

Bickerstaffe CE School

Behaviour and Discipline Policy

PURPOSE

This policy was drawn up through discussion with children and staff. The purpose of this policy is to promote good behaviour, develop self-discipline, foster respect, prevent bullying and to ensure that pupil behaviour is conducive to learning. It is expected that this policy is understood by all and is consistently applied throughout school. All adults are expected to model the behaviour we expect from children.

AIMS

We aim to:

- Create a happy, safe, secure and stimulating environment within which each child can develop spiritually, socially, morally, emotionally, intellectually and physically.
- Encourage children to reflect on their behaviour, take responsibility for it and make informed choices.
- Create a positive, nurturing and caring climate in which children feel confident and can grow and learn.

Top quality education can only be achieved within a well-structured and positively managed whole school approach to behaviour and discipline. As a Church School we also aim to develop Christian values, fostering a respect for other people and their beliefs (See Appendix 1). Children will be taught that they are responsible for their own behaviour and that it is their choice how they choose to behave.

OUR SCHOOL RULES

We have 3 main rules which we have agreed to follow: (See Appendix 2)

1. Respect people, property and environment
2. Listen and do first time
3. Be calm, be ready

BEHAVIOUR MANAGEMENT STRATEGY

The Traffic Light Approach is the agreed system for managing behaviour across school. All children start the day on Green. If a child displays unacceptable behaviour, then they will move their name to amber or red warnings as per sanctions flow chart below.

Positive reinforcement of good behaviour is more effective than sanctions

- Praise should outweigh censure by at least 5:1. Although there are agreed sanctions for children who misbehave, the encouragement of good behaviour is far more important than sanction.
- Staff should praise children who behave politely, kindly and sensibly. Good behaviour and positive attitudes should be discussed in lessons and assemblies. Staff can provide regular verbal praise, high 5s, Fab Friday time, house points, stickers, certificates, Star of the Week, lunchtime awards, quick notes home, phone calls, sending to Headteacher to acknowledge and reinforce positive behaviour as well as academic achievement.
- All staff in school are encouraged to remain calm when dealing with children and not use a raised voice.
- A calm, controlled environment is conducive to positive learning as well as good behaviour
- Children should be listened to and spoken to calmly and should never be belittled. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem.
- Censure should focus on behaviour not the child.
- Time should be taken to diffuse potential problems before they arise through discussions.
- When unacceptable behaviour has been observed or investigated, action should be taken according to the agreed response to inappropriate behaviour. There is a clear line of escalation for behavioural issues throughout the school. Senior Teacher or Headteacher should be consulted when behaviour causes concern.

POSITIVE BEHAVIOUR STRATEGIES

REWARDS

Whilst we try to encourage children to be intrinsically motivated to behave well, we recognise that some children are motivated by rewards. The following system is in place:

- Quiet word or encouraging smile
- High 5s , fist bumps, pats on the back
- Written comments on pupil work
- Stickers
- House coins
- Visit to a more senior member of staff for commendation eg sticker or written comment
- 'Great news' phone calls home or brief word with parents
- 'Great news' note home
- Star Pupil Award, for display of Christian values, positive behaviour, sit at star table for lunch
- Star Worker Award, for working hard and trying their best, sit at star table for lunch
- Star Effort Award, termly merit certificates in Reading, Writing and Maths
- Star Lunchtime Award, nominated by Welfare Staff
- Star Manners Award, nominated by Kitchen Staff
- Star Class Award, nominated by Site Supervisor
- Star Attendance Award, class award for highest attendance , half term treat for winning class
- Fab Friday time

