

Great Barford Church of England Primary Academy
Behaviour and Discipline Policy - September 2020
'Growing together through learning, friendship and worship'

It is our belief that our school should be a happy, calm and secure place for all. We pursue a positive approach to good behaviour, teaching children the behaviours we wish to see, encouraging children to conduct themselves in a responsible manner and to care about the needs and rights of others. Alongside this, we set clear boundaries. The school rules are shared and understood by everyone in school. There is a consistent approach to behaviour management that the children are aware of. Intrinsic to this approach is the belief that parents, carers, children and staff are all involved in a home/school partnership.

As a church school with Christian values at its core, we believe in forgiveness, and an understanding that children are still learning to manage their behaviour. We believe that we need to help children to develop their understanding by teaching the children about the correct way to behave, listening to them and helping them to reflect on the effect of their behaviour on themselves and on others. We believe that we need to help children to manage their behaviour.

Aims

We aim to:

- Provide a calm, safe environment in which all children can achieve their very best.
- Promote the values and ethos of our Church of England school.
- Raise children's self-esteem and resilience; and help them to have confidence in themselves.
- Recognise that each child is an individual with their own needs.
- Help children to become aware of the needs of others.
- Promote respectful and thoughtful behaviour between all members of the school community.
- Promote independent self-discipline in our children and encourage them to accept responsibility for their own behaviour.
- Teach children the skills, values and attitudes needed to achieve and maintain positive behaviour.
- Develop an understanding of the important role everyone has to play in the smooth running of the school.
- Employ a consistent approach to behaviour throughout the school.
- Involve parents and carers in celebrating the good behaviour of their children.
- Develop an understanding of the importance of the school values in our lives and why they need adhering to.
- Positively involve children, staff, parents and carers in a common purpose and direction.
- Have behaviour plans in place for specific children.

Encouraging good behaviour

We believe that if we reward children for good behaviour, it gives the children something to reach for. Rewarding good behaviour lies at the heart of our behaviour management practice.

We recognise those children who show good behaviour in the following ways:

- Stars of the week: From Y1 to Y6, two children from each class are chosen as 'Stars of the week' for going 'over and above' or **for producing** excellent work during the week. These achievements are shared during our Friday celebration worship.
- Postcard home: Sincere recognition for those children who have gone 'over and above consistently.'
- Hot chocolate Friday: From YR to Y6 one child from each class is chosen as 'Values champion' for demonstrating the school values. These achievements are shared during our Friday celebration worship. These children are then invited to 'Hot Chocolate Friday' with the Headteacher.

- Golden coins: Awarded to children in YR to Y6 to reward good behaviour and showing school values. These are added to school colour teams. The team with the most golden coins each half term is rewarded with a mufti day.
- The nursery children receive daily recognition through celebrating and sharing special work and good behaviour.
- A dojo reward system is used throughout KS1 and KS2. The children are clear about when and how many dojos are awarded for each positive behaviours.
- **Need to decide where reception fits in. I kind of think they're too young for dojos but it would be good for them to have a values champion and for them to come to hot choc Friday.**

School values

The whole school follows a values curriculum based on 'Roots and Fruits' that is delivered through Worship time and embedded throughout classroom and school life. These values are integral to our school Christian ethos. Our key values are Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice, Service and Truthfulness.

School rules

Our school rules are embedded in all that we do. They are regularly discussed with the children so that they have a good understanding of the rules.

We have three school rules:

- Be ready
- Be respectful
- Be safe

These rules are consistent across the whole school setting, including wrap-around care, and when on educational outings.

Consequences

Visible consistency is at the heart of our behaviour strategy. There are clear consequences to be followed when the rules are broken.

All pupils are aware of the consequences for breaking the school rules. The procedures are used consistently throughout the school by all staff.

- **Reminder:** Quietly speak to the child, and say what the behaviour is that you would like to see. Remind them that you know that they can do it, and refer to previous good behaviour.
- **Caution:** If behaviour is repeated – quietly explain to child that they really need to think about their choices. Warn them that will need to talk to you about it at break-time or lunchtime if the behaviour does not change. Remind them that you know that they can do it, and refer to previous good behaviour.
- **Time off lunch or break-time:** If behaviour is repeated, explain that they will need to talk to you at break-time or lunch-time. Remind them that if behaviour occurs again, they will be working in another classroom.
- **Time in another classroom:** If behaviour is repeated – the child is moved to another classroom.
Year R/Year 1; Year 2/Year 2; Year 3/Year; Year 5/Year 6
- **Reflection:** A discussion with the child needs to help them reflect on their behaviour. Questions will be asked to encourage the child to reflect on the incident. Questions chosen will be dependent on the age of the child, but may include:
 - What happened?
 - What were you thinking at the time? (encourages reflection)

- What have you thought since?
- How did this make people feel? (impact of their behaviour?)
- Who has been affected? (child to see the bigger picture?)
- List the people who have been affected?
- How have they been effected?
- What shall we do to put things right?
- How can we do things differently in the future?

