



St. Joseph's R.C. Primary School



Behaviour and Discipline Policy

*Hand in hand; with eager minds to grow,
we journey together in faith, friendship and God's love.*

Staff review: 24th Sept 15

To be reviewed & ratified by Teaching & Learning committee: 30th Sept 15

Review due: Autumn 2019

Behaviour and Discipline Policy

For parents and the majority of well-behaved pupils, good behaviour in school is important to their future success. Pupils have the right to come to school and focus on their studies, free from disruption and the fear of bullying.

*The Education and Inspections Act (2006) states that
...The governing body of a maintained school shall, in discharging their
functions relating to the conduct of the school—
(a) promote the well-being of pupils at the school,*

1) Our policy is based on the belief that

The purpose of a behaviour and discipline policy is to support the educational and other aims of the school and to ensure that the conduct of all members of the school community is consistent with the values of the school. We believe that

- Good behaviour is not automatically learned but needs to be taught (initially by parents and later by the school community)
- Behaviour can change, and that we as a school community can assist children to manage their behaviour more effectively.
- A child with problems is the school community's concern not an individual teacher's problem.

2) Aims

The aims of our policy are as follows:

- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with all staff giving support and guidance to each individual child;
- For all staff to have a high standard of pupil expectation in all aspects of school life;
- For everyone in the community to try to raise the levels of pupils' self-esteem;
- For all staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect;
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with purpose of promoting independence, self-reliance and trustworthiness;
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters;
- To provide a broad balanced and differentiated curriculum which is both interesting and relevant;
- To encourage school / parental partnership, to promote children's education and maintain standards of behaviour;
- To consistently and fairly implement reward and sanction systems

Specifically we aim to ensure

- clarification of expectations, roles, rights and responsibilities;
- that behaviour issues within school are kept small;
- that for anything which does occur we have procedures;

We believe that good behaviour management requires a shared approach.

2) Rights and Responsibilities

We believe that all members of our community have certain rights – e.g.

- the right to be safe
- the right to be heard
- the right to be treated with respect
- the right to be able to learn and work (teach) without unnecessary interruption

(School Council)

In order to ensure these rights all members of the school community have to accept responsibility for protecting them.

Pupils' responsibilities include –

- letting other pupils get on with their work
- sorting out disagreements without conflict
- being honest
- living the Gospel values of forgiveness and reconciliation
- respecting the guidance and instructions of adults in school
- exhibiting a high level of courtesy and good manners at all times

Parents' responsibilities include –

- working in partnership with school to ensure consistent messages are given about expected behaviours
- support for the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.)
- informing school about any issues at home that might affect a child's learning or behaviour

All adults' responsibilities include –

- maintaining consistent levels of acceptable behaviour with the support of parents
- treating all pupils with respect and fairness
- ensuring adequate supervision
- supporting agreed policies

Teachers' responsibilities include -

- establishing consistent levels of acceptable behaviour with the support of parents
- providing appropriate work (planned, with appropriate pitch, pace, child involvement etc)
- treating all pupils with respect and fairness
- ensuring adequate supervision
- supporting agreed policies

The headteacher's responsibilities include –

- ensuring consistent implementation of the behaviour and discipline policy throughout school
- reporting to the governors on the effectiveness of the policy when requested
- keeping a written record of all serious incidents of misbehaviour
- giving fixed or permanent exclusions for serious or repeated acts of misbehaviour

The governors' responsibilities include –

- setting down general guidelines on standards of discipline and behaviour
- reviewing the effectiveness of the policy
- supporting the headteacher in the implementation of the guidelines

Additional guidance, following the DfE's publication of guidance in 2014, headteachers and teachers were also given the power to discipline pupils for

- misbehaving outside of the school premises "to such an extent as is reasonable"
- misbehaviour when the pupil is
 - taking part in any school-organised or school related activity
 - travelling to or from school
 - wearing school uniform or in some other way identifiable as a pupil of the school
- misbehaving at any time, whether or not the conditions above apply, that
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

3) Rules

Our school rules were developed by the pupils through the School Council to ensure they are meaningful to the children. All our rules are designed to develop courtesy and respect. They are to protect children from injury, to care for equipment and to maintain a healthy environment. Rules are further discussed and developed at a class level. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop. Our school rules are;

