



Roskear Primary and Nursery School

Behaviour and Discipline Policy

Accepted by Governors	January 2015
Reviewed	September 2020

Aims and objectives

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We also promote a positive behaviour for learning and encourage children to adopt open mind-sets and be active learners. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

We aim to

- promote a positive behaviour for learning attitude.
- Promote respect of all different races, cultures and religions whilst upholding the underlying British values.
- promote an environment in which everyone feels happy, safe and secure.
- promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- enable everyone to work together in an effective and considerate way.
- Ensure every member of the school community to behave in a considerate way towards others.
- treat all children fairly
- help children grow in a safe and secure environment
- to become positive, responsible and increasingly independent members of the school community
- develop an ethos of kindness and cooperation

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Verbal feedback
- Give children house points either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school

- Each week, we nominate a child from each class to receive a certificate in the school celebration assembly. These nominations relate specifically to a child demonstrating a positive learning behaviour (one of the 4 Rs).
- Awarded prefect status in recognition of consistently good behaviour, meeting agreed standards
- Stickers (one house point = one sticker, these are used for excellence in learning, behaviour or effort)
- Sent to other members of staff for positive reinforcement
- Headteachers award and a postcard sent home through the post
- Good news notes home
- Golden tickets for lunchtime

The school acknowledges all the efforts and achievements of children, both in and out of school. Certificates and awards showing children's achievement out of school, e.g. music or swimming certificates are shared in the whole school celebration assemblies.

Sanctions

The school employs a number of sanctions to enforce the school's Golden rules, these are shared with pupils and parents and employed rigorously. The following are followed in order:

1. The 'look' and a positive reminder of expected behaviour (name on board with a 1)
2. Second reminder of expected behaviour; consequences and guidance/suggestion for change e.g. It looks to me that you might be find things tricky where you are sitting. Let's make a positive choice. Would it be helpful if... Who could you sit with so that you can follow the Golden Rules? Let me help you make a positive choice. (2 placed by name on board)
3. 'TIME –IN' (Stage1) – Given time at the class 'Time In' table (Y4-Y6 10 min sand timer/ FS2-Y3 5 mins sand timer) and pupil complete reflection log (Y3-Y6) – that goes home.
4. 'TIME- OUT' with SLT (Stage 2) (KS1 –SL, KS2 – CB) – SLT member will investigate the situation (talking with pupil(s) and staff), Red card sent home to help parent/carer reinforce the school's expectation and support their child in making more appropriate and positive choices. Class Teacher to log on 'My concern' after discussion with SLT.
5. Two Time-outs in a week= Lunchtime detention (Stage 3) (parents/carers called to inform)
6. Second detention in a half term= daily monitoring for a week (photocopy goes home each night for parents/carers)- SLT review at end of week whether pupil requires any more monitoring and if further monitoring is required parents/carers will be invited in for a meeting.
7. Third detention in a term (Stage 4) = SLT, Class Teacher, SENDCo and parent meeting- explaining what has happened, what will happen if doesn't improve- SLT to create BSP (Behaviour Support plan) and monitor for another week and then review. SLT to log on 'My Concern'
8. Fourth detention (Stage 5) in a term requires parent/carer meeting with Headteacher and SENDCo- May result in positive transfer inclusion (internal or external), contact of external agencies (with parental/carer permission) in order to further support the pupil.

Detention

Lunch time detentions are run by the leadership team for very poor behaviour, for example:

- o 2 time out's in one week
- o Physical aggression
- o Swearing/use of offensive terminology e.g. homophobic language aimed at a pupil

- o Leaving the room/area without permission (safeguarding)

RULES: FOLLOW INSTRUCTIONS WITH CARE AND THOUGHT, SHOW GOOD MANNERS AT ALL TIMES, CARE AND RESPECT FOR EVERYONE AND EVERYTHING, TRY OUR BEST IN ALL WE DO.

There are a set of Golden rules which are common and reinforced across the school in all situations. These are displayed in every classroom and around communal areas.

The class teacher discusses the Golden rules with their class and the children agree to abide by the rules. In this way, every child in the school knows the standard of behaviour that we expect in our school.

On occasion it may be appropriate to discuss incidents with the whole class in addition to dealing with individuals.

Each class also has a set of 'Class Routines' which are discussed and agreed by the whole class. These are personal to the class.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-bullying policy).

It is the responsibility of all members of staff to ensure that the school rules are enforced and that the rewards and sanctions agreed are followed consistently throughout the school at all times.

Staff in the school liaise with external agencies, as necessary, to support and guide the progress of each child. The SENCO, class teacher or teaching assistants may, for example, discuss the needs of a child with the SENCO, learning mentor, Parent Support Advisors, education social worker or the LA's behaviour support service.

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

Exceptional circumstances

We fully understand that some children find certain aspects of school life extremely challenging, including behaviour. We pride ourselves in working closely with these children, their families and other agencies if applicable. We strive to help them deal with their circumstances and to help them adapt and merge into school life. We offer nurture, care and guidance for these children. Our learning mentors will work on a one to one basis or in a group if need be and our special needs coordinator uses 'Trauma Informed Schools (TIS)' to help certain children deal with their emotions and feelings. If however an individual's behaviour is deemed to put other children's well-being at risk then we have to take firm and appropriate actions and the above mentioned sanctions will apply.

