



## **Discipline and Behaviour Policy (including a statement on Exclusions)**

**Ratified and Adopted by the Local Governing Body  
on 28<sup>th</sup> September 2017**

### **Rationale**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Thomas Eaton Primary Academy, part of The Diamond Learning Partnership Trust.

The policy is a result of consultation with pupils, parents, staff and Governors and it reflects current practice within our school. Its fair and consistent implementation is the responsibility of all staff.

### **Statement of Behaviour Principles**

The Headteacher and Governors wish the following principles to be actively promoted at Thomas Eaton:

- All members of the school community will promote high values including honesty, fairness, respect for truth and justice, within a caring and nurturing environment
- All members of the school community will value each other as individuals, promoting inclusion and attitudes of respect and tolerance
- All members of the school community have a right to feel safe
- All members of the school community have a right to learn
- All members of the school community have the right to develop their potential in personal, social and academic performance

### **Our school aims to:**

- Provide a secure and stimulating environment where the individual is valued and is treated fairly.
- Provide a broad, balanced, relevant curriculum which takes into account the developmental stage a child has reached.
- Encourage each child to develop scientific, historical, geographical and social skills that will enable them to begin to understand and care for the world in which they live.
- To encourage the physical, artistic, creative growth of each child and to encourage shared participation.
- Develop an awareness and appreciation of the needs of others, including moral and religious values.
- Ensure that children feel safe and are not bullied.
- Encourage the active participation of parents, friends and fellow professionals in the education of children at the school.
- Provide a professional, supportive and caring environment for all adults working at the school.
- Develop close links with the community we serve for the mutual benefit of all parties.

### **Our positive approach**

The staff at Thomas Eaton Primary Academy are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well being while in school.

We believe that an effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline and this arises from good relationships and from the setting of high expectations of good behaviour. It is important that the children are familiar with our Expectations which are established with the children at the start of each school year.

### **Thomas Eaton Expectations**

As a school we have agreed the following three expectations:

- Be Ready
- Be Responsible
- Be Safe

These three expectations encompass all the aspects of good behaviour which are desired at our school. These expectations are discussed in assembly, in class time and throughout the school day. Each class reviews them at the start of the year and formulates their own set of class rules which follow each expectation.

Children will be rewarded for good behaviour and for working towards these expectations. We have a positive system of rewards which includes:

- Verbal praise – indicating what is good

- Stickers, stars or smiley faces in work books
- Positive written comments in work books
- Access to treat boxes
- Informal visits to other members of staff to share work
- Our 'Going for Gold' reward system for behaving well
- Good behaviour is recognised within the class reward systems
- Affirmation in class Circle Time
- 'Good News' letters will be sent home if children have tried particularly hard.
- Golden stickers/ golden wristbands given to children who have reached 'gold' during a day
- House points – including rewards to children in the winning house each week/ term
- Work or achievement shared with the whole school in celebration assembly
- Star of the Week awards
- Headteacher's awards
- Attendance awards
- For good behaviour across the term – attendance at a Reward Day

The aim of this positive approach is to reinforce good behaviour and help our children to feel good about themselves.

### **Responsibilities of pupils**

- Acknowledge that their behaviour is their responsibility
- Walk quietly through the school at all times, particularly when entering and leaving Collective Worship
- Remain calm and quiet around the building, opening doors for adults
- Sit attentively in Collective Worship and respond appropriately to questioning, singing etc
- Listen attentively without interrupting
- Use an appropriate classroom voice
- Use equipment carefully and safely, returning it to storage areas when finished
- Treat others with consideration and respect
- Follow instructions from teachers and all other school staff
- Attempt to settle disagreements in a civil manner
- Play with others, avoiding kicking, fighting and verbal abuse
- To tell the truth: the whole, correct version of how incidents occurred

### **Rights of staff**

- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruption
- To feel safe
- To be treated fairly and considerately

### **Acceptable behaviour**

At Thomas Eaton Primary Academy the children are encouraged to:  
Try hard to do their best.

Be kind and speak politely to everyone in the school community.

Respect other people, their possessions and school property.

Be helpful.

Ask for help or tell an adult if they are unhappy.

Accept responsibility for the things they do.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour.

