

# Barham Church of England Primary School



## Behaviour & Discipline Policy

<b>Reviewed</b>	<b>November 2019</b>
<b>Date of next review</b>	<b>November 2022</b>

*This policy pays due regard to the equality act 2010 – including aspects of safeguarding and SEND. It relates directly to our safeguarding policy, e-safety policy and our behaviour principles written statement which applies to all members of our school community*

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At Barham Church of England Primary School we seek to promote positive behaviour based on mutual respect between all members of the school community. The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and so to that of the school. This policy uses the '10 key aspects of school practice' as identified in the DfE guidance *'Behaviour and discipline in schools' January 2016* .

## **Rationale**

The school's Behaviour and Discipline policy is closely tied to the school's vision and values which we aim to encourage each child to develop:

### **Our Vision Statement**

**Barham is a vibrant, inclusive and high-achieving primary school with a family feel at the heart of the local and church community. We are committed to supporting each child to be confident, kind and curious. Our curriculum is broad, engaging and supports everyone to flourish as God intends.**

### **Our Values**

- **Thankfulness** – we remember to be thankful for all good things in our lives
- **Compassion** – we look for ways to help anyone in need
- **Humility** – we learn from each other
- **Service** – we look after each other
- **Endurance** – we keep going when things are tough

At Barham CEP School we believe each pupil has the right to;

- equal access to the curriculum and the best education possible;
- be treated with respect and courtesy;
- a safe secure and happy educational environment.

## **Aims**

- To ensure a whole school approach to discipline which is used and approved by all staff in the school – both teaching and non-teaching.
- To ensure appropriate behaviour and language throughout the school.
- To develop in all pupils a sense of self-discipline and acceptance of responsibility for all their own actions.
- To adopt a positive approach to behaviour through praise, encouragement and incentives.

- To ensure a safe, caring and happy school in line with our Christian ethos.
- To promote good citizenship.
- To ensure that parents are informed and aware of the disciplinary procedures.

## **Responsibilities**

All members of the school community – teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- Adopting a consistent approach.
- Showing a good example of the level of expectation of behaviour.
- Providing a well-ordered environment in which we are all aware of behavioural expectations.
- Treating all children as individuals and respecting their rights, values and beliefs.
- Promoting a sense of belonging to the school community.
- Promoting good relationships within the school, church and wider community.
- Offering equal opportunities in all aspects of school life.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for and taking pride in the physical environment of the school.
- Working as a team, supporting and encouraging one another. Older children are encouraged to set an example to the younger ones. The buddy system of working, playing and caring for in mixed age groups provides opportunities for good behaviour to be displayed and praised.

Teachers have to ensure that their lessons are well planned and organised to suit the needs and abilities of all their pupils.

Children have the responsibility to give of their best and behave well. They will be rewarded for good behaviour and sanctioned for inappropriate behaviour.

Parents/carers have the responsibility of ensuring that children attend school regularly, on time and properly dressed and equipped for the day. They also have the responsibility to ensure that any work taken home is completed and returned.

The Governors have the overall responsibility to see that the school is meeting its declared aims.

## **Rules**

We believe children should be trusted. There are few rules in the school, but all staff should reinforce those in place. There should be quiet, yet firm insistence on high standards of behaviour at all times. We expect our pupils to;

- develop good personal relationships and co-operate with staff and each other;

- realise that at all times they represent the school and are responsible for its reputation within the community;
- welcome all visitors and newcomers to the school, show them respect and guide them wherever possible;
- accept the authority of parents, guardians and all school staff;
- show respect to all members of the school community and have good manners;
- attend school regularly and be on time;
- comply with any request to complete work at home;
- come to school properly dressed and equipped for the day;
- not bring inappropriate items to school e.g. sweets, money, jewellery etc.
- look after school property, keeping it in good order, thus making a safe, clean and ordered learning environment;
- obey all health and safety regulations appropriate to the school such as;  
walking along corridors and paths.

**The school council decided on the following ‘Golden rules’**

- 1) We will be polite and kind to each other in every way.**
- 2) We will have respect for everyone.**
- 3) We will work hard.**
- 4) We will look after our school environment.**

Each class also devises its own rules. These are established at the start of the academic year following discussion with the children.

**Playtimes**

The children have devised the following rules for playtimes

- 1) We will be polite and respectful to all adults. Even if we are doing something really exciting, we will stop and listen to any instruction an adult may give us.
- 2) We will not fight on the playground (including play fighting) or pull each other’s clothes.
- 3) We will be kind to each other. We will not call other people names or use bad language.

4) We will share the playground space fairly.

5) We will respect each other's clothing and possessions.

### **Ad hoc rules**

We will always try to be reasonable about things like; conkers, balls, marbles, stickers etc.. From time to time, temporary decisions may have to be made if there are problems.

We try to maintain our agreed rules through positive reinforcement, which is known, easily understood and supported by all the whole school community.

