behaviour in a variety of ways.

### **Rewards at Swallows will include the following**

Verbal praise

Written comments

Stickers

Work displayed

Showing work to the rest of the class or group

Reward time (e.g. Marble treats)

House points (or stars in Reception)

Star of the week certificates (Nursery only)

Class 'Golden time'

A 'note to say' card sent home

Showing work to children & teachers in other classes

The above will be used as rewards for following the class code and demonstrating aspects of the school's Three Rights as our main principles of good behaviour.

Throughout the academic year, children may accrue House points resulting in House point certificates in the following order

Bronze (50 house points/ stars)

Silver (100 house points/ stars)

Gold (150 house points/ stars)

Diamond (200 house points/ stars)

Platinum (250 house points/ stars)

## **SANCTIONS – SWALLOWS**

Despite taking every opportunity to reward and praise the children, sanctions are inevitably necessary on occasion to define what acceptable/unacceptable behaviour is and to enable children to reflect on this. The following sanctions are used depending on the severity of the behaviour, bearing in mind any particular special educational needs/disabilities.

### **Sanctions at Swallows will follow the order below**

1. Verbal warning and a reminder of which of the 'School Rights' is not being followed.
2. Move to another place within the classroom.
3. If the incident occurs out of the classroom the form teacher must be informed by email.
4. Visit to Year Team Leader, at which point the class teacher will inform the parent (s). This will also result in some Golden Time being missed that week.
5. Introduction of a short-term individual behaviour chart (where appropriate) to be managed by the class teacher.
6. Visit to Deputy Headteacher or Assistant Headteacher.
7. Further meeting with parent (s) and Year Team Leader and/or Senior Leadership team member.
8. Temporary exclusion (Refer to the CSF Discipline and Exclusions Policy)
9. Permanent exclusion (Refer to the CSF Discipline and Exclusions Policy)

N.B. There may be occasions when these steps are not adhered to in the above order and children will be sent directly to a member of the Senior Leadership team e.g. racist abuse.

## **REWARDS -HALES**

First and foremost, as a school we aim to promote and reward positive behaviour in a variety of ways.

### **Rewards at Hales will include the following**

Verbal praise

Written comments

Stickers

Work displayed

Class systems e.g. class Dojos

Showing work to the rest of the class or group

House points

A 'note to say' card sent home

Rewards for exemplary behaviour i.e. Peer support, helping with a club.

Showing work to children & teachers in other classes

Prize at Prize Giving

The above will be used as rewards for following the class code and demonstrating aspects of the school's Three Rights as our main principles of good behaviour.

Throughout the academic year, children may accrue House points resulting in House point certificates in the following order

Bronze (50 house points)

Silver (100 house points)

Gold (150 house points)

Diamond (200 house points)

Platinum (250 house points)



## **SANCTIONS – HALES**

Despite taking every opportunity to reward and praise the children, sanctions are inevitably necessary on occasion to define what acceptable/unacceptable behaviour is and to enable children to reflect on this. The following sanctions are used depending on the severity of the behaviour, bearing in mind any particular special educational needs/disabilities.

### **Sanctions at Hales will follow the order below**

1. Verbal warning and a reminder of which of the 'School Rights' is not being followed.
2. Move to another place within the classroom.
3. If the incident occurs out of the classroom the form teacher must be informed by email.
4. Penalty Point – (Parents informed after 3 have been received. Detention after 5 Penalty Points.)
5. Visit to Year Team Leader.
6. Introduction of a short-term individual behaviour chart (where appropriate) to be managed by the class teacher.
7. Visit to Deputy Headteacher and work under Deputy Head's supervision.
8. Introduction of a behaviour contract for repeated misbehaviour.  
Further meeting with parent (s) and Year Team Leader and/or Senior Leadership team member.
9. Temporary exclusion (Please refer to the CSF Discipline and Exclusions Policy)
10. Permanent exclusion (Please refer to the CSF Discipline and Exclusions Policy)

N.B. There may be occasions when these steps are not adhered to in the above order and children will be sent directly to a member of the Senior Leadership team e.g. racist abuse.

## Appendix B-Guidelines for Recording Behaviour

### **Minor Incidents:**

Form teachers to keep notes. If the pupil(s) is/are not with the Form Teacher then the Form Teacher should be informed by email.

### **Significant Incidents**

The member of staff who has witnessed or dealt with the behaviour must record this on the pastoral file for the child/children involved.

### **The Form Teacher MUST be informed.**

During playtimes, the incident should be recorded in the playground book and then the Form Teacher informed. The incident should still be recorded on the pastoral file if necessary.

### **If the incident involves any of the following:**

- Bullying
- Online Safety
- Racial Comment

Log the incident on the BRO Log found on the T Drive– Pastoral-

### **If the incident is any of the following:**

- A safeguarding issue
- An incident that you feel raises deeper concerns surrounding the child's pastoral/ home life or mental wellbeing
- Serious behaviour disruptive to the class

Log it on My Concern  
The link to this is found on the staff intranet page, however, this website is accessible from any device and any location.

## Categories of concern on My Concern

ADHD (Attention Deficit Hyperactivity Disorder)	AS (Asperger's Syndrome)	ASD (Autism Spectrum Disorder)	Abuse/Violence towards Staff
Accidents	Alcohol	Anxiety	Attendance
Behaviour	Bereavement/Death	Bullying Peers - Physical	Bullying Peers - Verbal
Child Abuse linked to Faith or Belief	Child Missing Education	Child Missing/Absent from Home/Care	Child Protection - Emotional Abuse
Child Protection - Neglect	Child Protection - Physical Abuse	Child Protection - Sexual Abuse	Child Protection Plan
Child Sexual Exploitation	Child in Need (CIN) Plan	Classroom Disruption	Cyber-bullying
Depression	Disability	Disruptive Behaviour (in class)	Disruptive Behaviour (outside class)
Domestic Abuse	Drugs	Dyslexia	Dyspraxia
Eating/Food	Emotional Health	Extremism & Radicalisation	Fabricated/Induced Illness
Female Genital Mutilation	Forced Marriage	Gender Identity	Grooming
Historical Concern	Home Issues	Homelessness	Homophobia
Human Trafficking	Inappropriate Access to Pornography	Indecent/Illegal Images	Injury
Intimate Care	Medical Condition	Mental Health	Near Miss
OCD (Obsessive Compulsive Disorder)	Online Safety	Parental Concern	Parental Divorce/Separation
Peer on Peer Abuse	Personal Hygiene	Physical Health	Physical Intervention By Staff
Poor Sleep	Pregnancy	Private Fostering	Progress/Attainment
Racism	Relationship Abuse	Relationships/Friendships	School Security
Self-Harm	Separation Anxiety	Sexting	Sexualised Behaviour/Language
Smoking	Social Media	Suicidal Thoughts	Suicide Attempt
Suspected Offending	Transition (between School/Year Group)	Truancing	Verbal Abuse (Peer on Peer)
Violence	Welfare	Wellbeing	