- ❖ **Respect everyone and everything**
- ❖ **Travel around the school safely**
- ❖ **Everyone has a right to learn**
- ❖ **Wear your school uniform with pride**

4) Assertive Mentoring in school

'Attitude' is carefully tracked at half termly. This includes attendance, punctuality, readiness to learn, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

5) Our Code of Conduct is:
(School Council)

1.	<h2>Take Care of Yourself</h2>
Never	do anything silly or dangerous where you might be hurt. leave school without permission. talk to strangers unless they have a school badge. ignore instructions from adults.
Always	tell someone if you are unhappy. follow instructions from adults. behave safely.
2.	<h2>Take Care of Others</h2>
Never	do anything to hurt others . stop others from working. be cheeky or rude to adults.
Always	be friendly to visitors, newcomers and other children. stand up for each other. include everyone. share. speak kindly.
3.	<h2>Take Care of Our School</h2>
Never	steal or deliberately damage school equipment. drop litter or damage the school building. give the school a bad name.
Always	be proud of our school. take care of school property. wear your uniform with pride. be the best school in Darwen!

6) Specific rules enforced on the grounds of health, welfare and safety

a. **Food and drink**

Infant children are currently provided with fruit under the government “fruit for schools” scheme. All children have the choice of milk at lunch time and infant children also have milk at snack time if they require it. Drinking water is available from a water fountain situated directly outside the junior toilet block. Children may bring a labelled water bottle to school to ensure they are adequately hydrated. Other than water and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. Some drinks which have a high sugar

content, are fizzy, or have a high additive content are believed to have a detrimental effect on behaviour as well as on dental health, (The North West has one of the worst dental health records for children nationally). Children have regular access to water. A choice of quality juice, milk or water is available during lunch.

b. Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Where earrings cannot be removed because piercing is recent, they should be covered with plasters. It is recommended that ear piercing is carried out at the beginning of the summer holidays to minimise the risk of injury to the child. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Children should put any items removed in their own trays.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

c. PE Kit

Appropriate clothing must be worn for all PE activity

Indoors:-No jewellery, bare feet, shorts, t-shirt or vest

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- No jewellery, pumps or trainers, shorts, t-shirt, (Tracksuit in certain conditions).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles.

d School Clothing

The school has a separate school uniform policy. Most items of uniform may be purchased from any retailer, however the tie and also the jumper / cardigan (which carry the school badge) are available directly from school. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day, remembering that the weather changes quickly in Darwin. Only flat-heeled shoes should be worn.

Reasons: Children are concerned that they may be judged by their clothing. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

e. Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when

the teacher gives permission such as “Show and Tell” or related to a topic theme). Any money brought into school should be in an envelope labelled with the child’s name, class, amount enclosed and purpose e.g. Educational visit. Money should be handed in at registration time and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

f. Derogatory language / name calling

Any language which seeks to demean another person will not be tolerated. Such language is that which could be described as racist, referring to SEN or disability; homophobic, transphobic, or about a person’s appearance. Children should be made aware of the difference between this type of inappropriate language and the gentle banter / teasing which may occur between good friends. (As clarified in the Ofsted Report “No place for bullying” derogatory language should never be considered to be banter)

Reasons: Every individual is created in the likeness of God and is therefore a unique and special person in their own right. In our faith community, respect for differences has a high profile.

g. Mobile Phones

If a mobile phone is deemed to be essential by the parent (e.g. if an older child walks home alone) it must be handed in to the school office upon arrival and collected at the end of the school day. Failure to do so may result in permission to bring the phone being denied by the headteacher.

Reasons: During school hours, contact is possible through the school’s land lines. Mobile phones could present an unacceptable disturbance to lessons, a potential for theft and cyber bullying.

7) Behaviour Guidelines

No child should ever be ‘sent to the head’ as a sanction, as there is no guarantee that the child will arrive or that the headteacher will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to another class, the headteacher should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Pupils may be physically restrained where it is necessary to stop the pupil injuring him or her self or someone else, damaging property or causing serious disruption. In the event of physical restraint being used, the member of staff involved should inform a member of the School Leadership Team (SLT) as soon as possible following the restraint to enable a “Serious Incident Form” to be completed.

If a child should run out of school for whatever reason, staff should not overreact. The school has a missing children protocol which details response according to circumstances. The headteacher or member of the SLT should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the headteacher or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses to comply the parents should be informed and asked to come to school to assist.

