

SNITTERFIELD PRIMARY SCHOOL



BEHAVIOUR AND DISCIPLINE POLICY

This version	Dec 2016
Adopted by the Governing Body	13 th January 2017
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Aims and Objectives

Aims

One of our aims at Snitterfield School is that everyone feels valued and is treated fairly. As a caring community, our values are built on mutual trust and respect for all. The behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way, with the common purpose of helping every child to learn. It aims to promote an environment where everyone feels happy and safe and secure.

Objectives

- to promote values which will foster and encourage good behaviour
- to establish a clear system of sanctions which show an appropriate degree of disapproval
- to liaise with parents in order to give the children consistent messages and to increase parental accountability for their children's behaviour.

Key Roles and Responsibilities

Children

- to know what is meant by good behaviour
- to know and understand all school rules and to adhere to the lesson expectations
- to set an example to others by their own behaviour
- to understand that poor behaviour is unacceptable and will incur sanctions
- to take responsibility for ensuring good behaviour at all times
- never to ignore poor behaviour by others, whether in school or on the way to and from school but to inform a member of staff of such occurrences.

Staff

- to know the school's standards of behaviour
- publicly support the standards
- to apply lesson expectations consistently
- set an example to children by their own behaviour
- to know and consistently apply procedures for rewarding good behaviour
- to know and consistently apply procedures for dealing with misbehaviour
- to take responsibility for maintaining standards outside the classroom
- to take responsibility for behaviour, only using senior staff to support as necessary rather than as a first recourse
- never to ignore poor behaviour, whether within or outside of school, responding appropriately according to circumstance.

Governors

- to fulfil the requirements of the law in relation to governors' responsibilities regarding discipline in the school
- to judge the school by directly observed behaviour as well as third party perceptions about children's behaviour
- to take positive steps to attempt to understand the complexities of ensuring high standards of children's behaviour and the challenge this presents to the school staff
- to support the Executive Head Teacher, the Head of School and all staff in the operation of behaviour related procedures pertaining to the day-to-day running of the school
- if appropriate, to assist in the monitoring and evaluation of behaviour

- to receive any representations by parents regarding the fixed term exclusion of their child
- to ensure a fair and consistent applications of the policy regarding permanent exclusion.

Parents

- to accept and support the school's behaviour policy
- to recognise the school's need to balance the rights of the individual child with the effective conduct of the school as a whole
- to provide direct practical support to ensure that the individual child abides by the school rules: for example: ensuring correct school uniform is worn, daily punctuality, homework undertaken in line with school policy
- to inform the school of any personal circumstances which may be relevant to the child's in-school behaviour
- to take an interest in their child's in-school behaviour, using home-based rewards or sanctions where appropriate.

Good Behaviour

High standards of behaviour and discipline provide a positive environment in which teachers can teach and children can learn. Good behaviour means that **everyone** in the school:

- shows courtesy, consideration and respect to others
- is honest and truthful
- avoids prejudice of any kind
- tries to be positive at all times
- works and plays together co-operatively considering others' ideas
- cares for one another
- moves about the school in a quiet, orderly manner
- has a respect for school property and the property of others
- listens to everyone's views.

How we Encourage Good Behaviour

All school staff can acknowledge and reward good behaviour through a positive classroom and school atmosphere of mutual respect and by praise. This can be done in several ways:

- praise respect shown towards others
- praise good behaviour
- set examples by explaining and modelling the behaviour we wish to encourage (the setting of clear boundaries).
- praise skills shown: sharing, turn taking, cooperation, thinking of others
- always acknowledge an act of positive behaviour by praising the child, preferably in front of others so that it can be used as an example
- discuss making good choices by children
- use the House Point system as rewards for recognised good behaviour.
- individually organised classroom management systems tailored to specific needs.

Inappropriate Behaviour

At Snitterfield Primary School rudeness, acts of unkindness, vandalism, dishonesty or mental/physical bullying of any kind is not acceptable in any instance.

Please note that the procedures for dealing with bullying are laid in our Anti-Bullying Policy.

