

Behaviour and Discipline Policy

Reviewed and Updated: May 2018

Next Review Date: June 2019

Mission Statement

Our school mission statement states; 'Our school is committed to a partnership between school, parents and children. We believe in an entitlement to learning for all, where our children are given every opportunity to reach their full potential. We will help children to value themselves, respect others and the environment. Our school has a commitment to the virtues of truth, justice, honesty, trust and a sense of duty'.

The school 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. It aims to promote an environment where everyone feels happy, safe and secure. E-safety is a central part of our policy.

Aims and Expectations

It is a primary 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.

The school has a number of school rules (see last page), but the primary aim of the behaviour policy is not a system to enforce rules - it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone in the key purpose of the school: learning & teaching. We revisit the codes and rules for behaviour with our children regularly over the school year (our Collective Worship, Personal, Social, Health Education and Social & Emotional Aspects of Learning work is planned accordingly).

The school expects every member of the school community to behave in a considerate way towards others and to:

- Be polite and well-mannered.
- Be tolerant and understanding of others, particularly with a growing awareness of the special needs of individuals.
- Be developing independence and self-control.
- When a member of the school workforce requires in a fair, safe and reasonable situation for a child to take "no" for an answer, this is acted upon.
- Put the 'safeguarding of children' as a top priority (including bullying and 'eSafety').
- We aim to treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- Hawthorn Tree Primary School rewards 'positive behaviour'. We believe that this will further develop our ethos of kindness and co-operation. This policy is designed to promote 'positive behaviour', rather than, merely deter anti-social behaviour.

Rewards

- Teachers use 'positive praise' to congratulate children on their efforts and achievements.
- Teachers award children with team points.
- Daily and weekly reward systems, appropriate to pupils age and stage, are used e.g. Year 3 & 4 'Star of the day'.
- We distribute certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to participate weekly in our 'Good work' assemblies where they are able to show examples of their best work and celebrate achievements.
- We let parents know frequently about their child's positive behaviour (our system of being available at the school gate daily, is particularly effective for this interaction). Occasionally a letter of praise will be sent home.
- Our Early Years Foundation Stage have specifically tailored rewards, sanctions and overall policy.
- The school acknowledges all the efforts and achievements of children, both in and out of school, for example, music/ sporting/ artistic achievements. These achievements are formally recognised weekly in 'good work assemblies' and in end of year reports (as appropriate to year groups).
- Reward systems which vary according to the Key Stage but may be additional playtime/ 'choosing' time or a tangible reward in KS1 i.e. a certificate or badge. In Key Stage 2 there is a system of 'Golden Time' (KS2), where the choice is a 20-minute break either on the field or in a supervised classroom. Children who have not retained their points are not allowed the privileges of those children who have.

Sanctions

- The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons & to complete learning tasks as they have been asked to do. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. Low level disruption in classrooms is taken very seriously with a 'zero tolerance' approach.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in school the member of staff will follow the behaviour code (see Appendix A, B, C).
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- We collate behaviour patterns on a termly log which itemises the frequency of individual pupil's unacceptable behaviour. All class teachers add to classroom behaviour logs. Playtime duty staff and lunchtime staff records add to our behaviour summary.
- The behaviour logs are collated and reviewed every week by our Pastoral Support Team.

The role of the Class Teacher & Teaching Assistants

- All staff are responsible for all children all of the time.
- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a positive, responsible manner during lesson time and throughout the school.
- The class teacher discusses the school rules and classroom code. (see HTPS 'School Rules', to this policy) with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school (our Key Stage and whole school assemblies reinforce our codes and expectations of behaviour and school rules).
- If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.
- The class teacher supported by the Pastoral Support Team (PST) , the Special Educational Needs and Disabilities Co-ordinating Officer (SENDCO) and Senior Leadership Team (SLT) is responsible for ensuring individual pupil 'Behaviour Support Plans' are 'In Action' across the school and up to date.
- The workforce in our school have high expectations of the children (and model positive behaviour) in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher & teaching assistants treat each child fairly and enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Children's Mentor (CM) or Key Stage Coordinator (KSC) and progressively with the Deputy and/or Head teacher.
- Our Pastoral Support Team collate termly records of pupil behaviour, these are reviewed by the SLT and action taken as appropriate.
- The class teacher liaises with external agencies through the school PST and SENDCO, as necessary, to support and guide the progress of each child.
- A pupil may be put on the intensive daily monitoring strategy for a number of weeks and if it is considered appropriate an internal monitoring file can be set up. Our school uses & acts upon the information & guidance produced by Lincolnshire County Council (Jan. 2010) 'Promoting Social Inclusion & Positive Behaviour'.
- The class teacher reports to parents about the progress of their child in the 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. Class teachers, teaching assistants, Pastoral Support Team and Senior Leadership Team work closely with and support our Lunchtime Supervisory Team. The Pastoral Support Team meets daily with the Lunchtime Supervisory Team and records are kept of any incidents occurring.
- 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (see HTPS Policy on 'Bullying'). We proactively work to increase our children's (and communities), understanding of what constitutes 'bullying' and racism (refer to HTPS Racists Incidents Policy & Procedures).