The role of parents/carers

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate 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 we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to deter the behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, the complaints procedure will be followed.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. In line with our cluster group of schools in the Camborne / Redruth area, we participate in the Transferred Inclusion (PTI) scheme which allows a pupil to complete their inclusion in another local school where they receive 1:1 tuition from a teaching assistant; allowing time to reflect on their behaviour whilst reducing impact on the child's education.

In extreme cases we may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the schools behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The DFE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed to ensure that all decisions taken remain lawful and that those people who need to be informed have the appropriate information shared with them.

See Appendix 1 Flow chart

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Pupils found to have made malicious accusations against school staff will receive an exclusion from school - this is likely to be permanent dependant on the severity of the accusations.

The governing body fulfil their role monitoring levels of exclusion, reviewing individual cases where a child has been excluded for a period of more than 15 days in one term and hearing appeals from parents.

Following the decision to permanently exclude a pupil; where requested by a parent, an SEN expert will need to be appointed by the local authority or academy trust to advise the independent review panel.

The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing

body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

Conduct outside the school gates

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Incidents of bad behaviour and bullying which occur anywhere off the school premises which are witnessed by a staff member or reported to the school will be dealt with in line the sanctions available in school. Parents will be informed of any outside behaviour which is dealt with by the school in writing.

Monitoring and review

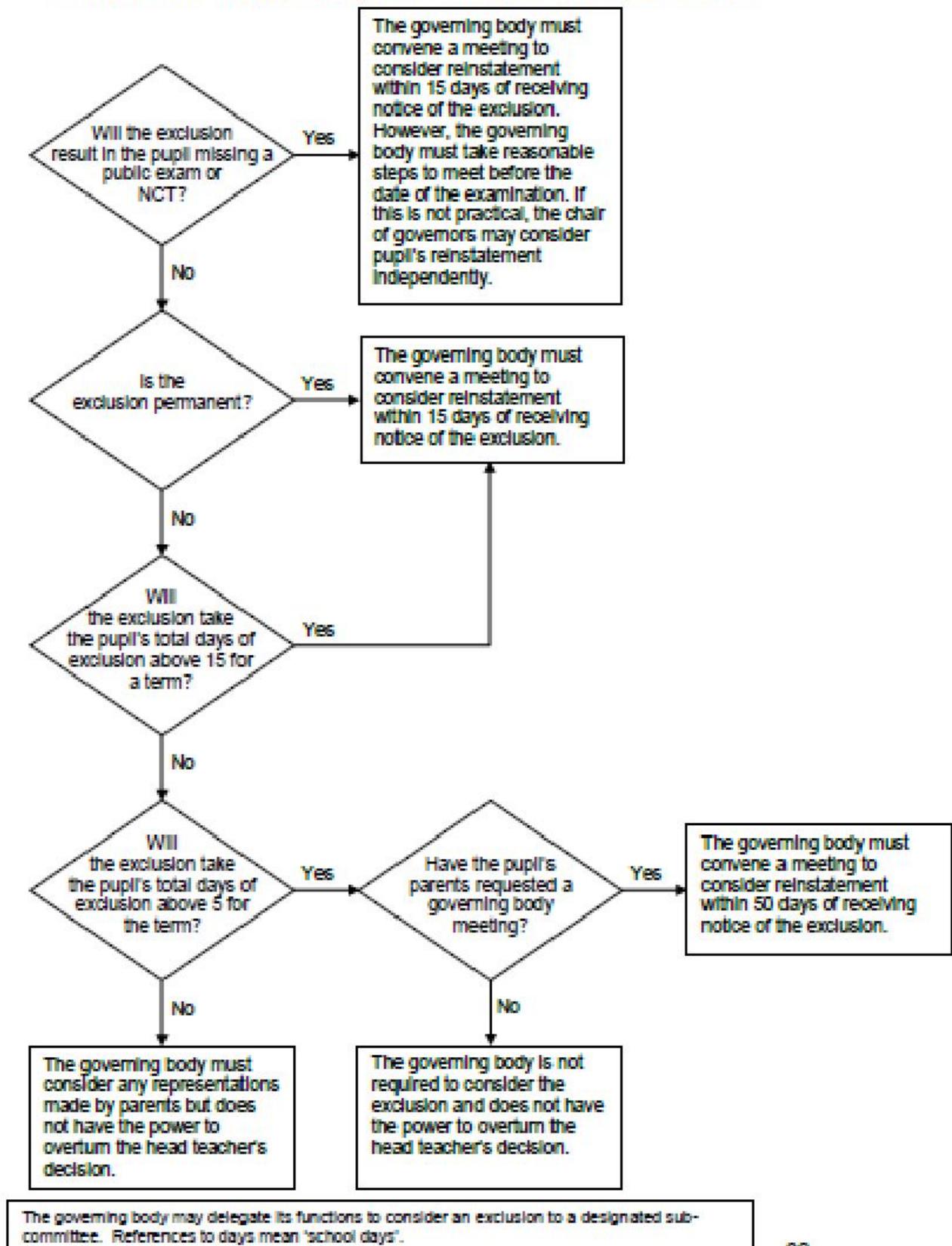
The Senior Leadership Team monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records concerning incidents of misbehaviour - time outs and detentions. The headteacher keeps a record of any child 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 exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of discrimination on any grounds including racial and those pupils with SEN (Equality Act 2010).

The governing body reviews this policy every three years. 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.

Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



Annex B

Use of offensive language/terminology - stage 3

Physical aggression (hurting another on purpose) - stage 3

Destruction of school property/total disruption to whole class learning - PTI

Stealing - stage 3