



# **Behaviour and Discipline Policy**



**Agreed: March 2017**

**Review: March 2018**

## **1. INTRODUCTION**

1.1 The purpose of this policy is: -

- To create an environment which encourages and reinforces good behaviour;
- To promote values which foster and encourage good behaviour;
- To establish clear guidelines and rules, based on common sense and safety, by which the school will operate;
- To encourage consistency of response to both positive and negative behaviour;
- To establish a clear system of sanctions to be used when a child's behaviour fails to meet our expectations;
- To provide information to parents in order to achieve consistency in the messages children receive about appropriate and inappropriate behaviour;
- To ensure that the school's expectations and strategies are widely known and understood.

1.2 Children should begin to learn about good behaviour at home before compulsory school age. Building on this foundation and in partnership with parents we aim to create a happy, friendly, safe and caring environment where children grow to respect: -

- one another
- themselves
- all staff and other adults working in school, e.g. volunteer helpers
- parents and carers
- school property
- visitors to and neighbours of the school
- the rules and ethos of the school
- everyone has the right to go home fulfilled

1.3 This policy sets out: -

- what we mean by good behaviour and inappropriate behaviour
- sanctions for inappropriate behaviour
- contact with parents
- the role of Year 6 pupils
- rewards for good behaviour
- appendices – conduct codes

1.4 It is a statutory requirement for schools to have such policies and to publish them on the school's website.

1.5 This policy will be reviewed annually by the Senior Leadership Team and Governing Body.

## **2. SCHOOL ETHOS**

2.1 The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

- 2.2 As adults we should aim to: -
- create a positive climate with realistic expectations;
  - emphasise the importance of being valued as an individual within the group;
  - promote, through example, honesty and courtesy;
  - provide a caring and effective learning environment;
  - encourage relationships based on kindness, respect and understanding of the needs of others;
  - ensure fair treatment for all regardless of age, gender, race, ability and disability;
  - Show appreciation of the efforts and contribution of all.

### 3. OUR VALUES

Our school encourages children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices. Our core Christian Values are:

|                   | Autumn   |   | Spring  |   | Summer  |   |
|-------------------|--|---|---|---|---|---|
| Year 1<br>2017/18 | Trust<br>    | Service<br>     | Thankfulness<br>  | Forgiveness<br> | Compassion<br>    | Courage<br>     |
| Year 2<br>2018/19 | Respect<br> | Generosity<br> | Perseverance<br> | Justice<br>    | Truthfulness<br> | Friendship<br> |

### 4. THE CURRICULUM AND LEARNING

- 4.1 A creative and well-structured curriculum that ensures effective learning will contribute to good behaviour. Active involvement in their own learning and structured feedback helps to avoid children becoming disaffected which can be the root cause of poor behaviour in the classroom.
- 4.2 Lessons should have clear learning intentions which are understood by the children. They should be differentiated to meet the needs of all abilities.
- 4.3 Marking should be used to provide positive feedback to children on their progress and next steps to achieve. Marking should signal to children that their efforts are valued and that progress matters.
- 4.4 Teachers to be ready for children to enter the learning space by ensuring that they are in the room and that appropriate resources are prepared and ready.
- 4.5 Classrooms are set up to promote high quality learning (see learning environment non-negotiables) Children are seated appropriately and given maximum opportunity to achieve.

## 5. OUR RESPECT CODE (Appendix 4)

- 5.1 **R**esponsible: for your learning and behaviour  
**E**veryone is important: consider others  
**S**hare with others: share God's love  
**P**lay sensibly and be polite  
**E**njoyment: everyone deserves to be happy  
**C**ollaboration: working well with everyone  
**T**ell the truth



## 6. GOOD BEHAVIOUR

- Respects our Christian Values
- Follows our school Respect Code
- shows courtesy, consideration and respect for others
- is honest and truthful
- works and plays together cooperatively
- cares for one another
- moves about the school in a quiet, orderly manner
- has respect for school property and the property of others
- uses common courtesy ('please', 'thank-you', 'sorry' etc) appropriately

- 6.1 It is the policy of our school that good behaviour is consistently acknowledged and praised by teaching and support staff.