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Education and Inspections Act 2006 and DCFS non statutory Guidance document (updated Sept. 2010 'The use of force to control or restrain pupil'). Teachers/ Teaching Assistants and Lunchtime Supervisory Team in our school do not use any inappropriate physical actions with our children (i.e. hitting, pushing, slapping), all staff communicate verbally with pupils in a thoughtful considerate manner. Staff only 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 that we take are in line with government and Lincolnshire Local Authority guidelines on the restraint of children. The current guidelines for 'The use of physical restraint in schools' which have been adopted by the Governors (Sept. 2009) are 'The Isle of Wight' Guidelines. These have been reviewed over following updated DfES non statutory Guidelines 'The use of force to control or restrain pupils' (pub. Sept. 2010).

Behaviour Support Plans

For some of our children to support their social and emotional development, a formal 'Behaviour Support Plan' will be in place. These Plans are key documents and are required by Outside Agencies for SEND, Exclusion and Social Services involvement. The Behaviour Support Plan aims to provide clarity and consistency for the child, family and school. These plans should be known to all staff and importantly 'In Action' day to day. Behaviour Support Plans should be current and up to date, regularly reviewed and used as 'working documents'. The class teacher supported by the Pastoral Support Team, SENDCO and Senior Leadership Team is responsible for updating and ensuring the BSP is day to day 'In Action'.

The role of the Key Stage Coordinator

The key stage coordinator supports the staff in the key stage team by implementing the policy, by setting the standards of behaviour, and by being a 'significant step' in the hierarchy of both rewards and sanctions. The key stage coordinator maintains an overview of behaviour throughout the relevant key stage and across the whole curriculum.

The role of the Special Educational Needs and Disabilities Co-ordinating Officer (SENDCO)

The SENDCO has a key and pivotal role across the school in ensuring that pupil's individual needs are met for those children on our SEND list. These needs may involve social, emotional, communication and behavioural needs. For some of these children individual Behaviour Support Plans will be in place.

The Role of our Children's Mentors and Pastoral Support Team (CM & PST)

It may be appropriate that as part of the 'breaking barriers to learning' remit, this post has involvement in a particular pupil case. Our Children's Mentors collate termly records of pupil behaviour, these are reviewed by the SLT and action taken as appropriate. Our Children's Mentors provide support for pupils in meeting their targets, managing their emotions and behaviour and may engage the services of the Parent Support Advisor or other outside agencies, to support families in the home where appropriate.

The role of the Children

Our children are encouraged to take an increasingly active part in the implementation of this policy through their work in our School Council. They naturally want to talk about examples of positive and negative choices and are keen to see the smooth running of the school by using peer pressure and suggesting ways of modifying behaviour.

The role of the Head teacher

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The head teacher keeps records of all reported serious incidents of misbehaviour. The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. At Hawthorn Tree Primary School this action has been rare.

The role of Parents & Carers

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. All Parents sign up to our 'Home School Agreement'.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning and to model positive behaviour, and to co-operate 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 punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage Coordinator. The next stage is the involvement of the Assistant & Deputy Head teachers and/ or Head teacher and if these discussions cannot resolve the problem the school governors. After this stage a formal grievance or appeal process can be implemented.

The role of Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.
- The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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 head teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. The class teacher will be separate to this procedure particularly if the class teacher is the Teacher-Governor Representative.
- If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring

- The head teacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour (including the 'Daily Tally of Target Behaviours' recommended by the Behaviour Support Service – Lincs LA). The class teacher records minor classroom incidents, the Key Stage Coordinator is involved in significant behaviour from stage 2. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents (both positive and negative) that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book. The Pastoral Support Team meets on a daily basis with the Lunchtime Supervisors.
- The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. The Children's Mentors collate unacceptable behaviour on a termly basis.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

This policy is reviewed by the workforce annually in June and by the governing body every two 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.

Refer to Behaviour Codes Yellow, Orange and Red (see Appendix A,B,C)

