

Gretton Primary School

Behaviour and Discipline Policy

1. Rationale

At Gretton School, we are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a caring and co-operative manner. It aims to promote an environment where everyone feels happy, safe and secure. We are committed to safeguarding and promoting the welfare of our children and young people and we expect all staff and volunteers to share this commitment.

2. Definitions

N/A

3. Aim

At Gretton, we want to ensure that in our school culture and ethos, everyone is equally valued and treated with respect. The primary aim of the behaviour policy is not to be a system to enforce rules but rather a means of promoting good relationships. This policy supports the school community in aiming to allow everyone to work together and learn in an effective and considerate way. Each member of this community is expected to show consideration towards others.

4 Objectives

- To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. We aim to promote good behaviour, rather than merely deter anti-social conduct. We treat all children fairly and apply this behaviour policy in a consistent way.

5. Strategies and procedures

5.1. Rewarding good behaviour

We believe in a positive approach to promoting good behaviour. Emphasis will be placed on reinforcing such behaviour by recognition, praise and encouragement. We ensure that children who always behave well are sufficiently rewarded. A variety of strategies are used to reward and encourage our pupils:

- we congratulate children for their achievements;
- we give children Dojo points for individual work, effort and general helpfulness, which contribute to weekly and termly house point totals for one of four 'houses' or teams;
- we award stickers for a variety of reasons, but particularly for special individual efforts, endeavours and achievements, and these are collected on personal bookmarks. When a bookmark is completed it is laminated and presented in the Celebration Assembly. They are also awarded a certificate of achievement for completing their bookmark;
- each week we nominate children because of special achievement or attitude and their names appear in the Gold Book or they are presented with their 'photo' to hang on the Attitude Tree.

These achievements are celebrated in front of the whole school and in the weekly newsletter to parents;

- we reward those children who consistently display good behaviour by sending home award cards with personal congratulatory messages or by arranging special activities;
- all classes have an opportunity to take part in an achievement assembly where they are able to show examples of their best work;
- we believe strongly that children should be well-mannered and demonstrate good behaviour throughout the school day, we therefore have special awards for children who demonstrate these attributes at lunchtime. All children who receive the golden lunchtime awards have their names written on a slip which is then entered into a termly prize draw;
- class teachers also implement their own strategies that are appropriate to the children they teach. Currently, Robins, Kingfishers and Owls have their own appropriate 'behaviour' chart which incorporates the existing traffic lights system (green, amber, red) but also encourages movement onwards and upwards from the neutral green area where all children start. This provides an opportunity for all children to be rewarded for consistently achieving behaviour expectations. Eagles follow the same routine but don't have a display.
- a new incentive, 'class dojo', rewards those children who are demonstrating expected behaviour and attitudes, exemplified in a series of statements chosen by each class teacher.
- The school acknowledges all the efforts and achievements of children, both in and out of school. These might be mentioned in the weekly newsletter or published on the school website.

5.2 Gretton Golden Rules

The following rules have been established across the whole school in order to encourage a positive attitude towards behaviour, both in and out of the classroom. We often choose one of these Golden Rules as a target for the term and we highlight this in assemblies and in the classroom. Teachers nominate children that are working hard to keep to this Golden Rule for special praise in the Celebration Assembly:

- We are kind and helpful to everyone.
- We listen and work hard.
- We are honest.
- We help each other to enjoy playtime.
- We look after everybody's belongings.
- We are polite and show good manners.

Each class will also negotiate and agree a few simple rules or 'code' which will ensure the classroom is a safe and supportive environment for learning. All rules are displayed clearly and expressed in a positive way. They are regularly revisited and reinforced.

5.3 Dealing with bullying

The school will not tolerate bullying of any kind. How we deal with bullying is set out in the school's anti-bullying policy.

5.4 Use of restraint

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in

danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

5.5 Inappropriate language

We do not accept the use of bad or inappropriate language from the children. We believe that communication with other children and adults should demonstrate respect and courtesy. Whilst it is impossible to completely eradicate the use of such language, the children are aware that it will not be tolerated and all staff members are vigilant concerning this issue.

5.6 Sanctions

Although we believe in a positive approach to managing behaviour, we acknowledge that sanctions are sometimes necessary. The following hierarchy of sanctions will be used to modify any unacceptable behaviour and to ensure the safety and well-being of everyone within the school community:

Level 1

Positive intervention strategies will be used, e.g. praising those children who are behaving appropriately; teachers and support staff will take notice of, but appear to ignore, low-level disruptions, while reinforcing 'on task' or expected behaviour; they will use non-verbal reminders, e.g. facial expressions and hand signals.

Level 2

A rule reminder will be given along with a simple direction, emphasising the behaviour the member of staff wants to see, and where compliance is expected. Other strategies may be used to make it clear that the behaviour is below the expected standard eg a negative class dojo point.

Level 3

If a child does not respond to these positive strategies a warning will be given and s/he will be reminded to make an appropriate choice about his/her behaviour; The 'traffic light' system will be used, as agreed across the school, namely:

"If s/he does not take heed of the warning, place (or warn if in Eagles) on '*amber*'. If behaviour does not improve, place (advise if in Eagles) on '*red*' and s/he will automatically miss some or all of the next playtime, attending *detention* supervised by the Headteacher.