House Coins

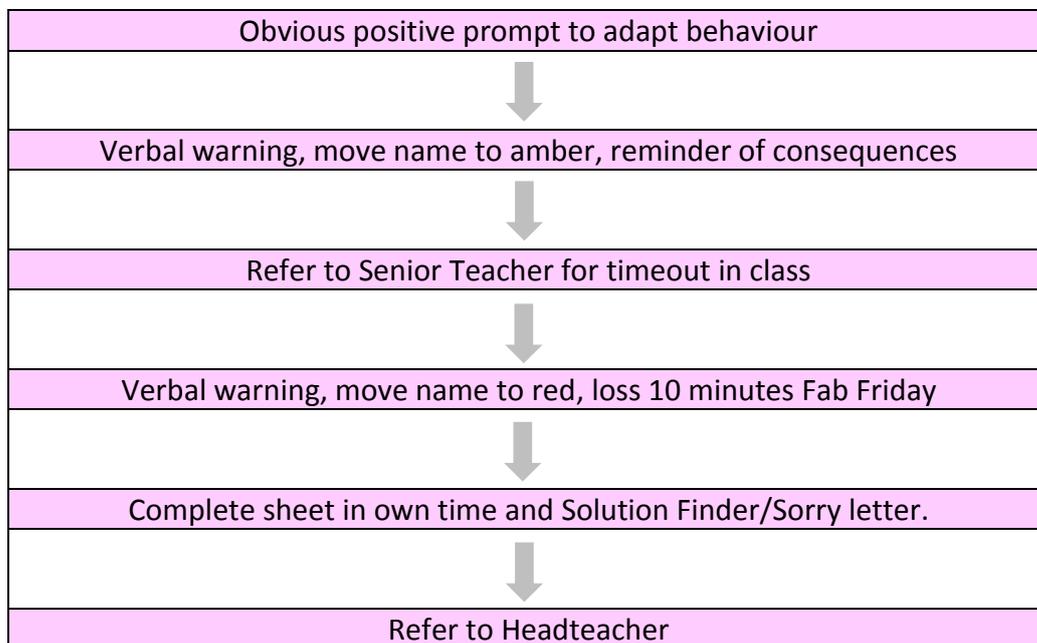
All children are organised into House teams with staff representatives. The children have chosen the patron saints of UK countries. House coins are given and added to their team 'pot' when children make the right choice about their behaviour and have a positive attitude to work. House coins are counted and celebrated at a weekly Celebration Assembly on a Friday morning. At the end of each half term, the winning house will earn a special treat, decided by the children.

Fab Friday

Children's positive behaviour and positive attitude to learning is rewarded with a 'Fab Friday' session. Teachers organise a range of activities such as sport, art & craft, construction, music, computers, etc. to cater for the children's interests. A list of activities, suggested by children, will be displayed in class.

SANCTIONS

Staff can impose sanctions on pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction they are encouraged to take responsibility for their actions and undertake a consequence linked to that behaviour. This will be directly related to what they have done and will help them to learn how they can put things right. If appropriate, a Solution Finder report and Saying Sorry letter will be completed with an adult (See Appendix 3 and 4).



Loss of Fab Friday

Children may lose a block of ten minutes of Fab Friday time as per flow chart or for a more serious incident. All children have an opportunity to redeem themselves, within each school day, and earn back their Fab Friday time when they make the right choices about their behaviour. Children who have lost Fab Friday time will consider how they can improve their behaviour in the future. If a child repeatedly misses Fab Friday time within a half term, a plan will be put in place to support them and parents will be invited in to discuss and support this.

Other steps

- To promote a safe environment and one that is conducive to learning, some children may be asked to stand, be moved to a different seat or be temporarily sat on their own whilst in class or in the hall for assembly or lunchtime.

- Children may be asked to redo or complete an unfinished task during play times or lunchtimes.
- Physical or verbal aggression will not be tolerated. All incidences will be recorded and monitored. Children must complete Solution finder and Saying Sorry letter. Support will be offered to all children involved. Parents and carers may become involved with a view to help improve child's behaviour.

Some incidents warrant immediate disciplinary action and an immediate red card are:

- Physical contact of an aggressive nature
- Threatening or aggressive language including the use of racist, homophobic or derogatory language