### **We must all be:**

- **Kind and considerate** – respecting everyone as an individual.
- **Courteous** – being polite and helpful to all adults and children in the school.
- **Friendly** – being on good terms with each other.
- **Co-operative** – sharing, working and playing well together.
- **Careful** – looking after our school environment.
- **Responsible and sensible** – following instructions given by school staff.
- **Honest** – being truthful.
- **Hardworking** – doing our best.

### **Dealing with unacceptable behaviour**

At Thomas Eaton Primary Academy we teach children that they have a responsibility to abide by the school rules and there is a clear understanding that not doing this can impact on others around them. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions. Therefore, we have a set of sequenced steps for dealing with unacceptable behaviour.

### **Our 'Going for Gold' Behaviour System**

At Thomas Eaton Primary Academy we follow the 'Going for Gold' behaviour system. A child will start each day on Green. There are charts in each classroom showing which colour each child is on. If a child does not comply with the behaviour expected of a child at Thomas Eaton Primary Academy, they will be given a warning. If the behaviour continues they will move onto Blue. This is followed by a further warning, then Yellow, then Orange then Red. **(See Appendix 1)**

At the point that a child moves onto Yellow they will be moved to another partner classroom. A yellow behaviour incident slip will record the incident and a letter home will be sent to the child's parents. **(See Appendix 2 and 3)**

Following the period spent in another classroom the child will have the chance to re-enter their normal class and has their opportunity to improve their behaviour and move back to Blue or even Green during the day.

For repeatedly failing to follow the school rules a child may continue to move to Red and will be sent to a senior member of staff/ sent to the Headteacher. A phone call home will be made.

Parents will be contacted for serious acts of misbehaviour, listed below, including physical or verbal abuse towards other children or staff. If a child moves to Red four times in any one week, a meeting will be arranged between the pupil, teacher, parent and a senior member of staff.

There may be occasions when the actions of a child mean that they move to Red immediately, rather than in a step approach. Swearing, name calling, physical attacks on others, fighting, confrontational behaviour etc may all result in an immediate 'Red'.

Children are taught what is unacceptable behaviour and are made aware of the consequences of breaking the rules.

Minor acts of misbehaviour will be dealt with within the classroom, by reminding the child of the rule or task, or introducing such consequences as withdrawal of privileges.

We seek to reward good behaviour and so a child will have the opportunity to gain Bronze, Silver and Gold behaviour rewards for exceptionally good behaviour over a period of time – our system recognises the importance of this and is therefore called 'Going for Gold'.

### **Serious Unacceptable Behaviour**

We will not accept:

- Lack of respect
- Physical violence to children or adults – actual or threatened
- Threatening behaviour including bullying
- Racist and homophobic behaviour
- Discrimination
- Deliberate disobedience
- Deliberate vandalism of school property and other people's property
- Stealing

Both the school and the Local Authority will record incidents of racist and homophobic behaviour.

Staff record significant incidents on the Serious Incident Form and place in the School Behaviour File kept in the School Office and speak to the children concerned.

If a more serious problem occurs the Headteacher or another senior member of staff will be informed. Persistent or serious misbehaviour will be dealt with in the following ways:

- A home/school contract - working with parents to produce a programme to encourage improvements in behaviour.
- Development of a Behaviour Plan, or a Pastoral Support Plan.
- Seeking help from outside agencies such as the Educational Psychologist.
- In extreme cases the Head may decide that a child must be restrained using reasonable force. Please see our policy 'Use of Physical Intervention'.
- Detention
- Internal isolation from other children for a limited period and used constructively for a child to reflect on their behaviour.
- Exclusion from school may be necessary.

### **Unacceptable playground behaviour**

Playground behaviour will be linked to the 'Going for Gold' classroom behaviour system.

Any behaviour outside that puts themselves or others at risk of injury or emotional distress e.g. rough play, name calling and swearing is clearly unacceptable. We feel that children discussing, sharing, playing age related inappropriate computer games is not acceptable in school. We feel that it is important that all children feel safe at our school and those children influenced by video games will be reported to the appropriate authorities if we had serious concerns.

Behaviour will be dealt with by following these steps:

1. Removal to a time-out zone for 10 minutes.
2. Serious unacceptable behaviour will result in immediate removal from the playground and being sent to the 'Reflection Room' in order to reflect on their behaviour with a senior member of staff.
3. Persistent unacceptable behaviour at playtimes will lead to the following:  
Meeting with parents, Head or Senior member of staff.  
Internal exclusion from playground/ field at break or at lunch time.  
External lunch time exclusion – where the child will not be allowed to remain on the school site during the lunch hour.

