

## **BEHAVIOUR & DISCIPLINE POLICY**



### **“We live, learn and love in His way.”**

Our mission statement underpins the school’s high expectation of behaviour. We believe that each child should feel valued and have the right to a good education, developing life skills to prepare them for adult life.

Our core values: Love, respect, forgiveness, joy, achieve, responsibility and embrace form the foundation of our school rules. These rules aim to allow all children achieve, learn and develop life skills to be a caring and responsible member of our community.

#### **School Expectations:**

- Ready
- Respectful
- Safe

Ready	<ul style="list-style-type: none"><li>• For school – in school, on time, in school uniform, with homework/reading book.</li><li>• For learning – listening, questioning, doing the best we can.</li></ul>
Respectful	<ul style="list-style-type: none"><li>• Speaking in the right way to everyone</li><li>• Looking after our school</li><li>• Being the best we can</li></ul>
Safe	<ul style="list-style-type: none"><li>• We do not hurt anyone or damage anything</li></ul>

Meeting these school expectations will enable all children to experience our core values.

#### **What we will do to support our children:**

- Celebrate the achievements of the children in both learning and behaviour.
- Ensure that our school expectations will become an integral part of our school day where children are reminded and praised for meeting them daily by all staff.
- Adults will be consistent and calm and provide structure and routine for our children.
- Children will be given verbal praise for meeting the school expectations and additional rewards will be given (See rewards below)
- Consequences will be clear and timely, providing opportunity for children to reflect on their behaviour and to learn from it.
- Children with specific needs, needing additional support or continually struggling to follow the behaviour policy will have an individualised learning behaviour plan. This will be introduced in collaboration with parents.

<b>Rewards</b>	<b>Consequences</b>
<b>Children will give verbal praise for meeting the school expectations</b> Stickers/Dojos – will be given for extra effort, independent home learning, being a good Samaritan, outstanding contribution to lessons and teamwork	Children will be reminded of our school expectations 3 warnings will be given. If 3 warnings have been given in a day the child will be required to reflect and repair at the teachers earliest convenient time, this maybe playtime or dinnertime. It maybe necessary that the child will have to complete this after school.

Rewards	Consequences
<p>Children will receive a daily dojo if they have not had a warning</p> <p>Dojos can be used to buy items from the Dojo Shop</p> <p>Postcards home from the class teacher</p> <p>Headteacher reward – half termly</p> <p>Golden Club Breakfast Monday/Tuesday – to be attended by children with the most dojos and those children in the Golden Book</p>	<p>If this is the case the parent will be informed at the earliest opportunity.</p> <p>Time out from playtime for low level disruption.</p> <p>Time out of class.</p> <p>Extreme behaviour may possibly result in a fixed term exclusion.</p> <p>A pupil may be permanently excluded:</p> <ul style="list-style-type: none"> <li>• in response to a serious breach or persistent breaches of the school's behaviour policy; and</li> <li>• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. (DfE Statutory Guidance)</li> </ul>
<p><b>Recording Behaviour</b></p> <p>Any child reflecting and repairing with staff will be recorded on our school system to allow us to monitor the effectiveness of our policy and to establish if further support is needed for a child.</p> <p>If a child reflects and repairs twice in a week parents will be invited for a meeting to discuss their child's behaviour with their class teacher.</p>	

#### **Reflection Time:**

Parents will be notified in the afternoon if their child needs to attend a reflection time with their teacher after school. Completing the reflection on the same day as the unacceptable behaviour reinforces the children's understanding that their actions have consequences and allows a fresh start the following day. Reflection and repair time is structured to encourage the children to reflect on their actions and discuss what would have been a better choice. It provides the children with the opportunity to develop an understanding of their emotions and to learn to express them in an appropriate way and make up lost learning time if required.

For safety reason a child in Year 6 required to repair and reflect after school will require a parent to pick them up from school at 3.20pm.

#### **Physical Intervention** (See Policy)

Where the desired behaviour is deemed to be unsafe or disruptive to children's staff will:

- Use de-escalation techniques using verbal and non-verbal communication
- Use a graded and gradual response so that staff can select the appropriate interventions to reduce anxiety and help calm situations

Occasionally Physical Intervention may be required.

#### ***DfE Use of Reasonable Force Advice for headteachers, staff and governing bodies July 2013 states:***

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

All staff are trained in positive handling and will only physically intervene as a last resort.

Where children are finding it difficult to meet the school expectations of being Ready, Respectful and Safe, the Headteacher, in consultation with the class teacher, SENCO, main carer and outside agencies if necessary, will:

- Negotiate an individual behaviour plan with the child and parent
- Monitor and review support and interventions put in place.
- School will follow the graduated response to try to resolve difficulties and reduce the risk of exclusion. However, persistent poor behaviour may result in a Fixed Term Exclusion. (See LA Policy and Guidance on Exclusion)

#### **Parents can support and promote their child's positive behaviour by:**

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Discussing the Ready, Respectful and Safe expectations with their child
- Recognising that following the school behavior expectations will help their child to grow into a responsible, respectful, caring citizen in the future.
- Attending Parents' Evenings, parents' functions and by developing informal contacts with school.

- Knowing that learning and teaching cannot take place without good behaviour from all pupils.
- Discuss with their child's teacher if they have any concerns about their child or if circumstances at home have changed.
- Work together with the school to ensure that their child is safe, happy and learning.