

**DALE COMMUNITY PRIMARY
AND
STONEHILL NURSERY
FEDERATION**

**BEHAVIOUR AND
DISCIPLINE POLICY**

BEHAVIOUR AND DISCIPLINE

General Statement

Good behaviour in school is essential if worthwhile and effective learning is to take place. The promotion of good behaviour is part of good practice in every aspect of the work of the school. The responsibility for ensuring good behaviour is shared by all members of the school and its community.

The Governing Body believes that all pupils have the right to high self-esteem and self-respect and that good behaviour will maintain and enhance these values. In addition, the Governing Body of Dale Community Primary and Stonehill Nursery School undertakes to uphold and promote the values of personal responsibility, honesty, kindness, forgiveness, tolerance, respect for others and an understanding of cultural difference. The Governors will ensure that the implementation of the school's Behaviour and Discipline policy is the means to this end.

The values held and standards set will apply to all members of the school community.

Policy into Action

This document sets out the duties, responsibilities and rights of members of the school community in the implementation of the school's discipline policy.

The school will support and implement the discipline policy through its pastoral care programme, Personal Health and Social Education scheme of work and the Religious Education curriculum.

Pastoral Care

At all times pastoral care is the responsibility of the class teacher with the full support of the Head Teacher, Senior Staff and Inclusion Officers. It is the responsibility of the class teacher to ensure that the relationship that s/he has with the children in their care is supportive and helpful. All staff should be approachable and could be the child's first adult contact for support and advice. Children have the right to be listened to and to know that if there is an injustice or a problem, that swift and fair action will be taken. Clear explanation is required in order to meet public expectations.

P.H.S.E.

P.H.S.E. is a fully integrated part of the curriculum and reinforces the school's discipline policy by promoting work in the areas of citizenship, British values, conflict resolution, communication and friendship issues, personal responsibility, respect for others, prejudice and equality issues and right conduct.

The school's P.H.S.E. policy and guidance document outlines in detail how these issues are addressed in school.

Religious Education

Religious education, which is part of the statutory basic curriculum, is particularly important in promoting the study of values and beliefs, relationships between individuals and society, duties, responsibilities, rights and tolerance. The school will promote these values in order to support good behaviour.

Curriculum Management

Good behaviour comes from effective teaching and effective teaching leads to good behaviour.

All teachers will prepare work that is relevant, appropriate and interesting, using support for those who need it and deepening learning to challenge pupils. The recognition and rewarding of good work is important to encourage all pupils irrespective of their ability.

Classroom Management and Organisation

Good classroom management that supports good behaviour through attention to detail in organising groups and room settings is essential. This includes supervision, escorting pupils within and outside the school and the use of toilets and cloakrooms.

All staff will follow school guidelines regarding classroom layout and aesthetics. Pupils respond to the calm, purposeful, ordered environment provided in classrooms.

Responsibilities

Children need responsibilities and an opportunity to contribute to the management of the school. Children will develop the skills to become independent learners who understand the need to manage their own learning either as an individual or in collaborative groups.

Rules

Classroom rules will be set, discussed and agreed by the class. This will normally be done at the beginning of the academic year when most pupils have a new teacher. It is important that all pupils are involved in the process so that there is "ownership" of the rules by all, including the teacher. Rules need to be positive statements, e.g. 'always walk in school' rather than 'don't run'.

Rewards and Sanctions

It is essential that children are given appropriate praise and encouragement. Rewards should outnumber sanctions both in number and usage. All research shows that we all respond to praise more than punishment. The general rule should be 4 positives before 1 negative. This will be presented using the 'Rainbow Chart' in Key Stage 1 and Class Dojo throughout Key Stage 2.

Teachers will discuss rewards with the class and use them whenever possible.

House Points

House points will be awarded by the Head Teacher, Deputy Head teacher and Inclusion Officer for exceptional work or behaviour. House points will also be awarded for attendance, curriculum competitions and sports day.

A pebble jar in class will be used to award House points. This will be a whole class reward system for a class displaying good learning behaviour.

Playtime

The school playground is an important learning resource for the school. Playtime is part of the school day and it provides an important learning environment for children.

Learning how to enjoy playtime, making good relationships with other children and playing together is part of learning for life.

Bullying

Bullying in any form will not be tolerated by the school. Bullying in all forms can occur in all communities and this is recognised by the staff. We will be vigilant and thorough in our efforts to eliminate these unacceptable forms of behaviour from school. This applies to all members of the school community.

The school has a separate anti- bullying policy and a policy on racial equality.

All bullying incidents must be recorded and brought to the attention of the Senior Management Team.

All racist incidents are recorded according to LA regulations. These are monitored and all incident information is collated and sent to the LA annually.

Lunchtime

The Head Teacher has overall responsibility for behaviour at lunchtime with support from the Senior Staff when necessary.

Behaviour management during the lunchtime period is the responsibility of the lunchtime Inclusion Officer and teaching assistants who will liaise with and be responsible directly to the Head Teacher or the Deputy Head Teacher in the event of the Head Teacher's absence.

All aspects of the school discipline policy, its expected standards of behaviour and conduct along with the established system of rewards, sanctions and house points apply at lunchtimes.

The school will ensure that staff receive the necessary training and support to make their work as effective as possible.