## 7. INAPPROPRIATE BEHAVIOUR

- 7.1 In this school the following forms of inappropriate behaviour will not be tolerated: -
- persistent classroom misconduct which interferes with the progress of other children
  - aggressive or violent behaviour, including thoughtless, dangerous play
  - rude or abusive language, including deliberately using unkind words, swearing or spitting
  - defiance i.e. refusing to do as you are told including answering back.
  - acts of vandalism to school property, including graffiti
  - stealing
  - bullying, including acts of violence, taunting, persistent name calling (refer to the school's Anti-Bullying Policy)

## 8. REWARDS FOR GOOD BEHAVIOUR

- 8.1 A child can earn a Golden Ticket for doing that little something extra. It is not necessarily given for good work/learning as Team points are awarded for these.
- 8.2 Golden Tickets may be for good manners, being helpful, being polite, in fact anything to do with citizenship and behaviour.

- 8.3 When a child earns a golden ticket it is put in the golden ticket box. At the end of each term the children enter their golden tickets into a raffle where they could win a £10 book token.

## **9. GOLD AWARDS**

- 9.1 Gold Awards are nominated by class teachers for learning and may also be given for good behaviour. These are awarded during the weekly Celebration Assembly on Friday mornings and parents/carers are invited to share the celebration.

## **10. SANCTIONS FOR INAPPROPRIATE BEHAVIOUR**

- 10.1 Throughout the school year teachers regularly remind their classes of the school rules and codes of conduct. For the majority of our children this reminder or occasional reprimand from a member of staff will be all that is necessary during their time at the school. Reprimands by staff will be done against the RESPECT code and in a way not to humiliate the child (i.e. in front of other children)
1. The school employs a variety of sanctions for inappropriate behaviour. These include:- Verbal reprimand
  2. Verbal reprimand and removal of privileges such as playtime and lunchtime break (at the teacher's discretion), recorded in the incident log.
  3. The teacher will ask parents to meet with them if their child has been persistently misbehaving or involved in a serious incident. Teachers may also contact parents through the Home/School planner. Parents will be informed if their child has used bad language or has had to be restrained. SLT may be involved at this stage should the class teacher deem it necessary.

4. Involvement of the Inclusion Leader who will support the class teacher to develop a behaviour plan which will then be shared with parents/carers. Head of School to be informed of this step.
5. The Head of School / Executive Headteacher may consider more serious sanctions, e.g. banned from extra-curricular activities or PTA events
6. Exclusion from school during lunchtimes (recorded as half day fixed term exclusion) particularly if a pattern of challenging behaviour takes place at this time.
7. Exclusion from school, for a fixed term or permanent exclusion.

10.2 Exclusion from school takes place only in exceptional circumstances and normally when all other options have been exhausted. (Please see the *Exclusion Policy* for more information regarding this).

10.3 Level 3 incidents (see appendix 1) on the playground will be recorded in the incidents log on an orange form (this folder is kept in the school office) and used to track times and frequency of incidents.

10.4 Serious incidents will be recorded on the Behaviour module in SIMS Management Information System.

## **11. MANAGING CLASSROOM BEHAVIOUR**

11.1 All children start in green. If a child misbehaves they are given a clear warning.

11.2 If the child's behaviour continues they are moved to orange. When on orange, they will be last out for break/lunchtimes.

11.3 If the child's behaviour continues then they are moved to red which means that they must spend a period of break time with their class teacher or on the Respect bench.

11.4 Children frequently being moved to red may need additional support to change their behaviours (see Appendix, level 3 in behaviour levels grid)

11.5 The zone board is reset to green at the beginning of each session (after break and lunchtime).

## **12. RESTRAINING PUPILS**

12.1 Staff should only restrain children in the following situations:-

- If the child is at risk of harming themselves or others;
- If the child is causing significant damage to property;
- If the child is disrupting the good order of the school.

12.2 If a member of staff or supervisor requires assistance our code sentence is used with a team teach trained staff member.

12.3 The incident must be recorded on the Behaviour Module in SIMS and parents must be informed of the events.

12.4 Restraining does not automatically mean a child should be sent home or excluded – this decision will be made at the Executive Headteacher and Head of School's discretion in consultation with the class teacher and Head of School.