Underpinning this system of rewards and sanctions is a whole school approach, which is designed to prevent problems arising. We realise that the staff of the school has a primary responsibility in this approach. Therefore we agree that;

- there is adequate supervision at all times and regular checks should be made on children out of class;
- frustrated pupils should be helped at an early stage;
- a variety of strategies should be used to keep order in class, e.g. verbal, non-verbal, distractions, humour etc.
- children should be reminded about their prior agreement on rules. Pupils should know that there is always a choice - to break or not to break the rules;
- regular opportunities are provided for children to reflect on their own behaviour and the effects it has on others;
- parents are well aware of the values of the school and what methods it uses to achieve them, and they are encouraged to support the school.
- Class and School Council suggestions are considered in the operation of this policy.

### **Whole School Rewards.**

Rewards for good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos which fosters mutual respect between pupils and between pupils and staff and self-discipline. We firmly believe that bestowing sincere praise on children raises their confidence and self-esteem. We believe that the positive reinforcement of good behaviour is beneficial to the recipient and to the school as a whole. We therefore have a system of rewards for good behaviour such as:

- **Praise.** This may be done in many ways; within the class, by asking a child to show their work to a previous teacher, by asking a child to show their work to the subject specialist; by asking the child to show their work to the Headteacher.
- **Special Awards in the form of stickers, certificates or cups** The Headteacher has a variety of incentive stickers and certificates which are awarded to children.
- **Recognition in celebration assembly** – These are held weekly to celebrate the achievements of all the children
- **House points** for helpful playground behaviour.
- **Whole Class awards** – Tidy Ted & Attendance Ted
- **Class Rewards** – that are age appropriate e.g. Marbles in a jar, raffle tickets, House Dojo

## **Sanctions**

Unacceptable behaviour includes rudeness, acts of a physical nature intended to hurt or threaten, unkindness to a peer, bullying, inappropriate language and inappropriate moral acts such as theft for example.

Staff will use their professional judgement in applying a sanction which is appropriate to the individual child and to the circumstances. In particular, it may be that a member of staff will have to make reasonable adjustments to the sanctions if a child has a disability such as ASD, ADHD or special educational need.

## **Consequences – classroom**

If a child misbehaves in the classroom, sanctions will be at the discretion of the class teacher and could include one of the following:

- a) Verbal warning
- b) Loss of playtimes
- c) Being moved to another part of the classroom
- d) Time out
- e) Being sent to another class

## **Consequences – Lunchtime (Hall/playground)**

- a) Verbal warning
- b) Time out

At the end of lunchtime any behaviour problems will be passed to the class teacher who will decide if the child should be sent to the Headteacher.

A behaviour log is maintained in each class. This is kept to monitor behaviour and record action taken, including feedback to parents.

Sometimes it may be necessary to respond more severely to certain unacceptable behaviour. If a child is involved in any of the activities listed below they will be sent immediately to the Headteacher or in her absence, a senior member of staff:

- Racist abuse
- Physical and or verbal abuse of adults/children
- Refusing the direction of an adult
- Fighting
- Bullying/repeated name calling
- Damage/theft of property/possessions
- Biting other children/adults
- Bad language
- Spitting

Parents will be informed and a discussion will be held with parents. Sanctions will be age appropriate but could include a daily report, loss of playtimes or internal exclusion.

It is possible that if the behaviour is such that the health and safety of the pupil or other members of the school community is severely compromised, exclusion may be the only appropriate course of action and no cautions will be offered.

In the event of repeated poor behaviour, a behaviour support plan will be drawn up for that child, in conjunction with the class teacher, headteacher, SENCo and agreed with the parents and child.

### **Confiscation of inappropriate items**

School staff can search pupils for any item if the pupil agrees and have statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that pupils may have a prohibited item. Prohibited items include: knives, weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks. Barham C of E school follows the advice and statutory guidance in the DfE document, 'Searching, screening and confiscation 2014' for all procedures.

### **Power to use Reasonable Force**

Members of school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

When considering individual circumstance staff will reflect on – the pupil’s behaviour and level of risk presented at the time of the incident, effect on the pupil or member of staff and the child’s age. Before using reasonable force, school staff will always give a clear verbal instruction to ‘stop’.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil from harming themselves through physical outbursts.

The DfE document ‘Use of Reasonable Force’ (2013) sets out clear guidance followed by Barham C of E school staff and should be read in conjunction with this policy.

Parents of any child involved in an incident where physical action needs to be taken will be informed as soon as possible. The Governing Body of the school will also be informed and given a copy of the report taken at the time. Should a parent have any complaint about the way an incident was handled it should, in the first instance be taken to the headteacher. If parents are still not satisfied by the explanation, an approach should be made to the Governing Body via the Clerk to the Governors. A decision may then be made as to whether the matter needs to be dealt with under disciplinary procedures or by outside agencies e.g. police or social services.

### **Inclusion**

For pupils with identified Special Educational Need (with an Educational Health Care Plan or at ‘SEN support’) where the primary need is Social, Emotional and Mental Health or where the pupil’s special need impacts on their behaviour, we will seek to address the underlying causes of behaviours. This may include setting out strategies and support in an individual Behaviour Support Plan. Where appropriate the school will seek support from outside agencies e.g. Specialist Teaching and Learning Service via the Local Inclusion Forum Team (LIFT) working in conjunction with parents and with parental consent.

**Policy Review Date: November 2019**

**Reviewed by: Mrs A Higgins (Headteacher)**

**Date of next review: November 2022**