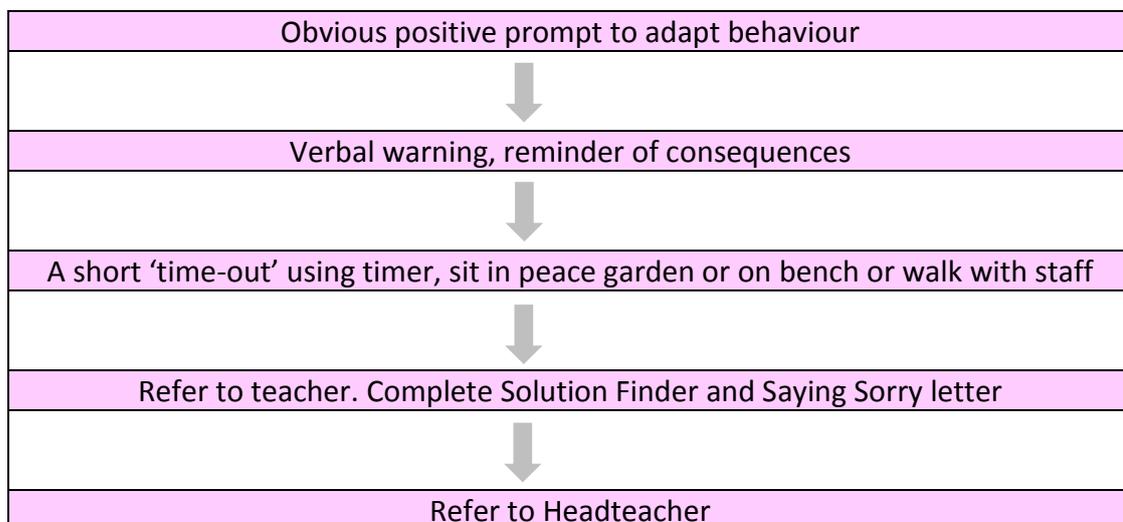
Incidents of a more serious nature

The steps above are for general guidance; severe behaviour or concerning 'one off' incidents may mean that certain steps are missed out to indicate the seriousness of the behaviour to children. In instances such as these the Headteacher, in consultation with the class teacher, may take the following steps such as:

- contacting parents
- removing breaktime/lunchtime privileges
- withdrawal from class for short defined periods
- organising mediation and counselling sessions
- Individual Behaviour Plan
- individual daily or weekly reward system
- monitoring system to record frequency and define any triggers

Specific guidance for the playground

The behaviour policy should be applied consistently and children positively reminded of the code regularly. Playground supervisors can use the following steps when inappropriate behaviour occurs:



Persistent inappropriate behaviour or serious incidents such as fights, bullying, name-calling or showing disrespect to adults, should be reported to the Class Teacher, Senior Teacher or Headteacher, depending on the severity and sanctions should be put in place.

- When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
- When a child is clearly angry, time should be given to calm down in a quiet environment before the incident is discussed, the school library may be used for this purpose. It is more appropriate to talk to this child individually and not in the group situation until the child is calm.
- Children should be asked to reflect on their behaviour and say how they will behave differently. They should apologise when upset has been caused and make friends after disputes. If appropriate, Solution finder and Saying Sorry letters to be completed.

DETENTION

Whilst this school does not use a formal system of detention, in following through with the consequences outlined above children may miss all or part of a playtime or lunchtime. Parental consent is not required in these circumstances but staff will act reasonably giving consideration for time to eat, drink and use the toilet. Detentions out of school hours will not be used.

DAMAGE TO PROPERTY

In the unlikely event of damage to school property occurs through misbehaviour, whether it is to the building or items such as books that are defaced or damaged, incidences will be reported to parents and, where appropriate, a request for a voluntary contribution towards the cost of repair or replacement will be made.

EXCLUSIONS

Exclusions may be considered in accordance with the DfE and LEA guidelines. Exclusions would be the consequence of:

- A pattern of problematic behaviour which compromises 'good order', where a pattern of behaviour is established that compromises safety or disturbs the learning of other children.
- A single serious incident which prejudices the safety of individuals.

There are a range of actions that the school can take to tackle inappropriate behaviour. The school will decide which are appropriate and reasonable in the light of the severity of individual incidents.

Possible actions include:

- Parental involvement
- Discussion between all parties
- Opportunities to reconcile their action – verbal or written apology
- Removal of privileges e.g. Fab Friday time, playtime, etc.
- Planned individual behaviour modification plan
- Short internal withdrawal (child withdrawn from class)
- Longer internal withdrawal
- Minor fixed term exclusion
- Major fixed term exclusion

In the case of a major exclusion lasting over 6 days, arrangements within the school's local cluster would be made to enable the child to be educated off site for a time would be considered until agencies, school and family could resolve the situation. Such an arrangement exists with local schools.

In extreme cases, repeated severe and persistent poor behaviour may result in permanent exclusion should all other sanctions and strategies be exhausted.

Re-instatement/inclusion

In all sanctions, from the expression of disapproval to formal exclusions, the primary aim is to include the pupil again within as short a period as possible. When practical, this should be before the end of a session so that the pupil has a new start and positive self-image.