If the child leaves the site and cannot be found quickly or returned safely, the emergency services then parents should be informed. Messages left on voicemail should simply request that the parent calls the school immediately on receipt of the message. (See Protocol for dealing with missing children for detailed guidance)

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children are expected to behave appropriately whether with an adult or not. For younger classes, where the traffic light system is still very influential, children should be rewarded for so doing. Children may also be awarded "smiley faces"

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or for younger children; rewarded with a 'Smiley'.

Movement around school - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Children, can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. top of steps, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time – avoid overcrowding the junior cloakroom.
- Walk to the left hand side of the corridor.
- Keep in single file on the steps.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of steps etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement around school - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom after knocking
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of excuse me, please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. No hot drinks should be taken onto the playground or in to class during a wet play.

Children should be escorted from the classroom to the playground by a member of staff who should remain with them until the first member of the duty staff arrives. A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. Welfare staff should deal with misbehaviour on the playgrounds and inform the class teacher if a child's behaviour has been deemed to be "red".

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. The member of staff on duty will send children in to school in groups e.g. by year group. Class teachers must be in class at the end of playtimes to receive the children.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It would be helpful for lunch time staff if these resources were labelled and stored together.

Playground procedures (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised unless they have a prefect duty (Year 6 pupils only). Library prefects will accompany other children coming to the library in small groups at lunch time.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied

by the school. Children must not enter the PE cupboard unsupervised. At lunchtime, the welfare staff will ensure that the bag of toys are available on the yard. Any misuse of playground equipment will lead to confiscation.

Any poor behaviour at playtime should be dealt with by the member of staff on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of staff with first aid training.

We recognise that we have a responsibility to **positively encourage the desired behaviours**. Pupils need their efforts and successes acknowledged and valued.

We will aim to do this by -

- defining behaviours desired and making expectations clear
- using effective and stimulating teaching methods
- staff to model appropriate behaviour
- minimising attention given to bad behaviour
- ensuring good behaviour and efforts are acknowledged systematically (e.g. by comments in marking, verbal feedback, award of smiley face tokens, star pupil awards, headteacher's award, sharing success in assemblies.)

5) Responses to Unacceptable Behaviour

We aim to encourage pupils to understand that their actions have consequences for themselves and others. We want to encourage the children to become self disciplined, aware of personal choices and responsibility for their actions. A pupil should be able to gauge how serious things are by what happens to them. They should be clear about the next step in the process and what they would have to do to get there. For this to be the case the pupils must understand that staff will respond consistently and appropriately to their behaviour. It is also important for the member of staff involved to be part of the entire process so they are not seen to be passing on the responsibility or even 'admitting defeat'.

That said, in reviewing the policy annually, it has become apparent that behaviour in the school has improved to such an extent over time, that the removal of "traffic lights" from junior classes is an aim for 2015 – 16 as children's behaviour becomes increasingly self-monitored.

Level 1 Behaviour – Minor issues, inattentiveness, idle chatter, over-boisterousness, poor manners etc

- dealt with by practitioners, often through the use of minimal interactions aimed at refocusing the pupil back on task. These behaviours become more problematic when repeated, so there should be a series of steps -
- warning (rule reminder, use of positioning in the classroom,)
- move to lower section of amber on the traffic light, any further incidence of poor behaviour will ensure the child moves to red.
- Red status may result in the loss of playtime e.g. to complete unfinished work or to reflect on misbehaviour.

NB – in the event that a child is moved to red on a number of occasions, a phone call home or meeting with the parent will be arranged.

Level 2 Behaviour – repeat of above, bad language, continued unkindness to another pupil, lower level physical violence, verbal abuse which includes any form of derogatory language – racist, referring to disability or other special need, homophobic, transphobic language.

- dealt with in the first instance by practitioners but with possible involvement of senior staff,
- an offensive language letter may be appropriate.
- playtime missed
- child referred to the headteacher.
- letter or phone call from headteacher to parents
- parents involved formally (interview in school)

Level 3 Behaviour – assault, obscene language, verbal abuse, bullying issues, repeated departures from expected behaviours.

