

THURSTON
CE
PRIMARY ACADEMY



Behaviour and Discipline Policy
(positive learning approach)

Date approved by Governing Body:
Review by:

Signed: _____ Chair of Governors

Behaviour and Discipline Policy (positive learning approach)

1. 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's 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.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce unreasonable rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

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

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and the community outside school.

The school acknowledges and rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter bad behaviour.

We are a "Healthy School" and believe that children and staff should feel safe and happy in the school environment.

We encourage pupils to understand all adults have high expectations of learning behaviour. Good learning behaviour includes; being ready punctually for lessons, working well independently and as groups in all activities – (PE, assembly), excellent presentation of work, being the very best they can be, good listening skills, respecting other classes by moving around the school sensibly. We want children to be ready to learn at all times, but at the beginning of each session in particular.

Other expectations are:

- Children say "please" and "thank you" consistently as appropriate
- Children do not interrupt adult conversations/teaching sessions
- Children stand aside to let adults (parents, staff, visitors) walk ahead of them
- Children eat with a knife and fork correctly, sit at the dining table properly and have good table manners
- Children do not "answer back" to adults
- Children do not blaspheme or use inappropriate, homophobic or racist language of any kind
- Children take care of property (their own belongings and those of other children, and school property)

2. Golden Rules

To this end, we have adopted Jenny Moseley's 'Golden Rules' which clearly state how we must behave and how we must not behave. The Golden Rules are displayed in every room in the school and referred to routinely, to positively reinforce good behaviour and remind children who persistently break the rules.

The rules are:

- We listen to people, we don't interrupt.
- We are gentle, we don't hurt others.
- We are kind and helpful, we don't hurt anybody's feelings.
- We work hard, we don't waste time.
- We look after property, we don't waste or damage things.
- We are honest, we don't cover up the truth.

3. Classroom Rules

Class rules, agreed by all class members, are clearly visible to visitors and supply teachers.

We can only be successful if parents promote the above at home and within the family setting and support the ethos of the school.

We want to work in partnership with parents in order to promote good behaviour and thus the happiness, safety and well-being of the whole school community. Therefore we have displayed the Golden Rules in our school prospectus and on our website.

4. Other rewards and sanctions particular to Thurston Academy

Rewards

We praise and reward children for positive behaviour in a variety of ways:

Team Points:

- Children are members of teams, also used for Sports Day.
- Reward for good behaviour at any time, including effort, politeness, or displaying any positive values are given in the form of team points. Any member of staff can give a team point to any child. Team points are recorded in the classroom (teachers have their own system to ensure pupils are not over-enthusiastic in adding points not earned!)
- As agreed by the school Council, team points are collected at the end of each week and kept as a tally. A team reward is chosen by the pupils at the end of each half term for the winning team. This may be non-uniform, a picnic or parachute games, a disco etc.

Golden Time:

Golden Time is an activity to reward children for their good behaviour and is provided on a weekly basis for 30 minutes. Although Golden Time does not exist in the same format in Early Years, pupils are rewarded with an activity chosen by the whole class for good behaviour.

If the Golden Rules are persistently broken, and after two warnings, older children may lose a few minutes from the beginning of their Golden Time. Younger children may lose a few minutes of their Golden Time if a rule is broken on the same day. Golden Time can be earned back. Visual displays act as reminders to children of Golden Time earned.

Other Rewards:

- Celebration Assembly; the school acknowledges all the efforts and achievements of children, both in and out of school. We encourage children to share information regarding achievement out of school, for example, music or swimming certificates. Excellent writing is displayed on the corridor wall.
- Verbal Praise and stickers - teachers and other adults in the school congratulate children and encourage the children to congratulate each other.
- Pupils receive Headteacher stickers and can celebrate completion of 'Reading Birds', an incentive for reading at home.
- 'Ready to Learn' daily behaviour ladders which progress to outstanding behaviour as daily targets for all class members to be used from EY to Year 3. This is an important reward which is supported by pupils and parents and reviewed in staff meetings regularly to ensure consistency throughout the school,
- 'Postcards home' to share good learning behaviour or values behaviour with parents.
- Class group incentives are set by the teacher individually and may include challenges eg: table of the week, marbles in a jar.
- At the end of each term, teachers nominate certain children who they feel have shown evidence of achievement or effort either generally or in a particular area of the curriculum for a certificate which is presented to them in a whole school assembly by the Headteacher. We aim to ensure that each child receives 1 certificate per year. Certificates are also given in recognition of helpfulness, kindness and or any other behaviour the teacher feels deserves recognition.
- Effort Cup: presented to the child whom the whole staff agree has shown greater than normal effort over an extended period. This trophy is held by the child at home for a term.
- End of Year Cup: is given for All-round Achievement combined with academic effort.
- Caring Plate, in memory of our late Headteacher Mrs Ann Winning, presented annually to the child whom the whole staff agree has special caring qualities.