Occasionally, young children may forget our aims for good behaviour. In the same way as **good** behaviour is acknowledged, staff should also make the children aware of how we discourage **inappropriate** behaviour. This involves:

- reminder of the class or school rules
- verbal reprimand by member of staff explaining reasons
- time outs – to consider actions – short thinking time away from volatile situation
- removal of privileges – if thought to be appropriate – time out from class / play to think further and longer about bad choices. Need to work separately in class. Watch others at play. Class teacher will make informal contact with parents at this stage or earlier depending on the circumstances
- the formal recording of serious misdemeanours that are hurtful, aggressive, and persistent in the behaviour incident folder. All staff involved in dealing with or witnessing incidents will keep the written records up to date.

Staff will always investigate, listen before acting and interview everyone involved.

It is hoped that for the majority of children a reprimand from a member of staff will be all the discipline necessary during their time at the school.

Serious Behaviour Incidents

Behavioural incidents that are serious are those that are deliberate and inflict verbal / mental/ physical harm or hurt on others or on school property or seriously disrupt the education of other children.

Parents of children involved will be informed of serious behavioural incidents that occur in school either by letter, phone call or contact at the end of the day. A key member of staff will make this contact. The form of initial contact will be based on our professional judgement in response to the situation. This communication will indicate the level of their child's involvement in the incident e.g. verbal participant, physical action or considered as an instigator of the incident.

If a child builds up a series of these incidents by being persistently involved, it will be necessary to involve parents and pupil in attending regular meetings in school at agreed times. This will be an opportunity to discuss ways forward and a behaviour plan put in place.

A Home/School Diary recording regular communication by all parties will need to be started.

For children that demonstrate extremely challenging behaviour there may be a need for support from external agencies, such as the Integrated Disability Service (IDS) or the Early Intervention Service (EIS). An Individual Education Plan (IEP) will be created and may result in a re-integration programme. This is generally supported by external support agencies, and co-ordinated by the Special Educational Needs Co-ordinator (SENCo). Regular meetings will be held with all those involved, particularly parents and children.

The school follows Department for Education guidance and Warwickshire Safeguarding Children's Board (WSCB) guidelines for the use of physical restraint. School staff must not use physical restraint as a sanction. Physical restraint will only be used if the probability of

harm to others, self-harm or damage to property is very high and de-escalation procedures have been unsuccessful. Team Teach is the accredited method supported by the school. Staff are required to write a report after any incident and parents are notified.

If such circumstances become more frequent a risk assessment will need to be devised.

Exclusion

The school seeks to promote inclusion with the use of reward systems and behavioural support programmes. However, on those rare occasions when exclusion is felt to be necessary, the Head of School and the Executive Head Teacher have the right to enforce this.

Procedures for exclusion are laid down in the handbook “School Governors – a Guide to the Law”. The Governing Body will be kept informed at each stage.

Monitoring and Evaluating the Success of the Behaviour Policy

In evaluating the success of the policy the views of parents, children, teachers and external agencies will be considered. The policy will be reviewed annually by the Executive Head Teacher, Head of School/SENCo and Governors.

Hierarchy of Sanctions

1. Classroom rules will be set at the beginning of every year; these will directly involve the children’s voice.
2. If a rule is broken the adult will say the child’s name and look at them.
3. If the behaviour continues a verbal warning will be given.
4. Persistent behaviour will result in a written warning.
5. The written warning will be exchanged for a “time-ticket” to be “paid” at lunch-time. The Head of School or Assistant Head will be informed of all “time-tickets.”
6. If there is still concerns about a child’s behaviour or there is a more serious incident, the matter will be escalated to the Head of School or Assistant Head who will decide whether to involve parents.
7. When parents are involved they will be informed that the next step will be a written warning to be placed on record for the child.
8. A fixed-term exclusion may be issued if all these chances have ‘failed’ to improve the situation or in the event of a serious misdemeanour.
9. If challenging behaviour results in a fixed-term exclusion parents will be requested to attend school to help the child re-integrate into school routines once more.