



Cherish, Nurture, Achieve

Discipline and Behaviour Policy

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Discipline and Behaviour Policy

Self-Discipline and Good behaviour are key to creating a safe, calm working atmosphere in school where teachers can teach and children can learn. At Becket Primary School we have high expectations of children's behaviour and we use a model of Assertive Discipline to support this.

The emphasis of Assertive Discipline is to:

- Develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- Create the conditions for an orderly community in which effective learning can take place.
- Develop mutual respect between all members who take responsibility for their actions and shared environment.

All adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we aim to:

- Communicate in a polite, respectful and measured way using language, volume and tone which is age and situation appropriate. The grammatically correct use of language is modelled and addressed.
- Model courteous and polite behaviour through greetings.
- Keep everyone informed and value each other's opinions.
- Demonstrate good listening skills
- Create a safe, tidy, organised and clean learning environment and have a shared responsibility to maintain this.
- Dress smartly and appropriately for our role in school.
- Value and respect each other's strengths and weaknesses.
- Be aware of and respect the differences in cultural and religious beliefs.
- Promote British values of: Democracy, Rule of law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs.
- Acknowledge that we have different levels of skills and different approaches to things but to support each other in achieving the best possible outcomes for the children.
- Take individual responsibility to fulfil the role we have been allocated and take collective responsibility to support each other in our roles.
- Be responsible and proactive in developing our professional practice and be willing to learn new things outside of our comfort zone.
- Have a professional attitude towards attendance and punctuality.

How we make our expectation clear

We expect the children to follow our guidance regarding behaviour and self-discipline both in class and around the school. Our expectations are made clear in the following ways:

Behaviour in the classroom

At the beginning of each academic year class teachers will consult with their children on some ground rules for establishing a safe, calm working environment. These will be displayed in the classroom alongside appropriate rewards and sanctions. Copies of these are referred to by Senior Managers and the Learning Mentor team so that there is a consistency of approach.

All classes use the peg ladder system where children are rewarded for positive behaviour and attitude. The children will be rewarded by moving up the peg ladder being rewarded with jewels and different colour pegs according to the system. Children struggling to show a positive attitude in class will be prompted with a verbal reminder before their peg is moved down the ladder.

Children's positive working relationships are promoted by R time where they are specifically taught the skills of working with other people and this is consolidated by our Team work strand of 'Learning to Learn' strategies.

During lessons class teachers and support staff will catch children 'getting it right' and reward good behaviour appropriately. This is always done before commenting on poor behaviour. In this way children model self-discipline and good behaviour to their peers and the emphasis is on positive rewards rather than punishments.

All staff work hard to plan a relevant and appropriate curriculum, which is differentiated to encourage full involvement from everyone. The School Council and Circle-time give pupils opportunities to discuss any problems they may have and suggest any changes they feel are needed. All these elements work to ensure that our school is calm, well ordered, with high expectations of everyone.

All children from Year 1 to Year 6 have termly, individual mentor meetings with their class teacher. During these meetings the children will discuss their attitude to school as well as their academic achievements. The children will be awarded colour coded grades for effort, and behaviour which will be shared with parents.

Behaviour around the school

We expect children to move around the school in an orderly fashion. Our 'speed limit' inside the building is walking and this is modelled by all staff and communicated regularly through assemblies and reminders from staff.

At lunch time there is a code of conduct for the dining hall which is on display. Children are expected to use an 'inside voice' when they are working in different parts of the building so that they do not disturb the working environment of others.

At lunchtime support staff organise different activities to engage the children in play and physical activity. Many of these activities are in different zones to facilitate safety. The

children are taught about different activities and challenged through assembly time and whilst on the playground. We expect them to follow the guidance for these using equipment as it is designed to be used and ensuring that they help to store the resources correctly at the end of the lunchtime session.

Risk assessments are completed for the use of different equipment and we expect the children to follow the guidance that is then modelled by the adults.

We expect children to be responsible for their own belongings, making sure they are put away tidily in cloakrooms. Most classes will appoint monitors to ensure that their area is tidy. Parents can assist with this by ensuring their child's belongings are labelled with their name.

Behaviour in Extended School

The school runs a 'Breakfast club', 'After School' and 'Holiday Play scheme' child care provision. Extended school is structured to provide a more informal, child initiated approach to learning in a more 'home like' environment. Although this is a more informal setting for the children it is managed and led by staff that work in the school so our expectations regarding behaviour are the same. Our behaviour expectations are made clear in the Information leaflets, the 'Holiday club Agreement' and verbal communication with parents and children.

Behaviour outside of school

Due to our city centre location, trips to museums, the library and city trails are frequent. All trips begin with a risk assessment where expectations of good behaviour are communicated to the children and accompanying adults. We expect the children to be good ambassadors for our school when they are in the public domain. Children requiring additional support for this might be accompanied by one of their parents or another dedicated adult.

Children in Upper Key stage two participate in a residential activity. Not only must they follow our guidelines for behaviour but also the recommendations for the centre at which we stay to ensure that the visit runs smoothly and safely for everyone.

Sometimes the children's behaviour outside of the school impacts on their relationships inside class. Issues such as cyberbullying are discussed as part of the PSHE and Computing curriculum and children are made aware of the legal and social implications of this. The children are given advice on how to deal with this through anti bullying work and talks in assemblies. Local community police officers and NSPCC workers are involved in giving talks to adults and children on internet safety.