Sanctions:

The school employs a number of sanctions alongside loss of Golden Time to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Disruption to learning: a reminder, a warning, loss of 2 minutes in EY and 3 minutes for all other pupils, at the beginning of the very next playtime and/or loss of Golden Time.
- Pupils in Key Stage 2 who routinely ignore the school rules and have warnings/reach the inform parents part of the behaviour ladder receive a pink form to give to parents describing their behaviour. Parents are required to return a signed slip.

- Pupils who are routinely sent out of the classroom for poor behaviour should have a behaviour plan with this strategy clearly explained (as time out), otherwise this strategy is discouraged.
- For consistently poor behaviour, pupils should be sent to the Deputy Head Teacher/ a senior teacher.
- A phone call or conversation with parents should be the next sanction (which may result in a meeting to discuss how parents can support).
- Constant poor behaviour, when all other sanctions have been applied should be referred to the head teacher.
- Detention at playtime or lunchtime can be given for unfinished work if this is a result of poor behaviour. Parents should be informed if this happens frequently.
- Physical and verbal aggression against fellow pupils should be dealt with as appropriate – depending on age of pupils, reasons for behaviour etc.
- On rare occasions pupils have serious behavioural issues such as physical, verbal and threatening behaviour against staff and should be sent immediately to the head teacher (or deputy in their absence).
- Pupils with SEN or particular Behavioural difficulties often follow a separate programme, eg behaviour charts. The Headteacher, Class Teachers, SENCo and parents work together and often with the advice of outside agencies to develop strategies in order to improve behaviour.
- Significant incidents are recorded by class teachers, TAs and the leadership team on the agreed form and filed in the classroom and centrally in the Record of Significant Incidents of Concern and Behaviour file.

5. Confiscation of Personal Items:

Pocket toys are allowed at playtimes. Pupils are requested to keep toys in their bags or drawers during lesson time. Items of pupils' property may be temporarily confiscated if:

- it poses a nuisance threat to others
- it is a nuisance to the good order for learning
- if it is against school uniform rules
- if it poses a health and safety threat
- if it is counter to the ethos of the school e.g. weapon-like toys.

Items considered by staff to pose a danger will be held in the school office for collection by parents/carers at the end of the school day. Other items will be retained in the classroom and returned at the end of the day.

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 until the pupil leaves the group.

6. Attendance

Children are expected to attend school regularly and arrive on time with the equipment they need.

The Department for Education asks us to note the number of unauthorised absences (listed in school prospectus), which are reported to parents each year.

7. Playtimes

Children at this young age need help to learn about playing together and friendships and to this end we endeavour to encourage children to play safely and harmoniously. (if needed, some time will be taken to encourage a variety of apparatus and play equipment free playground games through P.E. lessons etc.)

Expectations of behaviour at these times are made explicitly clear during assemblies and daily by class teachers who devote some time each day to talking through any playtime difficulties children may have had. We aim to recognise good behaviour at playtime as well.

Playground Guidelines

Jenny Moseley Playground Rules will be followed.

In addition:

- Children must keep to hard surfaces or bark paths (gardens are out of bounds).
- No ball games on the playground. The slogan 'FOFO' – Footballs On the Field Only has been developed.
- Children may bring a small toy to play with (one that will fit in his/her pocket) but toy guns or knives are not allowed.
- Children should be discouraged from 'play fighting' and 'kick boxing' etc.
- Younger children stay on top playground or the Cavendish Field during afternoon play.
- Staff should be punctual and go to the playground to collect their class at 11am and 1.05 (KS1) and 1.15 (KS2).
- When the whistle is blown children should walk to their lines. First whistle – children stand still, second whistle indicates to line up silently, facing the front of the line.

A minimum of 2 adults is always on duty at playtimes (for the whole school) alongside one-to-one supervision for certain pupils and a minimum of 5 Midday Supervisors on duty at lunchtime either in the dining hall and/or outside. The midday supervisors are involved in decisions about organisation and discipline at lunchtimes.

Cavendish Field

This is used whenever possible during the year. Children are not allowed on to the field until an adult is present.

- Children are not allowed to play beyond the far side of the cricket square, on the slopes under the chestnut trees running alongside the path to the Church, (*the exception to this is in very hot weather when shade is limited*) or behind the groundsman's shed.

- Children are not allowed to play on the play equipment on Cavendish Field during school hours. Boundaries of the field are clearly demonstrated to the children.
- Ball games are allowed on the field at lunchtimes and at staff discretion in afternoons.
- Climbing on the fences is not allowed.
- At the whistle, end of play should be observed and pupils should be led into school calmly and quietly 'ready to learn'.