If the poor behaviour is happening on the playground the 'amber' and red' expressions will also be used so the child is aware of the seriousness of the warning and there is a consistent approach.

Children will be reminded that each lesson or playtime offers a 'fresh' start, when anyone who has been placed on *amber* or *red* will return to *green* at the beginning of the lesson (or playtime), as long as they have shown a sustained effort to modify their behaviour. The child then has the opportunity to show 'as expected' behaviour for the rest of the day. Children who are persistently placed on Red will be referred to the Headteacher.

Other sanctions used at this level are:

- a loss of privileges, such as missing playtime;

- removal from the group situation, to somewhere in the classroom (or playground at break-times), to cool-off and reflect on their behaviour;
- a formal reprimand given by a member of staff;
- an informal discussion with parents to flag up the difficulties and to identify the next course of action.

Level 4

If a child's misbehaviour is persistent, and has not been able to be modified by the strategies implemented at Level 3, or if a significant serious incident takes place, the child will be sent for an 'interview' with the Headteacher. This may result in:

- a loss of privileges over a longer period of time or
- a child going on 'Report', where s/he will be monitored on a regular basis against set targets identified for improving his/her behaviour.

Parents will be invited into school at this stage to discuss the child's behaviour and to consider the targets. The SENCo will need to be made aware of any children whose behaviour places them at this level of the sanction hierarchy.

Level 5

If, having followed the strategies outlined at Level 4, poor behaviour still persists and continues to disrupt the child's own learning and that of others, s/he will spend time working away from the class and will miss all playtimes until an improvement is seen and a good attitude maintained.

Level 6

Children whose behaviour poses a constant threat to the safety and happiness of themselves or other children/adults may be considered for fixed term or permanent exclusion from school (see the procedures for exclusion later in the policy).

5.7 Fixed term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher inform the governing body about any permanent exclusion, and any fixed-term exclusions beyond five days in any one term. The governing body cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body will convene a discipline committee that is made up of between three and five members. This committee will consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they discuss the circumstances in which the pupil was excluded, any representation that is made by parents and whether the pupil should be

reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

6. Roles

6.1 The role of Governors

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 these guidelines.

The Headteacher have 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.

6.2 The role of the Headteacher

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. The Headteacher support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. Records of all reported serious incidents of misbehaviour will be kept.

The Headteacher have the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, they may permanently exclude a child. Both of these actions are only taken after the school Governors have been notified.

6.3 The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are reinforced in their class, and that their children behave in a responsible manner during lesson time and whilst moving about the building.

The class teachers in our school 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.

The teacher treats all children in their class with respect and understanding. S/he will communicate with the SENCo and liaise with external agencies when appropriate, to support and guide the progress of children with specific needs. The class teacher may, for example, discuss the needs of a child with the education social worker or LA support service.

The class teacher will report to parents about the progress of each child in their class, in line with the whole-school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

If a child misbehaves repeatedly in class, the teacher will follow the guidance and apply the strategies listed in the sanctions hierarchy mentioned earlier in this document.

6.4 The role of support staff

Support staff have a very important part to play in managing the behaviour of pupils. It is their responsibility to adopt a positive approach to behaviour management and to ensure that the school

rules are reinforced and that children behave in a responsible manner wherever they are in the school - in lessons or assembly, whilst moving about the building or when playing on the playground. They will have high expectations of the children in terms of behaviour and treat them with respect and understanding. Support staff will communicate closely with class teachers and the Headteacher to ensure any issues or concerns are passed on and, where necessary, maintain records of incidents.

6.5 The role of parents

The school works collaboratively with parents in order that children receive consistent messages about how to behave at home and at school. We explain the Gretton Golden Rules in the school prospectus and we expect parents to be aware of these and support them. This policy is available to parents via the school website.

We encourage parents 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 class teachers and the Headteacher encourage positive communication with parents about their children on a regular informal basis, as well as at Parents' Evenings.

We inform parents immediately if we have concerns about their child's welfare, and will approach parents about their child's behaviour when it becomes necessary or at an appropriate point. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher who will investigate further. If such concerns continue, parents may also request the involvement of a governor, for intermediary support in trying to resolve the issue. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

It is essential that when parents raise concerns about behaviour & discipline all communication with the school staff is appropriate. We therefore expect parents to be courteous and respectful at all times.

6.5 Monitoring roles

The Headteacher monitor the effectiveness of this policy on a regular basis, including, where necessary, weekly monitoring meetings with focus children. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour:

- The class teacher may keep a personal record of any behaviour concerns within the class;
- The Headteacher log any significant incidents of unacceptable behaviour;
- The playground incident book provides a record of undesirable behaviour both during playtime and lunchtime (this is managed by class teachers, learning support staff and mid-day supervisors);

- Some children may have personal records of their behaviour, such as behaviour plans and report cards.
- The Headteacher keep a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

7. Review period and date of next review

The governing body reviews this policy every year. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Last reviewed Summer 2016

Next review date: Summer 2017

8. Links

This policy is an integral part of our Anti-Bullying Policy and also links to our Safeguarding and Equality of Opportunity Policies.