Parents will be informed if their child has missed part or all of playtime as a consequence of misbehaviour.

The 'Reflection Room' will be staffed by senior leaders and middle leaders each lunch time. Children may choose to come to the Reflection Room if they are finding lunch time difficult or they have become upset. The aim of the room is to provide a calm environment where children can reflect on their

lunch time behaviour and use restorative approaches in order to resolve issues.

### **Unacceptable behaviour outside the school gate**

We believe that the school has a responsibility for the welfare and safety of pupils at all times and that our pupils are ambassadors for our school when both in and out of school. With this in mind we will discipline pupils for unacceptable behaviour when they are:

- Taking part in any school – organised or school related activity.
- Travelling to and from school.
- Wearing school uniform.
- In any way identifiable as a pupil of Thomas Eaton Primary Academy.

Children will be expected to:

- Be polite to all members of the public
- Respect other people's property
- Use appropriate language and behaviour
- Be considerate to others using the pavements e.g. politely moving out of the way.

Unacceptable behaviour includes:

- Bullying or harassing other pupils on the way to or from school.
- Harassing/being disrespectful to members of our community.
- Causing a nuisance to other road users for example when riding a bicycle to school.
- Cyber bullying - texting and through social networks.

The list is not exhaustive.

If a child displays unacceptable behaviour outside school the school will arrange a meeting with the parents to discuss the situation. If the behaviour continues then the school will insist that the child is brought to and collected from the school office every day.

Please be aware that in the event of proven cyber bullying the school will inform the police as this is a criminal offence.

### **Confiscation**

If an item is confiscated staff must:

- Record the fact in the Class Behaviour file with the reason the item was taken
- Contact parents to explain that an item has been confiscated if it is not to be returned at the end of the school day e.g. if it is a dangerous item
- Ensure that items are stored in a safe, secure place.

The school's policy on confiscation is outlined in the following criteria. An item might be confiscated if:

- The item poses a threat to others
- An item poses a threat to good order for learning
- An item is against school uniform rules
- An item poses a health or safety threat
- An item which is illegal for a child to have

### **Searching Pupils**

The law states that the Headteacher and staff authorised by the Headteacher have the power to search pupils and their possessions without consent, where they suspect the pupil has – weapons, alcohol, illegal drugs and stolen items.

Staff at Thomas Eaton Primary Academy will search pupils' possessions if they suspect that any of the above may be present. School staff will attempt to contact parents where appropriate however under some circumstances children will be searched without prior parental consent.

### **Use of Reasonable Force**

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

School staff will:

- Escort pupils from the classroom, playground when the behaviour is jeopardising the good order of the school and the learning of other pupils.
- Restrain pupils who are in danger of hurting themselves.
- Restrain pupils who are attacking other pupils/staff.

**The Headteacher will ensure that parents are informed at the earliest convenience if a child is restrained. All incidents will be recorded and copies of statements will be available for parents.**

### **Parental Conference**

The purpose is to agree a 'way forward' for a child to improve his/her behaviour and may involve parents, class teacher, SENDCo, Deputy Headteacher or Headteacher. The child may be invited to attend the meeting. A plan will be drafted explaining what measures will be taken at school to help the child meet specified behaviour targets. This may involve the child being placed 'on report' for a period of days/weeks – a process by which children are held accountable for each session of the school day, thereby being responsible for their own behaviour.

The plan will then be reviewed after an agreed number of days/weeks. If sufficient progress has not been achieved, the school will consider further support – possibly including assessment/input by outside agencies – and disciplinary action.

NB – when a Parental Conference is held to discuss lunchtime misbehaviour, the child will usually be required to stay inside and reflect on how they can improve their behaviour. This will involve being withdrawn from the playground and working with a member of staff to address their behavioural difficulties.

### **Children with Specific Behavioural Difficulties**

Thomas Eaton Primary Academy recognises that reasonable adjustments should be made for those children in our school with Special Educational Needs.

