



Reviewed on:	October 2019
Next review:	September 2020
Staff Responsibility:	Sarah Crowther
Linked policies:	Anti Bullying Policy, Anti Racism Policy, Lunchtime Policy, Special Needs Policy, Attendance Policy, Marking Policy, Home School Agreement, playtime policy
Signed by chair:	L. Vitler
Date:	Nov 2020

Boarshaw Primary School Behaviour and Discipline Policy

Introduction

Our policy is based on the belief that ‘Every Moment Matters’ and we should ALWAYS be Boarshaw Brilliant.

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school’s problem not an individual teacher’s problem.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils’ self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- 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 encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children’s education and maintain standards of behaviour.

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

The role of all adults in school

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behavior.
Adults will always ensure they 'Praise in Public and Remind in Private'

Rules

Our school rules are

- Be ready
- Be respectful
- Be safe

They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

Procedures

Expectations of staff and pupils is that they are:

- Calm and consentient
- Happy and engaged
- Listened to and loved
- Responsible and caring
- Polite and friendly

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

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 head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to the cool down area, the head, deputy or senior leader should be sent for.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. Staff may follow the child at a safe distance, as long as this is not adding additional stress to the child. Senior leaders must be informed and either they or the office staff phone parents and the police.

Behaviors need to be dealt with using the school procedure of 'drive by and reminders'. Teaching time should not be lost with teachers dealing with behavior incidents. Repair and rebuild should be completed during break or lunchtime. Teachers must not leave the classroom to deal with behavior. Teaching assistants can follow children (at a distance) who leave the classroom to ensure they are safe.

Routines

We expect a consistent behavior in classrooms and around the school. All staff and pupils must follow these routines at all times to ensure the safety of everyone in school

Our routines are:

- Showing boarshaw brilliant (some examples but not an exhaustive list are given below)

- Sitting correctly in class (on the carpet with hands on knees, on a chair with arms folded)
- Sitting correctly in the hall (sitting on the floor with hands on knees)
- Sitting in the canteen correctly (on the chair with legs under the table and using indoor voices)
- Standing up with hands behind our backs
- Tidying away resources and putting litter in the bin.
- Boarshaw walk- walking around school on the left hand side with our hands behind our back in single file.
- Hands up for silence- both hands will be held in the air and adults must wait until all children have copied and then adult may give instruction.
- Tremendous transitions- during transition from playground to inside a whistle will be blown and children will freeze. An adult will then call a year group to walk inside.

Our phrases

To deal with behavior consistently, all staff will use set phrases when talking to children about behavior. Our phrases include:

- I will listen to you...right time, right tone, right place
- That's not showing me Boarshaw Brilliant
- I've noticed that...
- I need you to...thank you
- Let me remind you...
- Remember our rules, ready, respectful and safe
- When you're ready I'm here...

Rewards

We expect children to always be ready, safe and respectful and these will always be praised. Our school behavior policy is built around mutual respect and we try to not over reward the expected behaviours. We believe that genuine praise should be given regularly and consistently. We believe that children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on failure. We always praise in public and remind in private.

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; 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.

Our rewards for children who go over and above

- Children who show Boarshaw Brilliant all day will be reward with 2 Dojos.
- Children who demonstrate one of our Boarshaw Values (See appendix 1) will get their name on the recognition board and receive 5 dojos.
- We will celebrate one child from each class during Fabulous Friday and they will receive a postcard home and a small treat.
- Teachers will share positive feedback with parents via class dojo/in person/phone call.

Sanctions

Reminders and sanctions are to be carried out in private. We believe in giving children the opportunity to change their behavior through discrete reminders and warnings. If the child continues with the unacceptable behavior they will then be given time to calm down and will repay back learning time during break or lunchtime.

When using 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.

We have an agreed system of managing moments 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'.

We manage moments through:

- Drive by (reminder) "I've noticed that..."
- Warning "I need you to... this is your warning."
- Last chance "...this is your last chance. I need you to..."
- Consequence- time out with the classroom
- Repair- children to pay back missed learning time during break/lunch/assembly time followed by conversation in private to discuss behavior.

Language we use when managing challenging moments:

- I understand that you...but our rules at Boarshaw are be ready, respectful and safe.
- Be that as it may, my expectation are...
- I will listen to you, right time, right tone, right place.

Rebuild and repair

When children have calmed down after a behavior incident we always ensure we make time to rebuild and repair with the child in private. During this time we follow the script below:

- What happened?
- How were you feeling?
- How did this make people feel?
- What should we do to put things right?
- How can we do things differently in the future?

For children who continually break the school rules

- Discussion with Team Leader / Head/ SENCO: consider the need for SEND Support
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile' and behavior plan if necessary.
- Parents informed by meeting that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies
- Access to extra-curricular / enrichment activities dependant on progress.

Exclusions

If the child continues to make the wrong choices after consultations with parents, then they may be excluded. Only the headteacher can make exclusions.

Internal Exclusion

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents informed by letter.

Short Term Exclusion (up to 5 days per term)

- Parents informed in writing
- Pupil Discipline Committee may meet at parents request but cannot reinstate.
- Upon return to school, child to stay on an agreed behaviour plan.

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

- Parents and chair of governors informed
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on behaviour plan.

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 behaviour plan.
- 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.
- Racist or homophobic behaviour

At Boarshaw we recognise children who are...



polite

engaged

forgiving

kind

responsible

hardworking

inquisitive

helpful

independent

resilient