- referred directly to the headteacher. A serious incident may have occurred or it may be a culmination of events. E.g. overt physical attack, which may or may not have resulted in injury, bullying issues, a serious one-off breach of discipline, abuse of staff etc.
- parents involved formally. Possible referral to Pupil School and Family Support, School nurse, Education Welfare Officer etc.
- Exclusion. (Internal or external) May involve exclusion only at lunchtime if appropriate, or single day, 3 day, 5 day or permanent. It is envisaged outside agencies may have been involved by this stage, especially if SEN issues are involved. A record is kept of any exclusion either internal or external.

(NB - Internal exclusion is the term used when a child is asked to complete their learning in another classroom or under the supervision of a member of the SLT)

All members of staff are aware of the regulations regarding the use of force (Education Act 1996) Teachers in our school do not hit, push or slap children. Staff may 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 taken in such cases are in line with government guidelines on the restraint of children. Any physical intervention will be brought to the attention of an SLT member as quickly as possible and certainly within the same day.

6) Links with other policies

SEN

We recognise that repeated misbehaviour can -

- constitute a Special Educational Need in itself (concerns related to repeated misbehaviour may warrant a child being placed on the SEN register).
- be indicative of a learning difficulty
- be indicative of lack of appropriate social skills
- be indicative of emotional upset related to in-school circumstances e.g. bullying
- be indicative of emotional upset related to out of school circumstances e.g. abuse, bereavement, family turmoil

Teaching and Learning:

As practitioners we need to review the child's progress in the light of this. There are obviously issues, which cross-reference with our Teaching and Learning Policy e.g. ensuring sound class management, support of whole school policies etc.

Some of the following questions might be useful -

Could the misbehaviour be a strategy to avoid work? If so, could this be because the child feels -

- that they don't understand what is required of them
- that they don't have the appropriate experience or knowledge
- that they are likely to fail in some way
- that they feel overwhelmed or confused by the work
- that it will create difficulties with peers
- that it will set up expectations about them which they feel anxious about being able to sustain
- too anxious or unhappy about other things to be able to focus on the work

Are there particular contexts when the child misbehaves or attempts to avoid work?

Anti-Bullying Policy

Our School's ethos should be the greatest tool to prevent bullying. Our Anti-Bullying Policy complements key elements of our behaviour policy. However it should be clearly stated that St. Joseph's school will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

7) Review

The governing body will review this policy every three years. However it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: 30th September 2015

Review due: Autumn term 2018

1st implemented 02/09/11

Reviewed 24/03/10

Reviewed 16/11/11

Reviewed 15/01/14

Appendix 1

Assessment Criteria for Attitude

Code	Impaired	Unacceptable	Borderline	Acceptable	V. Good	Excellent
Mark	0	1	2	3	4	5
Attendance	Below 90%	90.1- 95%	95.1-96%	96.1-97%	97.1- 98.9%	99-100%

Attendance	
Attendance exceeds 97%.	G
Attendance exceeds 95.1%.	Y
Attendance is below 95%.	R
Punctuality	
Always arrives on time.	G
Usually arrives on time. When late offers an explanation	Y
Usually /often late for school / class.	R
Readiness to learn	
Is consistently ready to start, has all equipment ready.	G
Pupil usually ready to start, may need some reminders e.g. to get equipment needed.	Y
Disorganised, not ready to learn, compulsive delayer	R
Behaviour	
Excellent behaviour, trustworthy and responsible. Always friendly and helpful with peers. Respectful of authority.	G
Acceptable behaviour, pays attention and concentrates. Few reminders required. Rarely red	Y
Poor/unacceptable behaviour. May require high of staff input and reminders. Persistent low level disruption, answers back, distracts others, disrespectful & any more serious behaviour	R
Effort	
Consistently good effort, self-motivated, pays attention, concentrates, stays on task, works independently, tasks completed. Contributes in lessons, active learners.	G
Usually good effort, sometimes needs reminders to stay on task but completes most tasks to an acceptable standard.	Y
Refusal, often off task, easily distracted and will distract others, tasks left incomplete even with staff input. Task completion doesn't reflect ability, inattentive, doesn't try hard enough.	R
Homework	
Always completed on time and to a high standard. Returned on time.	G
Usually completed on time and to a satisfactory standard. Usually returned on time.	Y
Rarely completed. Unacceptable standard of work. Returned late if at all.	R
Uniform	
Always in school uniform. Remembers PE kit. Adheres to school policy regarding jewellery, makeup, hair cut etc.	G
Usually in school uniform. (2) Usually remembers PE kit (1) or swimming kit. Responds to reminders regarding jewellery, makeup, hair cut etc.	Y
Rarely in school uniform. (>2) Often 'forgets' PE kit (>1) or swimming kit. Breaks policy regarding jewellery, makeup, hair cut etc despite reminders.	R