CONDUCT OUTSIDE SCHOOL GATES

Where behaviour is inappropriate when a pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school

Or, where the above does not apply but the inappropriate behaviour:

- 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.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

BULLYING

The definition of bullying is: “using repetition to target an individual or group to intentionally harm their target either physically or emotionally, resulting in making them feel out of place, unsafe or bad about themselves”.

Adults must be pro-active in preventing bullying through our ethos and curriculum. Children must realise that any form of bullying is unacceptable and the staff of the school will deal with such behaviour appropriately. They should be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise.

All staff need to be alert both inside and outside the classroom. When incidents of bullying do occur staff will follow the school’s Anti-bullying Policy and procedures (see Anti-bullying Policy).

School has zero-tolerance of bullying and children have agreed that shouting, name calling, acting aggressively or hurting another child could lead to a pattern of bullying which is unacceptable. Children have agreed that verbal aggression will result in a loss of playtime and physical aggression will result in a loss of a day’s play and lunch time. Children have been taught to walk away from a situation and tell an adult, who will help them to resolve the conflict peacefully.

CRIMINAL LAW

It is important to bear in mind that some types of harassment or threatening behaviour, or communications, could be a criminal offence under: the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known, or believed to be false, by the sender. If persons feel that an offence may have been committed they may elect to seek assistance from the Police.

SUPPORT SYSTEMS

Pastoral care is the responsibility of all staff especially the class teacher of the child concerned, regardless of race, gender, religion and social background. Efforts will be made to build up an understanding of and relationship with the child in need of behaviour support. This will make discussion of attitudes and criticism of poor behaviour acceptable. It should also seek to develop an awareness of any underlying problems a child may have.

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need/additional need and/or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional and behavioural difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. An individual behaviour plan will be established in consultation with the child and his/her parents. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include the use of a member of staff in the role of a learning mentor and/or a referral to an appropriate outside agency. It may also be appropriate to help other children in school to understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes a follow-up to any allegations made as a result of reasonable force.

CONFISCATION OF INAPPROPRIATE ITEMS

In the unlikely event that pupils have prohibited items in school, there are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item; please see consequences listed above for: non-school items brought from home, jewellery, stolen items, hurtful or offensive written comments.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules e.g. sweets, mobile phones, DS games or similar, laser torches.

Weapons and knives, and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

POWER TO USE REASONABLE FORCE

In our school we have a 'no contact' policy, however as part of our duty of care, staff are permitted to use reasonable force in order to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. For further information see the Care and Control Policy.

RESPONSIBILITIES

Headteacher to:

- ensure health, safety and welfare of all the children in the school.
- take a lead in the establishment of a positive school ethos
- set and maintain high standards of behaviour
- develop a Behaviour Policy and publicise in writing, to **staff, parents** and **pupils** at least once a year and report to governors, when requested, on the effectiveness of the policy.
- take responsibility for devising and implementing a Teaching, Learning and Assessment Policy which acknowledges its influences on pupils' behaviour and motivation
- monitor and review behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- record and reporting incidents of serious misconduct
- take active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified

Teaching and support staff to:

- provide a challenging and stimulating programme of study designed to enable all children to enjoy and achieve
- recognise and be constantly aware of the needs of each individual child according to ability and aptitude
- enable children to take increasing responsibility for their own learning and conduct
- ensure that the school rules and classroom rules are enforced and that children behave in a responsible manner during lesson time.
- provide learning is progressive and continuous
- be good role models - punctual, well prepared and organised
- take quick, firm action to prevent one child inhibiting another's progress
- provide opportunities for children to learn about and discuss appropriate behaviour
- work collaboratively with a shared philosophy and commonality of practice.
- treat each child fairly, showing respect and understanding individuals
- contribute to or maintain record of incidents in child's Nurture Record
- seek help and advice from the headteacher.
- class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy
- The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Behaviour procedures may follow between school and parents

Parents and carers to:

- understand and support school rules
- ensure children receive consistent messages about how to behave at home and at school
- co-operate with the school, as set out in the Home-School Agreement

- build a supportive dialogue between the home and the school
- support the actions of the school.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, formal grievance procedures can be followed, see complaints procedure.