Lunchtime consequences

- **Reminder:** Speak to the child, and say what the behaviour is that you would like to see. Remain calm and unemotional.
- **Caution:** If behaviour is repeated – explain to child that they really need to think about their choices. Warn them that will need to remain with you for 5 minutes if the behaviour is repeated.
- **Missed time:** If behaviour is repeated, child stands by you for 5 minutes. Inform child that if behaviour is repeated, they will be removed from the playground.
- **Removal from playground:** If behaviour is repeated, a member of SLT, or teaching staff if SLT not available, will be sent for by a sensible child.
- **Reflection:** At the end of lunchtime, the playground supervisor will talk to the child with a member of SLT present about the incident (See questions above).

When these steps have been taken, staff must complete behaviour incident forms with the child. This information is then transferred onto CPOMS (our secure, online monitoring system).

Parents/Carers will be contacted if a child reaches the ‘time in another classroom’, or ‘time off lunch-time/break-time three times. This contact will be logged on CPOMS.

If the behaviour involves bullying, racist, sexist or homophobic remarks, this information will be recorded on CPOMS and reported termly to the Trust board and the Local Authority.

Work not completed by a child due to bad behaviour will be sent home to be completed **and the parents informed.**

Staff responsibilities

- The class teacher has responsibility for the discipline of the children in their class.
- Support staff are responsible for assisting the class teacher with discipline.
- All staff are responsible for the discipline of children around school.
- All staff are expected to be good role models for children.
- All staff are responsible for ensuring that they use a consistent approach to behaviour management.
- The lunchtime supervisors have responsibility for discipline during the lunchtime period overseen by the Headteacher and Assistant Headteacher.

Trust Board responsibilities

The legal responsibility for the discipline of the school lies with the Trust Board who have delegated the day to day management to the headteacher.

Parent and carer responsibilities

We will ensure that parents and carers are aware of the school behaviour and discipline policy, school rules and the expectations we share through the vision, values and Christian ethos of the school. We expect parents and carers to work alongside us to make their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all, we regard it the responsibility of the parents or carers, as well as staff, to foster good relations between home and school. Our school ethos, values and aims, as well as the school policies, can be found on the school website.

Children with additional needs

Sometimes children require a tailor-made programme of targets and a system of rewards and sanctions personal to them.

- These children will be given a IBP (individual behaviour plan).
- Parents/Carers will work with the school to formulate the programme.
- Our Parent Support Co-ordinator will work with families as necessary.
- The school will work with external agencies to support the child as necessary.

Serious violations

Behaviour	Sanction	Other Actions
<ul style="list-style-type: none"> ➤ Deliberately harming another person ➤ Deliberately damaging property ➤ Leaving class without permission ➤ Attempting to leave school property ➤ Serious challenges to authority ➤ Repeated/serious swearing ➤ Verbal abuse ➤ Harmful or offensive racist and homophobic comments 	<p>Referral to Headteacher or Assistant Headteacher.</p> <p>Fixed term internal exclusion (will include break times and lunch times).</p> <p>Work missed – completed at home.</p>	<p>Parent/Carer meeting.</p> <p>Behaviour to be logged on CPOMS. (If the verbal abuse/behaviour involves bullying, racist, sexist or homophobic remarks, this information will be reported termly to the Trust board and the Local Authority).</p> <p>Outside agencies contacted as necessary.</p>
<ul style="list-style-type: none"> ➤ If behaviours above are repeated or behaviour is deemed serious enough by Headteacher. ➤ If Headteacher does not feel that they can keep the staff, child or other children safe. 	<p>Referral to Headteacher or Assistant Headteacher.</p> <p>Fixed term exclusion in line with Bedford Borough guidelines.</p>	<p>Parent/Carer meeting.</p> <p>Re-integration meeting with parents/carers when child returns to school.</p> <p>Parent Support Coordinator to work with parents/carers.</p>
<ul style="list-style-type: none"> ➤ Extremely dangerous or violent behaviour ➤ Very serious challenges to authority ➤ Repeatedly leaving (or attempting to) school grounds ➤ Physical abuse of staff members ➤ If Headteacher does not feel that they can keep the staff, child or other children safe. 	<p>Referral to Headteacher or Assistant Headteacher.</p> <p>Permanent exclusion in line with Bedford Borough guidelines.</p>	<p>Bedford Borough Council to find child another school.</p>

How We Support Staff in the Application of This Policy

- All staff members have a responsibility to support each other when dealing with behaviour.
- No member of staff should feel isolated when dealing with behaviour.
- Staff should seek advice from the SENDCo, Assistant Head teacher or Headteacher as required.
- Weekly feedback session at staff meetings as appropriate, where staff can share ideas and concerns.
- Weekly staff briefing session so all staff are aware of particular issues as appropriate.
- Regular meetings with lunchtime supervisors to discuss ideas and concerns.

Need to put in a line about COVID-19 measures and how we handle persistent incidents of rule breaking. I will find something and send it through.

Conclusion

We seek to provide a safe and happy environment in which children can learn. By following this policy, we expect to promote in children an understanding of the effect their behaviour has on other people and the importance of a strong value system and code of conduct in our society.

Related documentation

Special Educational Needs and Disability Policy
Disability, Equality and Accessibility Policy
Admission Policy
Anti-bullying Policy
Administration of Medication Policy
Safeguarding Policy

Policy Review

This policy will be reviewed in September 2021