- Some children will have an individually designed behavioural approach with perhaps a timetable divided into half hour manageable periods in which to achieve success. Targets, sticker charts or monitoring sheets will support them in achieving acceptable behaviour.
- It may be appropriate that a sensitive discussion is carried out with a class which has one or more children with behaviour problems in order that other pupils have an awareness that this person/s has particular difficulties which need support and understanding
- Some children have specific behaviour difficulties. Such children are recorded on the SEN Register as SEBD and their SEND Provision Plans will target improving behaviour
- Individual behaviour modification plans (known as Pastoral Support Plans) will be created when needed
- It is important that these children are rewarded for good behaviour in an additional way to that described in this policy
- Where there is concern that a child's behaviour may mean they could harm themselves or others (running away, throwing chairs or self-harming) it is vitally important that class teachers complete a Risk Reduction Plan with consultation with senior staff.
- It is important to understand that we treat each child as an individual and deal with their behaviour as appropriate to their needs. Different approaches are in place for children with Specific Behavioural Difficulties, however, their behaviour is monitored very closely and the advice of professionals is sought. Any implementation will be at the discretion of the Headteacher and the Leadership Team.

## **Exclusions**

### **What type of behaviour would warrant consideration of exclusion?**

#### **Temporary**

Temporary exclusion refers to a number of days or weeks in the term when a pupil is not allowed to come to school but has work provided and marked by school staff.

For example:

- Consistent poor behaviour, which disrupts learning or playtimes. Evidence of this would be recorded on Serious Incident forms, a class incident book, bullying log or racist incident log.
- Intentional injury to another child which results in significant medical attention.
- Intentional damage to property (school or individual).
- Repeated swearing.
- Persistent recorded bullying incidents.
- Physical assault on a member of staff.

*If a pupil's behaviour does not respond to a temporary exclusion or a series of temporary exclusions we will seek Local Authority guidance on a "managed move" to another school. This is an option only and may not be a solution in all cases.*

#### **Permanent**

*This serious step would follow Local Authority guidance and involvement.*

#### **Possible reasons for permanent exclusion:**

- Possession or use of banned substances.
- Repeated temporary exclusion.
- Carrying a weapon.
- Serious intentional assault to a child or adult.
- Malicious accusations made against a member of staff.

This list is not exhaustive.

The school follows the Local Authority guidelines on exclusion:

- The Headteacher has the responsibility for giving fixed-term exclusions to individuals
- For repeated or very serious acts of anti-social behaviour the Headteacher may permanently exclude the child
- Only the Headteacher (or Acting Headteacher) has the power to exclude a child from school
- The Headteacher may exclude a pupil for one or more fixed period, for up to 45 days in any one school year
- It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant.

- If the Headteacher excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion, and at the same time, 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 informs the LA and the governing body about any permanent exclusion, and about fixed-term exclusions beyond 5 days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion made by the Headteacher.
- The governing body has a discipline committee which is made up of between 3 and 5 governors. This committee considers any exclusion appeals on behalf of the governors.
- When the Appeals Panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and/or other agencies, and consider 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.