Governors to:

- be responsible for setting general principles that inform the behaviour policy. The **governing body** must consult the **Headteacher, school staff, parents** and **pupils** when developing these principles.
- be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

CONTEXT

This policy should be read in conjunction with the policies listed below:

- Anti-bullying
- Attendance
- Care & Control
- Health & Safety
- Home-school Agreement
- Online Safety
- Safeguarding
- Single Equalities
- Special Educational Needs
- Supervision of Pupils during Lunch Times and Breaks
- Supervision of Pupils
- Teaching, Learning and Assessment Policy

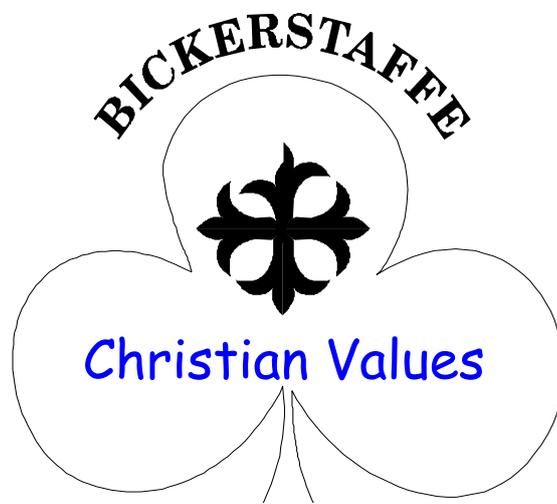
CONSULTATION, MONITORING AND EVALUATION

Our school is a community comprised of pupils, their parents, teachers, teaching assistants, support staff and governors and it is the responsibility of our school community, through a system of relationships, rules, rewards and sanctions to encourage and develop self-discipline within our children.

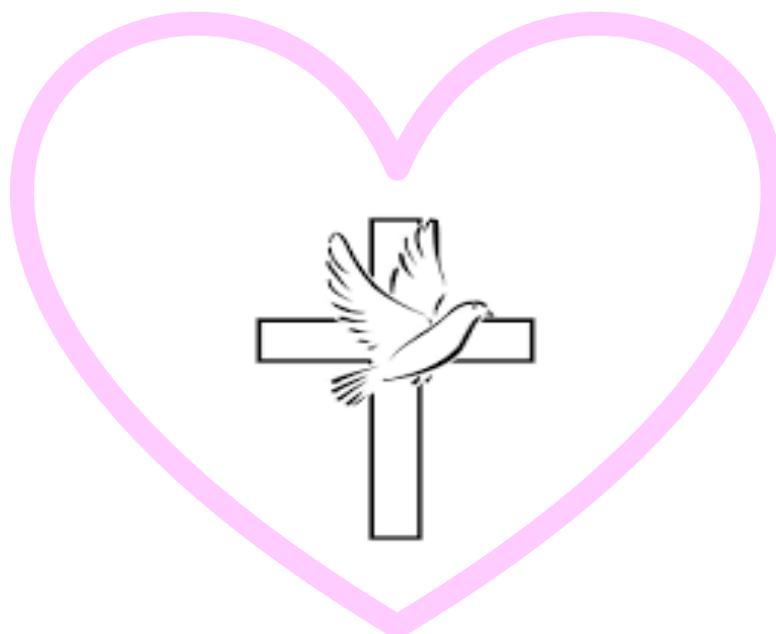
Our policy has therefore been developed in consultation with the school community. It will be monitored in accordance with the school's annual cycle of monitoring and evaluations and findings shared with the governing body through the headteacher's report and school record of self-evaluation.

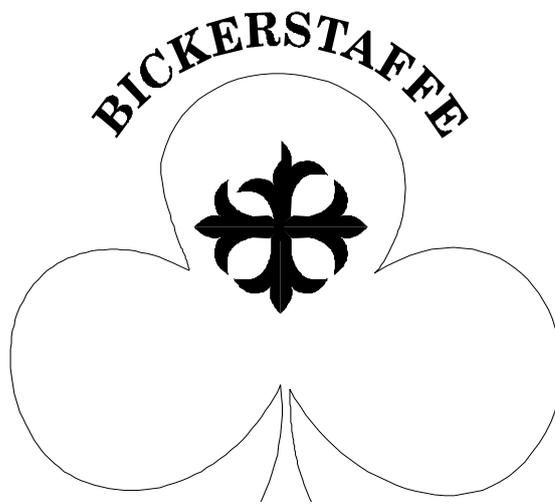
The policy will be reviewed annually with all staff at the start of each academic year, with mid-year reviews where monitoring indicates that this is required.