### **13. LUNCHTIME**

- 13.1 Midday Supervisors to log any behaviour incidents in the incident file and report the incident to the classteacher.
- 13.2 Midday Supervisors should warn a child as well as logging the incident in the file.
- 13.3 Continuous or serious misconduct will result in the child being taken to the member of the Senior Leadership Team (SLT).
- 13.4 Midday Supervisors will be made aware of Behaviour Action Plans for any individuals with behaviour difficulties and will follow the agreed strategies.

### **14. MONITORING CHALLENGING BEHAVIOUR**

- 14.1 Monitoring behaviour is to ensure that the school track repeated incidents.
- 14.2 The Senior Leadership Team will monitor children's behaviour. Serious incidents of challenging behaviour, such as violence or aggression towards children or staff, rude or abusive language or vandalism is recorded on SIMS so that the SLT can monitor individual pupils.

### **15. CONTACT WITH PARENTS**

- 15.1 A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.
- 15.2 Parents can expect to be kept well informed of their child's behaviour at school.
- 15.3 In the case of persistent misbehaviour or, more rarely a serious misdemeanour, discussions with parents will take place to establish ways of helping the child improve. For example, it may be necessary to devise a Pastoral Support Plan in conjunction with the parents. In some cases behavioural problems may form the basis for Special Educational Needs registration leading to the involvement of support agencies both at school and in the home.
- 15.4 Parents who have concerns about behaviour in the school should make an appointment to speak with the Head of School.

### **16. YEAR 6 PUPILS**

- 16.1 We recognise the very special contribution the Year 6 pupils can make to the organisation and daily routine of the school. Each September all Year 6 pupils become prefects and are expected to assume additional responsibilities. They are expected to set good examples by helping and supporting younger

pupils and demonstrating mature, responsible behaviour. They are also trained to be Play Leaders (previously called Peer Mediators).

## **17. ARRIVAL AT/DEPARTURE FROM SCHOOL**

- 17.1 Children should not arrive at school before 8:35 am (i.e. before teacher playground supervision is available.)
- 17.2 Children should wait on the playground with the teachers.  
The teachers will ring the bell at 8.45am when the pupils will enter school in an orderly manner.
- 17.3 Teachers will direct children to classrooms on mornings that are wet, extremely cold or icy.
- 17.4 Children arriving between 8.45 and 8.50 should enter the school through their normal entrance. Children arriving after 8.50 should report to the Office and parents will be asked to complete the late book.
- 17.5 Children should leave the school premises promptly at the end of the afternoon session.
- 17.6 Children in any doubt about arrangements for going home **must** remain with their teacher.
- 17.7 Children **must** not leave their teacher if their parent/carer has not arrived to pick them up.

## **18. DRESS CODE**

- 18.1 It is our expectation that children are neatly and appropriately dressed for all school activities in accordance with the guidelines published in the school uniform policy.
- 18.2 The Executive Headteacher, Head of School and staff may, on occasion, direct pupils to wear school uniform for specific functions (church services, concerts etc).

## **19. PLAYGROUND AND FIELD**

- 19.1 It is our expectation that children will play sensibly with due care for themselves and others.
- 19.2 On hard playground surfaces the following are permitted: -
- skipping games
  - soft ball games
  - netball/basketball type games
  - giant board games

- football – in designated area only

19.3 On hard playground surfaces the following are not permitted: -

- kicking of footballs outside the designated area
- piggy-back rides
- swinging on railings

19.4 Play on the field is permitted in dry weather.

19.5 Children may not use the long jump and high jump area without supervision.

## **20. MOVEMENT AROUND SCHOOL**

20.1 Children will walk everywhere.

20.2 Children must keep to the footpaths.

## **21. VALUABLES**

21.1 Children should not bring items of value to the school (money, games, toys etc). Pupils who need to have mobile phones in school **MUST** hand them in to the class teacher on entry to school.