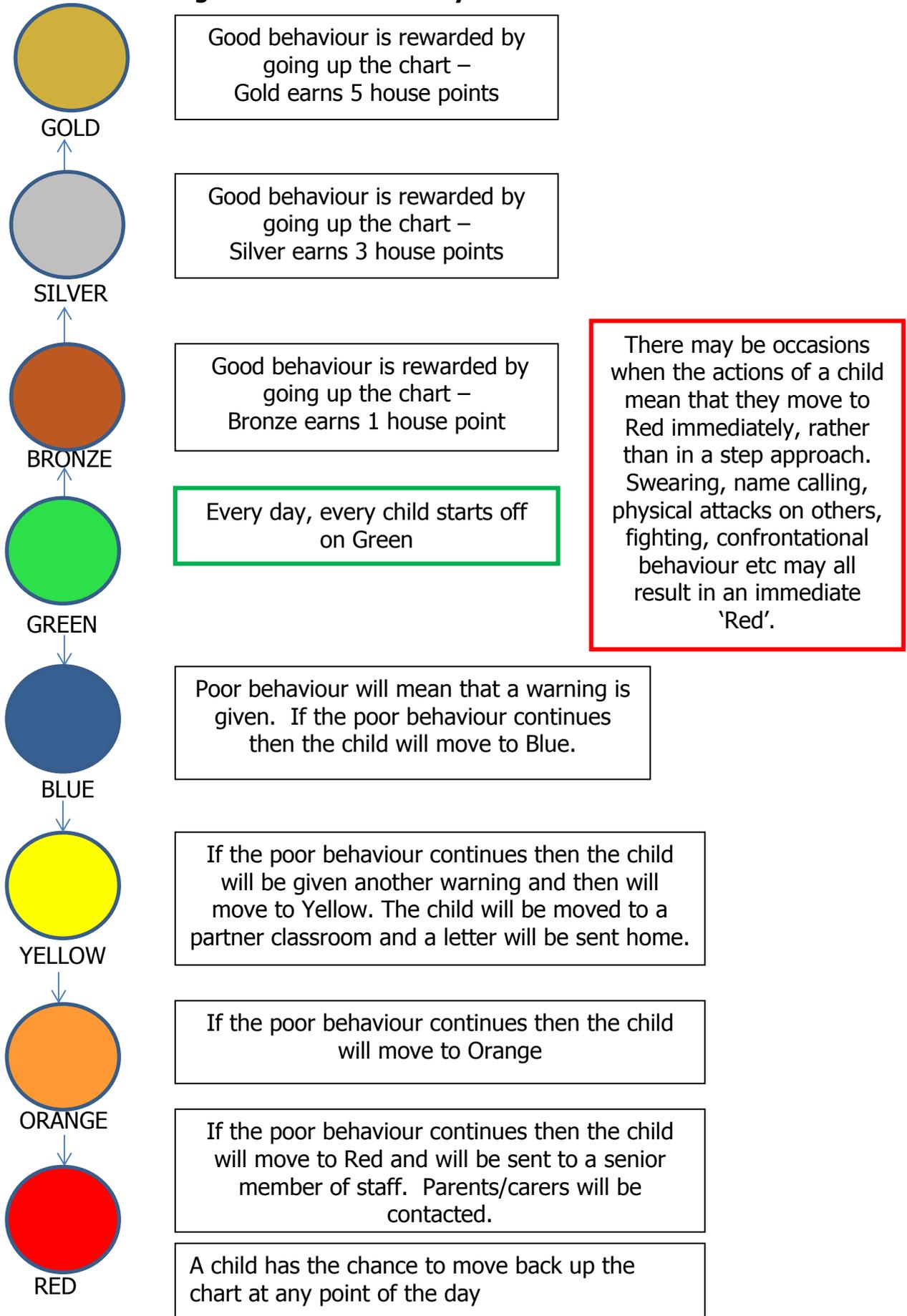
### **Accusations against staff**

The governors of Thomas Eaton Primary Academy believe that every stake holder should have a voice and that all pupils have the right to be treated with dignity and respect and with this in mind complaints concerning the behaviour of staff will be investigated thoroughly through the school's Formal Complaint Policy (available from the school office) by the Headteacher and in the case of a complaint against the Headteacher, the Chair of Governors. However to protect staff whilst working within the school's Behaviour Policy parents and pupils need to be aware that if they are found to have made a malicious accusation then this will be deemed as serious unacceptable behaviour and will lead to exclusion.

**The school's Discipline and Behaviour Policy will be reviewed by the Local Governing Body annually and governors will respond to the views of staff, pupils and parents.**

**September 2017**

## APPENDIX 1 – Going for Gold Behaviour System



**APPENDIX 2 – Yellow slip completed when a child moves to yellow and has to move from the classroom:**

**Name**..... **Date** .....

**Class**.....

**Moved to yellow for**

.....  
.....  
.....  
.....

**Signed**.....

**APPENDIX 3 – Letter informing parent/carer that their child has moved to Yellow:**

Date

Dear parent/carer,

This letter is to keep you informed about your child’s behaviour in school. Your child has moved onto Yellow on the school’s behaviour system for the following reason(s):

- 
- 
- 

We would be grateful if you could please discuss the importance of good behaviour at all times with your child and return the slip below to school. Please don’t hesitate to make contact with us if you would like to discuss your child’s behaviour further.

Yours sincerely

*Steve West*

*J Mills*

Choose whoever dealt with it

Mr Steve West  
Headteacher

Mrs Jackie Mills  
Deputy Headteacher

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Name of Child:  
Class:

I/We have read the letter informing me/us that .....  
moved to yellow.

Date .....

Signed .....

