Milecastle Primary School

Behaviour and Discipline Policy

MILECASTLE PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

INTRODUCTION

It is the responsibility of the headteacher and governors to establish and maintain a behaviour policy for the school that promotes self discipline, respect for others and a proper regard for authority.

RATIONALE

All pupils should have access to a high quality education in a safe and supportive environment. We believe that the ethos of the school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of the utmost importance to:

- enable teachers to teach and pupils to learn.
- raise self-esteem and promote pupil confidence.
- provide a harmonious atmosphere and co-operation between pupils and adults.
- encourage self-discipline and responsibility towards people and property.
- develop understanding of, and a tolerance towards different races, religions and cultures.

AIMS

1. To establish clear and consistent expectations about behaviour throughout the school and communicate these effectively to children and parents.
2. To promote, value and reward good behaviour and attitudes, good manners and politeness.
3. To clearly define unacceptable behaviour and the reasons why such behaviour is unacceptable.
4. To make explicit what the consequences will be of unacceptable behaviour and deal with such behaviour quickly and in a way which emphasises the child's own responsibility for the misbehaviour.

5. To develop the children's ability to make considered, independent decisions about their behaviour and attitudes.
6. To encourage consideration and respect for others.

Pupils need:

- regular attendance.
- to access a safe, stimulating environment.
- to feel valued and respected.
- to be offered an appropriate, well-balanced curriculum with realistic expectations.
- to have good role models.
- to develop an understanding of right and wrong.

Parents need:

- to know that their children are safe and are going to be treated fairly.
- to be welcomed into school as partners in their children's education.
- to be well-informed and involved with their child's life in school.
- to know that they will be expected to take responsibility for the behaviour of their child both inside and outside of school, including on journeys to and from school.
- to support their children in following the rules.
- to support school in implementing the school rules.

Staff need:

- to be able to teach without disruption.
- to be supported by a clear and consistent implementation of the behaviour policy.
- to work in partnership with parents.
- to be supported by school staff, governors and other agencies.
- to be valued, consulted and informed.

IMPLEMENTATION

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:

- PSHE curriculum
- SEAL curriculum
- celebrating achievement and recognising social progress
- Circle Time work
- links with the community
- School Council

- buddies
- peer mentoring
- restorative practice.

Desired behaviour/expectations

Our central rule is that everyone will act with consideration for others at all times. Some aspects of this demonstration of consideration for others will be:

- to make it as easy as possible for everyone to learn.
- to move carefully and quietly around school.
- to speak politely and to listen to others.
- to look after the school environment.
- to be careful not to hurt others.
- to respect and value everyone and their ideas.

REWARDS
Principles

- A consistent whole-school approach to reinforce and maintain high standards of behaviour.
- Opportunities to reward, celebrate or reinforce good behaviour (e.g. assemblies).
- A differentiated approach to the specific needs of individuals set within the whole school framework for rewarding positive behaviour (e.g. team and lunchtime points, stickers).
- Emphasis on rewarding positive behaviour.

Strategies

- Non-verbal (thumbs up, smile).
- Verbal praise (use of name, specific praise).
- Tangible rewards (stickers).
- Team and lunchtime points.
- Certificates – good work, Star of the Week.
- Award, achievement and celebration assemblies.
- Contact with parents (may occur at any stage).
- Sharing successes and achievements with other adults in school.

Unacceptable behaviours

- Bullying; physical, verbal, cyber.
- Violence of any kind (hitting, kicking, biting, shoving, spitting).

- Racial or verbal abuse (isolating, name calling, swearing, winding up, teasing, threatening, cheekiness).
- Absconding, running out of school.
- Truancy.
- Repeated non-compliance with school rules.
- Destruction of property /equipment.
- Theft.
- Persistent disruption of lessons.
- Defiance.

SANCTIONS
Principles

- Staff will agree on what constitutes unacceptable behaviour within school and a hierarchy of response.
- When pupils choose not to follow school rules, sanctions should be consistently applied.
- Sanctions will be appropriate and will be clearly explained to the pupil.
- The system will not damage relationships.
- Sanctions will make a clear distinction between minor and more serious offences.
- Sanctions will be flexible enough to take children with SEND into consideration.
- The punishment of the whole group should be discouraged.