8. Behaviour and Discipline in Early Years

In Early Years there is a strong emphasis on Personal Social and Emotional development. Through activities such as Circle Time, Snack Time and turn taking games, children learn how to form good relationships with others. They are encouraged to consider the views, needs and feelings of others in the class and to understand what is right and wrong and why.

For children with challenging behaviour, sand timers, sticker reward charts or marble jars may be used. Children are praised for making the right choices. In cases of persistently bad behaviour, a child may be removed from the group for a short period of time and if a child's behaviour becomes a cause for concern, the teacher will talk to the parents and the Headteacher.

9. Use of Restraint and Searching Pupils

All members of staff are aware of the regulations regarding the use of reasonable force by school staff, as set out in the Education and Inspections Act 2006, section 93. **Staff in each year group have training in Physical de-escalation and all have SchoolSafe Theory Training.**

Staff intervene physically to restrain children only to prevent injury to a child or adult, or if a child is in danger of hurting him/herself, or property. This is a last resort and only when every other resolution is exhausted.

Staff only search children's property or pockets if it is suspected that a child is concealing an item which could cause harm to themselves or another person and if the pupil refuses to disclose the item. This action is the last resort and two people, ideally of the same sex as the child should be present.

The actions that we take are in line with government guidelines on the restraint of children. Records of incidents involving restraint are kept in a notebook, kept in the School Office.

The school and its Governors have adopted the policy document "The Use of Restraint in Schools" (Suffolk County Council).

10. The role of the class teacher

It is the responsibility of all staff to ensure that children follow the Behaviour Policy at all times. Class Teachers and Teacher Assistants should ensure that the Golden Rules and Classroom Rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, with respect and understanding, and enforces the classroom code consistently.

If a child misbehaves repeatedly in class, the class teacher keeps a record of incidents. In the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher seeks advice and support from the Key Stage Coordinator, SENCO and/or Headteacher.

The class teacher liaises with external agencies, eg Behavior Support, as necessary, to support and guide the progress of each child.

The class teacher reports to parents 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.

11. The role of the SENDco

The SENDco works closely as part of the Senior Leadership Team to ensure vulnerable pupils or those who may disrupt have support to help with issues. The SENDco meets regularly with CISS (County Inclusion Support Service) team whose service we buy into to discuss strategies we may use.

The SENDco also works closely with the Headteacher to ensure the support of the In Year Fair Access Panel who meet monthly to discuss pupils who may need Alternative Provision.

12. The role of the Headteacher

It is the responsibility of the Headteacher, under the Education and Inspection Act 2006, 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 Headteacher to ensure the health, safety and welfare of all staff and children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This is always in line with our school Behaviour Policy

13. The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

The school rules are explained in the school prospectus, and parents are expected to support the school policy.

Parents and children are expected to agree to and sign the Home-School agreement.

If the school has to use interventions when sanctioning a child, parents are expected to support the actions of the school. If parents 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. Following these actions, the Chair of Governors can be contacted to lodge a formal complaint.

14. The role of governors

The governing body has the responsibility of establishing this policy and reviewing its effectiveness. The governors support the Headteacher in adhering to the policy.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

15. Exclusions

Internal exclusions

These may be used in certain circumstances as appropriate.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. We therefore draw from guidance to the legislation that govern the exclusion of pupils from: maintained schools, academy schools, Free Schools, alternative provision academies and pupil referral units in England since 1 September 2012

The Education Act 2002, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The Education and Inspections Act 2006

The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

The link below provides the latest guidance:

<http://media.education.gov.uk/assets/files/pdf/s/exclusion%20from%201%20sep%202012%20guide%20for%20those%20with%20legal%20responsibilities%20in%20relation%20to%20exclusion%20june.pdf>

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed -term exclusion into a permanent exclusion, if the circumstances warrant this. In the instances of exclusion from school, parents must collect their child from the school premises immediately.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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 Headteacher informs the LA 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 child or extend the exclusion period made by the Headteacher.

The governing body has a Pupil Discipline Committee. This Committee considers any exclusion appeals on behalf of the governors. If the Pupil Discipline Committee decides that a child should be reinstated, the Headteacher must comply with this ruling.

Drug- and alcohol-related incidents:

It is the policy of this school that no child should bring any drug, legal or illegal, to school. (See Medication Policy). If a child will need medication during the school day the parent or guardian should notify the school and seek permission for the medication to be brought.

16. Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher 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 concerning incidents of misbehaviour.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded and informs the Chair of Governors.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

This Policy must be read in conjunction with the following:

- Anti-bullying Policy
- SEN Policy
- Safeguarding and Child Protection Policy
- Medication Policy
- The Use of Restraint in Schools (Suffolk County Council)

The governing body reviews this policy 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.