## APPENDIX 4 – Behaviour Chart detailing responses to different behaviours

Level	Behaviour	Consequence - classroom	Response	Lunchtime
1	Rude noises Wandering around the classroom Not sitting smartly (lounging on desks, sprawling in book corners etc) Calling or shouting out Running in the school building Wasting learning time Swinging on chairs Jostling/pushing in line Invading others personal space Dropping litter Misuse of school equipment Teasing	1. Verbal warning 2. Move to blue	(move back at the earliest opportunity) Persistent low level behaviours to be monitored and discussed with SLT and parents	Verbal warning Send to reflection room if behaviour continues.
2	Continuation or constant repetition of any of the behaviours in level 1 Swearing in conversation Throwing objects Being unkind/making fun of others (ability, appearance, family etc) Pushing/shoving Taunting Misuse of toilets/cloakrooms Telling lies/not being honest Non-compliance/not getting on with tasks or not completing tasks Bringing mobile phones, electronic devices into school without permission (should be kept safe <b>by the Office</b> if arranged in advance)	1. Move to <b>Yellow</b> 2. Timeout in another classroom. 3. Miss break (in Reflection room) or 15 minutes of lunch.  * A <b>Yellow</b> card <b>should</b> be given for any of these behaviours although consider whether it is more appropriate for continued or constant repetition and not on the first incident.  Classes : Christie (JM) to Ennis (AC) Farah (KB) to Peacock (SJ) Pendleton (NW/JT) to Christie (JM) Ennis (AC/SJe) to Pendleton Peacock (SJ) to Farah (KB)	(move back at the earliest opportunity – if appropriate)  Persistent behaviours to be monitored and discussed with SLT and parents  <b>Yellow</b> Card – Parents informed at the end of the day. Office to send a yellow card letter home and email to parents and a copy for records (record on SIMS)	Send to reflection room. Reflection log to be completed. Level of behaviour discussed with child. Rest of lunchtime/ following break time in reflection room. SLT member in reflection to inform class teacher.  A <b>Yellow</b> card <b>should</b> be given for any of these behaviours
3	Continuation or constant repetition of any of the behaviours in Level 2 Not listening to adult instructions Intentionally walking away from an adult when being spoken to Intentionally damaging school property or property that belongs to another child Swearing directly at another person Stealing Writing graffiti on walls, books etc Violence (lashing out, kicking, over boisterous play etc) Direct name calling relating to race, religion, gender, sexuality, appearance etc Active refusal to follow instructions or carry out tasks Bullying/controlling and coercive behaviours Leaving the classroom without permission Answering back/arguing with an adult Inappropriate sexualised behaviour (touching private body parts, showing private body parts, sexual language) Inappropriate use of media/ICT/internet	1. Move to <b>Orange</b> 2. Timeout in DHT classroom  * An <b>Orange</b> Card <b>must</b> be given for any of these behaviours although consider whether it is more appropriate for continued or constant repetition  *4 <b>Yellow/Orange Forms will result in Reward Day being missed</b>  Internal Exclusion may be a necessary sanction.	Persistent behaviours to be monitored and discussed with SLT and parents  Consider proactive meeting with parents  <b>Orange</b> card – Parents informed at the end of the day or a phone call. Send a copy home to parents and a copy for records. (record on SIMS)	Send to reflection room. Reflection log to be completed. Level of behaviour discussed with child. Parents contacted by SLT member on duty. Rest of lunchtime and following break time.  An <b>Orange</b> card <b>should</b> be given for any of these behaviours
4	Continuation or constant repetition of any of the behaviours in Level 3 Biting Extreme violence (fighting, intentional harm to others etc) Prolonged bullying, threatening, controlling and coercive behaviours Inappropriate intentional sexualised behaviour (touching another child, asking to see their private body parts, initiating sexual acts etc) Intentional racism	Move to <b>red</b> . Head teacher involved.  Discuss with SENCo (Risk Reduction Plan, PSP, etc)  Referral to outside agency for support  Fixed Term Exclusion may be a necessary sanction  Any racist/LGBT incident to be referred to SLT then Office Manager with a completed Incident Report Form to be	Parents informed at the end of the day or a phone call. Complete serious incident report as necessary. HT to meet with parents.	Send to reflection room. Head teacher informed. Lunchtime/break plan put into place in consultation with child/CT/parents/SENDCo Consult Head teacher.  A <b>Red</b> card <b>should</b> be given for any of these behaviours

		reported to CCC PRIDE portal		
		*4 Yellow Forms will result in Reward Day being missed		