Strategies for low level unacceptable behaviour

- Non-verbal reprimand.
- Low-key verbal reminders.
- Ignoring as part of a planned strategy
- Graded warning system :
  - Verbal warning.
  - Move pupil from activity.
  - Pupil seated alone for a set time within the classroom.
  - Missing 5 minutes of playtime or 10 minutes spent in parallel or younger class.
  - Removal of privileges.
  - Sent to DHT.
  - Sent to HT.
  - Working in isolation away from class.

Strategies for higher levels of unacceptable behaviour

These are the unacceptable behaviours which will be immediately dealt with by the headteacher:

- violence and aggressive or intimidating behaviour
- racist abuse
- verbal abuse of staff
- serious defiance or non-compliance.

At this stage parents will be more formally involved and a written Code of Conduct may be implemented. Serious incidents will be logged on CPOMS or in the Incident File in the headteacher's office.

These behaviours may result in a fixed term or permanent exclusion.

Outer West Learning Partnership Support
Outer West Learning Partnership Support the Outer West Learning Partnership can offer support to pupils at risk of exclusion. This may be offered, where appropriate, to aid the inclusion of a vulnerable pupil. The Head Teacher will negotiate the terms with the partner school and parents regarding completing a fixed term period of work at a partner school. This will be a restorative process, allowing the pupil time to reflect and complete work away from their designated school. At the end of the period, a reintegration meeting between the school and parents will take place to discuss the outcomes and next steps.

SEN
Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns about behaviour are significant, we will establish whether SEN needs may be a contributing factor and will ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. This does not invalidate the behaviour and discipline policy but is an indicator that school takes account of need at the correct stage.

EXCLUSIONS

Exclusions guidance is based upon DfE guidance and current legislation which sets out the responsibility of the headteacher, the governing boy and the LA.

Exclusion will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move).

Only the headteacher has the authority to exclude and will notify parents/carers within one school day by telephone and letter.

Detailed records of incidents are kept and exclusions reviewed by governing bodies.

Exclusion will only be used for serious breaches of school policy e.g.:

- Verbal abuse.
- Violent or threatening behaviour.
- Persistent, defiant, disruptive behaviour.
- Racist or homophobic abuse.
- Bullying.

For fixed period exclusions of more than five consecutive days, the school will provide full-time education. Details will be specified for pupils from day 6 in the note to parents if this is appropriate. Parents will be required to attend a reintegration interview regarding a pupil's fixed period exclusion.

Permanent exclusions

Permanent exclusion is an extremely serious step and an acknowledgment that the school can no longer meet the needs of the pupil.

This can arise from an accumulation of fixed-term exclusion or as a result of a very serious one-off offence.

Serious one-off offences may include:

- Serious actual or threatened violence.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

MONITORING AND EVALUATION

This policy will be reviewed annually.

This policy will operate in conjunction with the following school policies:

- Equal Opportunities
- Anti-bullying
- Child Protection
- Physical Intervention
- Drugs
- Attendance
- Racial harassment
- SEN
- Complaints procedure
- Home /school agreement
- Disability Equality Scheme.

APPENDIX 1: INCIDENT REPORT

MILECASTLE PRIMARY SCHOOL
INCIDENT REPORT

CHILD'S NAME: **CLASS:**   **YEAR GROUP:**

DATE OF INCIDENT: **REPORT COMPLETED BY:**

DESCRIPTION OF INCIDENT

ACTIONS

-

SIGNED: DATE:

APPENDIX 1: EXAMPLE OF CODE OF CONDUCT

Code of Conduct
NAME:

I have the responsibility to:

- Speak respectfully to adults.
- Be polite.
- Accept the consequences of your actions.
- Not disrupt the learning of myself or others.

When I successfully follow these rules I can receive:

- Golden play time
- Play time

If I don't follow these rules, the consequences will be:
- A warning.
- Time out working away from other children.
- Time out of Year 5.
- Miss play time.
- Lunchtime exclusion.

Parent Signature:

Week beginning:

	Session 1	Break	Session 2	Lunch	Session 3	Session 4
Mon						
Tue						
Wed						
Thurs						
Fri						