21.2 Children are responsible for their own watches during P.E. and other sporting activities.

19.2 Pupils must not open other children's lockers without permission

## **22. FOOD**

22.1 Fresh fruit and raw vegetables are permitted as a morning snack.

22.2 Drinks may be brought as part of a packed lunch but not in cans or glass bottles.

22.3 Sweets and chewing gum are prohibited.

## **23. STATIONERY**

23.1 It is the school's policy to provide children with all their stationery requirements. Children bring additional items of stationery to school at their own risk.

## Appendix 1



### Behaviour levels grid

|         | Behaviour  | Sanctions - One or more of  | Support offered- One or more of  | Recording   |
|---------|--|---|--|---|
| Level 1 | Interrupting or distracting others.<br>Ignoring instructions.<br>Pushing. Poor work ethic  | Verbal warning with acceptance.   | Adult talking to child<br>Praise given for improvement.  |   |
| Level 2 | Deliberately and consistently creating distraction /<br>disruption<br>Damage through carelessness  | C1.Move to the yellow zone with acceptance<br>C2.Removal to the Respect Bench<br>C3.Conversation with Class teacher in own time, to be recorded<br>Phone call home if persistent. | Praise given for improvement.<br>Postcard home when improved.<br>Gold award  |   |
| Level 3 | Persistent disruptive behaviour (repeatedly in red)<br>Deliberate refusal to follow instructions<br>Deliberate damage.<br>Leaving class without permission<br>Verbal confrontation,<br>Swearing<br>Physical fighting | Phone call home<br>Note to SLT and involvement of SLT<br>Removal from playground<br>Removal of responsibilities   | Action plan with Parent, Pupil Teacher<br>Home/School<br>Behaviour contract (school)<br>PBP<br>Discussion with Inclusion Lead<br>Positive feedback to parents, children &<br>SLT on progress.                                  | CT -records incident<br>in the Incident Log<br>file. Inform parents.<br>Make sure HT is<br>aware.   |
| Level 4 | Persistent Bullying<br>Racist abuse<br>Leaving school grounds<br>Theft<br>Vandalism  | Immediate involvement of SLT<br>Immediate involvement of Parents/ Carers<br>Exclusion   | Talk to Head Teacher<br>Behaviour contract. (parent/school)<br>Discussion with SENCO<br>Positive feedback to parents, children &<br>SLT on progress.   | As level 3 and sent<br>to SLT along with<br>historic records.<br>Previous incidents<br>will be monitored<br>Letter home<br>Behaviour contract<br>Possible PBP<br>Racist incident<br>report<br>Possible external<br>support requests |
| Level 5 | Extreme violence towards staff/adults/children<br>Acts of extreme danger<br>Very serious challenge to authority  | Immediate involvement of SLT<br>Immediate involvement of Parents/ Carers<br>Exclusion<br>Possible permanent exclusion   | Regular contact between<br>parents/Carers/Head teacher and<br>teacher.<br>PBP<br>Behaviour contract<br>Work sent home which must be<br>completed if excluded<br>Positive feedback to parents, children &<br>SLT on improvement | HT will inform<br>parents by phone<br>Letter home<br>PBP<br>Exclusion record  |

**NB: This is not an exhaustive list but a guide and will be used as such**

# School Code of Conduct



**At Coughton C of E Primary School we...**

- ✓ are careful and kind**
- ✓ are polite and friendly to each other and to all adults in our school**
- ✓ help one another**
- ✓ continually try to do our best**
- ✓ care for the school property and equipment**
- ✓ always line up properly and walk quietly about the school**
- ✓ tidy up properly and carefully put away equipment we have used**
- ✓ promote good sporting behaviour**
- ✓ follow our school rules**

# Playtime Code of Conduct



**At playtime we ...**

- ✓ **play together without hurting or upsetting anyone**
- ✓ **are polite to the adults looking after us and follow their instructions**
- ✓ **never play near, or go outside the school gates**
- ✓ **look after our living environment (trees, bushes, plants)**
- ✓ **always walk on the paths; we only run on the playground or field**
- ✓ **follow the playground rules**

**Responsible: for your learning and behaviour**

**Everyone is important: consider others**

**Share with others: share God's love**

**Play sensibly and be polite**

**Enjoyment: everyone deserves to be happy**

**Collaboration: working well with everyone**

**Tell the truth**