About our Rewards

These are some of the ways that our pupils expect to receive acknowledgment for their efforts, positive attitude and good behaviour:

- ✓ A written comment on their work
- ✓ Gems on pegs
- ✓ Chance Tickets to be entered into a weekly prize draw
- ✓ Star of the day/ week award

- ✓ A visit to another member of staff or the head teacher for commendation
- ✓ A public word of praise in front of a group, class, or the whole school
- ✓ Positive feedback to parents/carers
- ✓ Public recognition of achievements in the school newsletter
- ✓ gaining points towards class rewards
- ✓ Marks, grades, and favourable comments on school reports
- ✓ School trophies or certificates, formally presented in our yearly award ceremony, for good behaviour, progress, community support or a positive approach
- ✓ A letter or postcard of praise;
- ✓ The opportunity to undertake specific areas of responsibility; (School council)
- ✓ The opportunity to support younger children (in a buddy system, mediator or other position of responsibility)

About our Sanctions

When carrying out all disciplinary actions, we ensure that pupils understand fully that it is their behaviour that is not acceptable and not them as a person.

Any use of corporal punishment is illegal, against basic human rights and would not be used in any circumstances.

These are some of the ways that our pupils may expect to receive sanctions:

- Verbal warning
- Peg chart reduction resulting in Teacher Choice
- Loss of team points
- Withdrawal of breaks or lunch time privileges;
- 'Time Out' with reflection time supported by the Learning Mentor team
- Withholding participation in any school trips, activities or sports events that are not an essential part of the curriculum;
- Withdrawal from a particular lesson or peer group – Isolation
- Red Spot reflection time – Used in the Playground
- Temporary or permanent removal of special privileges or positions of responsibility & any associated benefits
- Contact with parents/carers
- Exclusion. (Fixed term or Permanent)

Staff are able to use 'reasonable restraint' to prevent a child from harming themselves or others or to prevent causing considerable damage to property. Occasions when this would be used are rare and only staff who have been trained in 'Safe Physical Handling' should be using this restraint. All of these incidents will be recorded. (Ref: Safe Physical Handling Policy)

We ensure that rewards and punishments are used as consistently and fairly as possible, while taking into consideration pupils' special needs, particularly those of an emotional or behavioural nature. To help find a lasting solution for ongoing bad behaviour we look for the reasons behind it using behavioural support from the Learning Mentor Team.

Learning Mentors

The school employs two full time Learning Mentors who are based in each key stage. Their remit is to address barriers to learning of which emotional and behavioural needs are key areas of their work and to adopt and maintain a proactive approach.

A referral system is in place for class teachers to highlight concerns regarding individual children. Alongside the SENCO and class teacher the Learning Mentors will agree a programme of work and support to enable the child to develop their self-worth, self-discipline and more positive behaviour strategies.

Another aspect of the Learning Mentor Role is to work alongside classroom based staff to support the implementation of behaviour programmes agreed and to enhance further 'Quality First' behaviour strategies already in place. Parents/ carers are encouraged and expected to engage in and support the managed behaviour approach agreed.

Nurture Group

Becket Primary School hosts the Derby City Key Stage One Nurture Group Provision (NG). The NG is a specialist provision for children age 5-7 from schools across Derby City who present with a wide range of complex social, emotional and behavioural needs which have placed them at risk of exclusion. Children are referred to this provision through the Derby City Behaviour Panel and are granted a place for a maximum of four terms. The high staffing ratio and Nurture environment allows us to work with these children with the long term aim of re-integrating them back into their host school or another setting depending upon the child's needs.

Becket Primary school values inclusion as demonstrated by the Inclusion Quality Mark Award. The NG enriches the inclusive approach and is an integral part of our school. It encourages all children in the school to understand, accept and tolerate a wide range of needs. NG practice informs whole school and classroom practice just as whole school and classroom practice informs NG.

The aim of our support at Becket is to prevent poor behaviour, rather than merely to react to it with punishments. With the support of parents, a wide range of solutions and support can be pursued. External support services such as the Education Welfare, Psychological, Social and Community Services and Community Police, all have close contacts with our school. Despite our continued support and reflective practice there may be individual children whose behaviour choices impact greatly on the well-being, safety and learning progress of others in the school which may lead to exclusion. This is a rare occurrence.

Exclusions

When a pupil's conduct is becoming unacceptable, the head teacher will warn the pupil and inform parents of the current difficulties. If parents are unable or unwilling to co-operate with the school, it is a possibility that the head teacher may need to move to exclusion, in order to control the health, safety and welfare risks. (The exclusions procedures follow the statutory guidance issued by the DFES January 2015)

On these occasions the head teacher will give notice to the parent, which include the times during which the pupil is not allowed on school premises for the period of exclusion.

A record is kept of all pupils excluded from school and the LEA and Governing Body are informed. Parents are encouraged to make representation to the School Governing Body if they wish to appeal against the Headteacher's decisions. A meeting of the Disciplinary Committee will be arranged for parents to put forward their point of view.

Record keeping and monitoring

Recorded incidents are kept in the form of:

- Learning mentor logs
- Bullying and Racist issues log.
- A behaviour support programme: a clear plan of action with targets and a time-scale, written to help pupils to successfully improve their behaviour. This may form part of the code of practice for the assessment and provision of pupils with identified additional needs.

Logs are monitored as part of the school's ongoing self-evaluation.

S.James (December 2014)

Ratified by Governing Body 22.1.15