Our School Rules. Take care of

1. Yourself
2. Others
3. Your things
4. Your environment

Appendix A - Behaviour Code: Class Level – Yellow Level

Inappropriate behaviour (not in any particular order)	Catch them being good!	Stage 1 consequences	Stage 2 consequences	Stage 3 consequences
<p><i>Classroom/In school/Playground/Lunch</i></p> <p>Refusal to work / Not getting on with work Non compliance Disruptive behaviour – interrupting/talking in listening time Disturbing others Tapping and other disturbances Moving around the class without permission Rude gestures Running down corridor Pushing through doors Disrespect towards adults/children/property –throwing things, back chat etc Damage to property or equipment – low level in class Pushing/Pulling/Grabbing Taking equipment from another.</p>	<p>Ignore poor behaviour and praise good behaviour</p> <p>Award team points/stickers/praise as appropriate and for getting back on track. DE-ESCALATE eg. Support child in making positive choice. Child moves themselves to a quiet spot Both KS1 & KS2</p>	<p>Strike 1</p> <p>Name on board.</p> <p>Quiet word with individual child – verbal warning of next steps and consequences</p> <p>(EAL or younger child then has visual image)</p> <p>Both KS1 & KS2</p>	<p>Strike 2</p> <p>Tick is placed next to name on the board.</p> <p>Child is moved to designated, quiet spot in the classroom.</p> <p>If behaviour continues - 3 strikes move straight to stage 3.</p> <p>Both KS1 & KS2</p>	<p>Strike 3</p> <p>5 minutes playtime missed</p> <p>If repeated - escalate in steps of 5 minutes to whole of playtime.</p> <p>If continues remove child to partner class to work for designated time of 5-20 minutes</p> <p>If continues move to orange/mentor level.</p> <p>Both KS1 & KS2</p>
<p><i>Classroom/In school/ Playground/Lunch</i></p> <p>Hitting/Kicking/Biting/Spitting/Stabbing Lying or purposefully misleading staff. Abusive language/Swearing Name calling/teasing/chanting/incitement or coercing Rough play/Fighting</p>	<p>Straight to Strike 3 – 5/10/15/20 minutes of playtime missed depending on severity of incident and by agreement and discussion with staff.</p>			
<p><i>Playground/Lunch</i></p> <p>All of the above listed behaviours plus: Inappropriate behaviour in the dining hall. Non-compliant with rules of game play in playground.</p>	<p>As above</p>	<p>Verbal warning</p>	<p>Walk around with person on duty for 5 minutes – calm down time</p> <p>Time out - On the wall inside or outside – 5/10/15/20 minutes</p>	<p>1. Playtime missed that day or the next.</p> <p>2. If continues move to orange/mentor level.</p>

Appendix B - Behaviour Code: Class Level – Orange Level

Inappropriate behaviour (not in any particular order)	Stage 1 consequences	Stage 2 consequences	Stage 3 consequences
<p><i>Classroom/In school/playground</i></p> <p>Using abusive language toward staff/children Persistent refusal to follow adult instructions (yellow code used 3 or more times in a day) Fighting (total loss of control) Damaging property – (high level – purposeful) Taking property – (premeditated stealing) Ruining another’s work Leaving class without permission – (out of class - mentor called for support) Running away from adults – (mentor called for support) Bullying another child – (repeated incidents)</p>	<p>Mentor team member sent for and parents informed by class teacher at the end of the day.</p> <p>Internal exclusion Break or lunchtime withdrawal for 1 – 5 days (decision between class teacher and mentor – is it reasonable or fair?)</p> <p>Three or more incidents of orange behaviour within a week move to Stage 2 consequences.</p>	<p>1. Parents informed by phone call and/or letter from Mentor</p> <p>2. Parents invited to meeting with mentor. (where parents unresponsive, letter will be sent and escalates to Stage 3 consequences)</p> <p>3. If behaviour persists escalate to Stage 3 consequences.</p>	<p>1. Mentor to inform Head teacher or Deputy head teacher. Parents to be invited to meet Head teacher or Deputy head teacher to discuss problems.</p> <p>2. If behaviour persists despite parental involvement, move straight to red level.</p> <p>3. If lunchtimes are the main problem children will receive a lunchtime exclusion (to be decided in conjunction with Head/Deputy)</p> <p>4. BSP (Behaviour support plan) and/or behaviour contract set up between class teacher, SENCO, SLT and mentor. Parents to come in on a regular basis to review progress with teacher and/or mentor.</p>

All incidents MUST be logged on red incident logs kept in all classrooms. This provides an evidence base for movement to different levels and for monitoring purposes.

Social/Emotional/Behavioural Support Needed – Home School Diary/Behaviour Support Plan.

Appendix C - Behaviour Code: Class Level – Red Level

Unacceptable behaviour (not in any particular order)	Stage 1 consequences	Stage 2 consequences	Stage 3 consequences	Stage 4 consequences	Stage 5 consequences
<p><i>Classroom/In school/playground</i></p> <p>Racial abuse</p> <p>Serious deliberate injury to a child (resulting in visible marks or bleeding)</p> <p>Serious intentional damage to school property</p> <p>Physical assault on a member of staff</p> <p>Leaving school building without permission.</p>	<p>Sent straight to Deputy/Head</p> <p>Formal letter sent home to parents to advise of inappropriate behaviour</p> <p>Fixed term exclusion half to 1 day.</p> <p>Parental reintegration interview</p> <p>Behaviour support plan</p> <p>Possible lunchtime exclusion for set period of time</p> <p>Possible implementation of part time timetable</p>	<p>Fixed term exclusion 2 – 3 days</p>	<p>Fixed term exclusion 4 – 9 days</p>	<p>Fixed term exclusion 10 – 20 days</p>	<p>Permanent exclusion</p>

All incidents MUST be logged on red incident logs kept in all classrooms. This provides an evidence base for movement to different levels and for monitoring purposes.