Those children who are the most vulnerable at lunchtimes have access to the community space and associated staff.

Guidance Code for Staff

Acceptable standards of behaviour, work and respect depend on the example of us all. All have positive contributions to make.

Good order has to be worked for by:-

- Setting high standards
- Applying rules firmly and fairly
- Being generous with praise
- Treating everyone as an individual

Problems can happen where children are learning and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them.

Don't just react address the problem by: -

- Avoiding confrontation
- Listening
- Establishing the circumstances
- Judging only when certain
- Using punishments appropriately

Recording

All serious discipline and behaviour incidents will be recorded by the inclusion officers and referred to the Head Teacher where necessary.

It is important that information recorded contains sufficient details of the full incident.

Pupils who are causing concern as a result of their behaviour will be supported through: -

- Inclusion Officer support
- Lunchtime support groups
- Parent/school contact or meetings
- SEND Code of Practice

Pupils may be referred to the Care Team for a planned programme of intervention involving in school support or external support.

Parent Code

Parents are equal partners in the development of the school discipline policy, its implementation and review. The school will ensure that all parents are informed of the School Discipline Policy. Parents will be involved as soon as possible if their child's behaviour is not consistent with the expected standards within school.

Parents are expected to provide firm but affectionate guidance at home which is likely to produce attitudes on which good behaviour in school can be based and to ensure that they set good and consistent examples to their children by their own behaviour.

Anthony Adams
Chair of Governors

March 2016

General Good Practice

If we expect to see good behaviour, we will see it!

School, class identity and belonging need to be reinforced throughout the year. Children need to feel proud to be part of this school and part of their class.

- Clear positive classroom rules and expectations
- Consistent application of boundaries
- 4 positives before 1 negative
- Visual timetable used daily and age appropriately
- Class Dojo/Rainbow Chart displayed
- See Flow chart for direction of rewards/sanctions
- Structured Golden Time rewards in place and agreed with children at relevant points during the half term
- All classrooms should have a timeout space where children can be in class secluded and still be included in the learning (table or carpet spot).

Additional support for individual pupils or general behaviour management support for staff is available through the Inclusion Team and Development Programme for Quality First Teaching.

Incident Recording

Incidents are recorded by the inclusion officers and shared at Care Team or Inclusion team meetings.

Incidents recorded could include:

- Pushing
- Snatching
- Low level inappropriate behaviour:
 - Tapping
 - Calling out (repeatedly)
 - Whistling
- Use of unkind words
- Stopping others from working
- Any other low level behaviours likely to cause offence to others.

Incidents that should be reported immediately and directly to the SLT are:

- Extreme violence to another child or adult
- Racist incidents:
 - Physical
 - Verbal
- Reported incidents of bullying
- Theft / wilful damage.

Seclusion Guidelines

Inclusion Officers are available throughout the day for timeout for therapeutic support when requested by staff.

This is not classed as seclusion but timeout and for very short bursts of time.

Inclusion Officers will liaise with Inclusion staff through Care meetings.

There are 3 forms of seclusion in school:

- Classroom seclusion
- Lunchtime seclusion
- Playtime seclusion.

Classroom Seclusion

Classroom seclusion is for issues arising in class with pupils who:

- Are unwilling to complete work
- Have been extremely disrespectful to members of staff
- Are stopping others from working.

Pupils sent to seclusion must be sent with an activity to complete independently and a completed seclusion request form. Inclusion Officers will then liaise with the SLT to agree the period of seclusion. A record of the seclusion will be made in the child's electronic Inclusion Record.

All parents will be notified of a pupil's time in seclusion.

Lunchtime Seclusion

Lunchtime seclusion is for issues arising at lunchtime and the lunchtime Inclusion Officer will decide on the period of seclusion. A record book is kept which is maintained by the Inclusion team. Lunchtime seclusion is not to be used for classroom issues.

Playtime Seclusion

Staff may keep pupils in during playtime to complete work or for issues not warranting full classroom seclusion.

Playtime seclusion should be managed by the class teacher or TA and should be time limited. All pupils and staff are entitled to a comfort break.

Playtime seclusions are not recorded.

Incidents which occur on the playground should be resolved by staff on duty or referred to the appropriate channel, i.e. Inclusion Officers and/or SLT.

Seclusion Request

Name of Child									
Name of adult completing this form									
Date and time									
Remember to send work for the child to complete whilst in seclusion									
What was happening before				Behaviour displayed				Consequences	
Playground		Carpet		Persistent refusal to follow instructions		Property damage		Inclusion Officers	Seclusion request
Working space				Verbally abusive	Action		Missed Playtime	Work to be completed at home	
					Victim				
Independent		Guided group		Physically abusive	Action		Apology to victim		
					Victim				
Moving around school				Disruption to own learning		Disruption of learning to others	Other:		
Supervised		Unsupervised		Brief details:					
Other:									
SLT response: LF / ZI / AJ / LC				Seclusion time:					
<p>Parental Notification</p> <p>Your child was placed in seclusion today for the reasons shown above. Would you like to discuss this issue with a member of the Senior Leadership Team or an Inclusion Officer?</p> <p>Yes/ No</p> <p>Signed: _____</p> <p>Please return this slip on the next school day.</p>									