Appendix 2

REWARDS

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

1) **General Rewards**

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in the weekly rewards assembly, e.g. presentation of swimming and music certificates etc.
- Children's work can and should be displayed as much as possible both in the classroom and corridors of the school
- A visit to the Headteacher with work for praise / sticker etc.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Y6 prefects, Playtime buddies, class monitors, school councillor etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) **Whole School Reward System: 'Smileys'**

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, behaviours or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded a Smiley can never be deducted (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Smiley (token kept in child's plastic wallet)
10 Smileys	Teacher commendation: (recorded on individual achievement card – child exchanges the 10 Smiley tokens for a bronze sticker on their card)
100 Smileys	School commendation: Once 10 bronze stickers have been awarded a Bronze certificate will be awarded at the next Friday's reward assembly. Child then continues to collect Smileys, 10 of which will be exchanged for a silver sticker.

200 Smileys

School commendation: Once 10 silver stickers have been awarded a Silver certificate will be awarded at the next Friday's reward assembly. Child then continues to collect Smileys, 10 of which will be exchanged for a gold sticker.

300 Smileys

School commendation: Gold award – child's parent will also be invited to attend to the next Friday's reward assembly.

- Stickers and awards are recorded on each child's individual 'Good Behaviour Card'. The card may be taken home in order for parents and teachers to exchange comments on progress, but responsibility and care of the record rests with the child. Class teachers keep a log of smileys awarded (to a multiple of 10) both to monitor awards so that children who behave well all the time are not penalised, and to compensate should a card become lost.
- Children should aim to achieve Bronze Award by the end of the autumn term, a Silver during the spring and a Gold by the end of the year. Children achieving awards within this timeframe also receive a letter home informing parents of how well they are doing at school.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice

- Bronze party – 1 whole lesson time
- Silver party – 1 whole afternoon
- Gold Party – 1 whole day – may include a visit out of school (NOT an educational visit)

3) Certificates

A weekly assembly is dedicated to the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. At this assembly, teachers will award a certificate for the "Star of the Week". The Headteacher will also award a certificate and headteacher's award trophy (kept until the following Thursday). Children also bring evidence of achievement out of school to show– medals, belts and certificates which they have received for any attainment of which they are proud. Parents are welcome at all Friday assemblies but will be personally invited to attend and witness the presentation of Gold certificates.

Appendix 3

SANCTIONS

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

- If behaviour results in violence towards a teacher / adult an 'Accident, violence or near miss' form should be completed by the victim. The victim's line manager should be informed as soon as possible to allow for investigation, support or control measures to be brought to bear. This should then be given to the headteacher who will forward a copy to the LA.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Serious Incident form,

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCo and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(any adult)

Use normal strategies:

e.g. Polite requests, warnings (no more than two), repositioning, separating etc.

Step 1 (any adult)

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (any adult)

child's name is moved down on traffic light (lower amber)

Step 3 (any adult) child's name is moved down on traffic light (red)

- Child sent to designated chair / area of classroom.
- 5-10 minutes sitting alone in order to reflect, continue work independently, calm down etc without causing disturbance.

For a regular offender: (Three "reds" in one week / Repeated incidence of "reds" over time)

- Class teacher telephones the child's parents and discusses behaviour lapses.

Step 4 No significant improvement in the child's behaviour

- Further discussions with parents
- Child asked to work in another class for set time
- Possible removal of a treats / playtime.

For a regular offender:

- Discussion with Deputy Headteacher and / or SENCo : consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents discuss concerns agree targets / support.
- Consider alternative strategies, inform other agencies.

Step 5 No significant improvement after 1 term

- Discussion with Headteacher, Deputy Headteacher and / or SENCo : consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day etc. (attended by class teacher, Headteacher and or SENCo)
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Step 5 Pastoral Support Programme (On Report)

- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF.
- PSP Meeting with parents / child.
- Clear / realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- PSP to last a minimum of two weeks / a maximum of 16 weeks, and reviewed fortnightly

Step 6 Pastoral Support Programme (Behaviour Contract)

Carried out with the head teacher - A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed daily with the Head teacher. Weekly feedback to parents
- Parents and Chair of Pupil Discipline Committee informed.
- Complete a CAF.

Step 7 (Headteacher only)

Exclusion (½ day up to 45 days per year)

- Parents informed firstly by telephone and then confirmed by letter.

Internal exclusion

- Child has no contact with own class or classmates.
- No access to playground, lunch taken with other key stage.

Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Governing body (HT report), LA Officer (Tony Brown) informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract or PSP for a minimum of four weeks.

Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, LA Officer (Tony Brown) informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks.

Step 10 (Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Appendix 3

Lunch time procedures - Rewards and Sanctions

All staff should be fully aware of playtime procedures, rules, sanctions and rewards (see Behaviour Policy) and apply them consistently. Welfare assistants' authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.

Rewards

"Smiley" tokens can be awarded to any child displaying excellent behaviour, good manners, being a good friend etc during the lunchtime, however care should be taken to ensure that tokens are not dropped or lost (and possibly picked up by someone who hasn't earned it). Tokens could be given out just before lining up time.

Welfare staff may make recommendation to either the class teacher or headteacher if a child's behaviour could support the award of star of the week or headteacher's award.

Sanctions

Sanctions must be fairly and consistently applied and be seen to match the offence in order to be most effective. Responses range from polite reminders to permanent exclusion.

Misdemeanours

If a minor infringement occurs:

Step 1

- Give a polite but firm request to stop.

Step 2

- Give a final warning. Use the agreed phrase, "This is your final warning, do you understand?"

FROM NOW ON GIVE NO MORE WARNINGS: APPLY SANCTIONS

Step 3

- Isolate the child by standing them against the wall in order to reflect and calm down. (a child should not be asked to face the wall) No longer than 5 minutes and visual supervision must be maintained. Welfare assistant should tell the class teacher who will move the child's name on the traffic light in class

Step 4

- For persistent misdemeanours (i.e. part of playtimes lost over several weeks), parents will be informed and the child will receive further addition sanctions such as loss of further playtimes spent with the headteacher.

If there is no improvement the child will go 'On Report' with clear targets for lunchtime behaviour. Parents to attend the meeting and agree the targets.

If there is no improvement the child will go 'On Contract' with clear targets for lunchtime behaviour in order to avoid exclusion. Parents to attend the meeting and agree the targets.

Any child continuing to present problems after three exclusions of one week or more in an academic year will be permanently excluded from lunchtimes.

Unacceptable Behaviour

Unacceptable behaviour would include:

- Fighting
- Bullying (physical and verbal)
- Use of derogatory language (discriminatory or abusive – see main body of the policy)

- Vandalism
- Theft
- Verbal / physical assault on children or adults

All incidents of this type must be dealt with in a more formal way.

- If behaviour results in physical or verbal abuse towards an adult an “Accident, violence to staff, near miss” form should be completed by the victim. The victim’s line manager should be informed as soon as possible to allow for investigation, support or control measures to be brought to bear. This should then be given to the headteacher who will forward a copy to the LA.
- If physical intervention of any kind is required then a member of the SLT should be informed as soon as possible and certainly within the same day. A ‘Serious Incident’ record should be completed as soon as possible.

All incidents should be thoroughly investigated by welfare assistants to reduce loss of teaching time from afternoon sessions. Incidents should be recorded verbatim using the actual words / actions heard or seen along with the name of the victim and signed by the person making the report. Time must be taken to ensure that the incident is dealt with appropriately and that any sanctions are fairly applied.

Sanctions available:

- Referral to member of the SLT
- Removal from playground
- Class teacher informed
- Parents informed
- Headteacher informed
- Missed playtime (e.g. the next lunchtime play)
- Lunchtime exclusions (can only be applied by the headteacher)
- School exclusion (can only be applied by the headteacher)

If a child receives three missed lunchtimes / exclusions in one term and the problem is not resolved, s/he will be excluded from lunchtimes for a minimum of one week and a maximum of two weeks.

If the problem persists it may be necessary to involve outside agencies such as behaviour support or educational psychologist.

Any child continuing to present problems after three exclusions of one week or more in an academic year will be permanently excluded from lunchtimes. Serious incidents involving violence, abuse or vandalism need to be responded to on an individual basis with appropriate sanctions including immediate permanent exclusion if necessary.