Following the annual review of the policy, parents will be advised on any adaptations or changes through the school newsletter. The school newsletter and website will also be utilised to ensure the principles of the behaviour policy remain high profile for the whole school community.



- B** bring joy (April - Easter)
- I** instil peace (Nov - Remembrance)
- C** have courage (May - SATs)
- K** show kindness (Dec - Christmas)
- E** ensure hope (Jan - New year)
- R** respect and show tolerance (Feb - CNY)
- S** serve others (July - moving on)
- T** thankfulness (Oct Harvest)
- A** assure justice (June)
- F** friendship (Sept - Welcome back)
- F** forgiveness (March - Easter story)
- E** endless and everlasting love





Our Rules and School Expectations

1. Respect people, property and environment
2. Listen and do, first time
3. Be calm, be ready

Respect:

- We will be kind and helpful to everyone
- We will use good manners at all times
- We will listen to others
- We will accept others point of view
- We will use resources appropriately and look after them
- We will 'choose it, use it and put it back' when using any equipment
- We will keep all areas tidy, even if we didn't mess them

Listen and Do, first time

- Do as adults in school say on the first time of asking. This is also showing respect

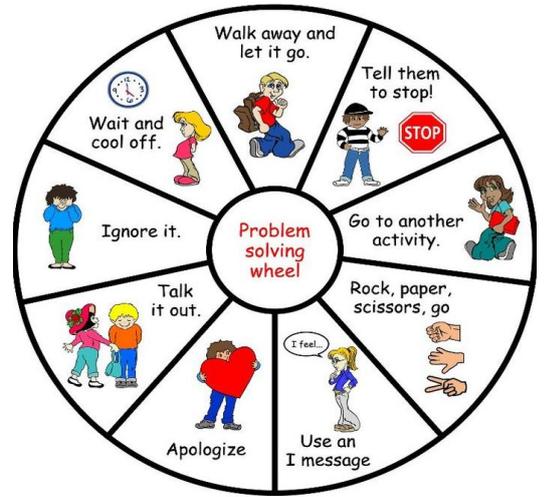
Be calm, be ready

- We will listen quietly when learning and look at the person who is speaking
- We will sit up straight with our backs on back of chairs, arms folded and two feet flat on the floor
- We will sit up straight during assembly, with our legs crossed and arms folded
- We will line up and walk through the school building quietly and in a calm and orderly way
- We will wear our school uniforms with pride and keep ourselves clean and smart
- We will have our P.E. kit and equipment, including reading book, in school each day

We understand that we all have an important role to play in ensuring that the good name and reputation of our school is upheld.

Solution Finding

Name: _____ Date: _____



What is happening? Write down what the issue is

How do you feel? Circle how you feel

Afraid Angry Excited Embarrassed Sad Worried Other

What solution can you use? Is there anything you can do to fix this?

Is it safe? Circle answer Yes/No

Is it fair? Circle answer Yes/No

What other solution can you use? Can you think of another way?

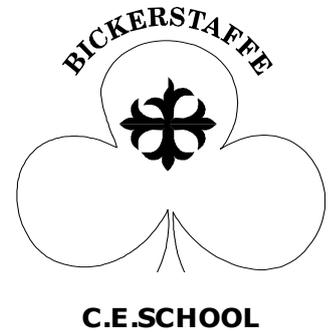
Is it safe? Circle answer Yes/No

Is it fair? Circle answer Yes/No

Which is the best solution?

After finding the solution, how do you feel?

Saying Sorry



Date: _____

Dear _____

I didn't follow the school rules of: *Circle answer*

Show respect to people
'Listen and Do' first time

Show respect to property and environment
Be calm and be ready

I have made a choice that was wrong because I: *What did you do?*

It was the wrong choice because: *What could have happened? Was learning being disturbed?*

I want to say sorry if I made you feel: *How may you have you made them feel?*

I made the wrong choice. I should have: *What right choice should you have made?*

To make it up to you, I will: *What extra thing could you do, as well as say sorry, to make amends?*

I will try not to do this again. Next time I will: *What will you do differently?*

Once again, I am sorry.

Yours sincerely

Now take this letter to Mrs Teachen.

Disciplinary Incident Sheet

Pupil:	D.O.B.:
Year Group:	Class:
Date of Incident:	Time:
Nature of Incident:	
Witnesses	
Disciplinary Action Taken (to be completed by the Headteacher/Senior teacher):	
Action Taken By:	Form Completed By: