

# Behaviour and Discipline Policy



## **Behaviour and Discipline**

At Hague Bar Primary School we have a policy of "do" rather than "don't". We believe that by teaching children to be polite, considerate and thoughtful, a high standard of behaviour can be achieved.

We encourage the children to solve their disagreements by discussion and restorative justice, and ask for parents' co-operation in this as their children gradually become more independent and responsible for their actions.

We encourage the children to develop a sense of responsibility, to help them consider and understand the consequences of their actions, and to be polite and considerate towards others. Throughout the school we aim to establish good behaviour, both during lessons and in break times.

Staff, governors, children and parents are all involved in the on-going development of this school behaviour policy.

**Rewards** We respond to good behaviour with praise, using positive and encouraging language and also have reward systems in each class that encourage children to work hard and behave well. These are age appropriate and so may differ, however our values are consistent.

Character Education is inter-woven with our Behaviour and Discipline Policy and with the rewards the children can gain. Each week a positive character trait is chosen for the children to make an extra effort to display that week. Each week a child from each year group is praised for displaying that particular characteristic during their time in school.

Additionally, we reward all positive behaviours with a raffle-ticket; each week one of those tickets is drawn in assembly for a prize. Equally, children are praised for their achievements out of school eg swimming, gymnastics etc also in a parent assembly.

Playground behaviour is also celebrated with a weekly medal for each class and a trophy for one person.

Celebrating a child's achievements, perhaps at times very small steps forward, will help in the raising of self-esteem and give them the confidence to take larger steps forward. All adults should endeavour to speak to the children in a calm and reasonable manner, making every effort to avoid confrontation. There are many strategies that can be used when controlling children's behaviour in the classroom or in the playground. One strategy that is particularly successful with children involves making a positive comment about a child who is behaving well; others around the child may then adjust their own unacceptable behaviour in order to receive positive rather than negative attention from the adult in charge. Children are encouraged to talk to and 'tell' any of the many adults who are around if they are unhappy or finding things difficult. We are a 'telling' school.

Parents are asked to talk to us about any difficulties or issues as they arise. Parents are welcome to come into school to talk over any concerns and in this way we hope to nip issues in the bud by putting strategies and support in-place at an early stage. Behaviour of our children is a shared responsibility between the school and the parents.

**Sanctions** Children need to know that there are boundaries to their behaviour and what will happen if they go beyond those boundaries. Children feel secure and valued in a school environment that clearly lays out expected standards of behaviour, encourages them to have respect for themselves, for their peers and for the adults within school. There are some children who have difficulty in behaving appropriately. For them we have devised a system of sanctions that is aimed at pointing out their bad behaviour, both in the classroom and in the playground, and taking action at an early stage to prevent it continuing.

**Stage 1** – If a child is misbehaving the teacher/teaching assistant will verbally reprimand him/her – reminding of an acceptable behaviour. The child should then cease using the bad behaviour.

**Stage 2** – If poor behaviour continues then the child is verbally reprimanded by the member of staff and his/her behaviour will be monitored according to the class monitoring system for behaviour. (Traffic lights/ clouds/ tick charts etc). If the child is withdrawn from a break time or a lunchtime ‘play’ session the member of staff imposing the restriction must be available for supervision of the child during that period.

In the playground, at lunchtime, Midday Supervisors continue the same ethos with Yellow and Red cards. Yellow cards represent a warning. Two warnings are given and then a Red would be issued. A RED card means a child would miss their ‘Fair Play’ session. We have a zero tolerance of deliberate violence and any displayed will result in a RED card and separation from the main play area and, depending on the severity, time with the Headteacher.

**Stage 3**- If the child’s behaviour does not improve despite using the class monitoring system then the child will be informed that his/her parents will be involved. At this stage the teacher must, following informal discussion with parents, keep a log of all behaviours/ sanctions used. Individual sanctions will be agreed e.g. home/school behaviour books, withdrawal from lessons – sending child to other colleague in the year group, missing break times etc.

**Stage 4**- If there is no improvement over a period of time then the teacher needs to discuss the situation with the headteacher- along with the behaviour log and parental discussion and a formal plan of action will be agreed. This may involve DCC Behaviour Support, Early Help, Referral etc.

**Stage 5** -If the child shows no improvement with the involvement of outside agencies, the school will need to consider exclusion. All previous records will be required to show that the child has been through all the prior stages without success. Evidence will be available from outside agencies etc. to support the school regarding the use of professional advice to manage behaviour.

Incidents in the playground are kept in a separate log and/or class record book, to monitor any friendship difficulties and prevent bullying.

## **Exclusions**

Exclusions are never undertaken lightly by any school however, at certain times exclusion is used as a last resort. We follow the latest advice from the DfE which can be found here <https://www.gov.uk/government/publications/school-exclusion> but to summarise, is as follows:

### Step 1- Head teacher's decision

Whether for lunchtime, fixed period or permanent exclusion the school must notify you immediately, ideally by phone. Then the school must follow up the decision by letter by the end of the afternoon session. Correspondence should outline the reasons for exclusion and give advice on the next stage of the process.

### Step 2 – Setting school work

For all cases of exclusion for more than 1 day, work will be set and marked by the school. However, you will need to contact the school to make arrangements for collection & return of completed work.

### Step 3 – Parents' responsibility between days 1-5

For the first 5 school days of a fixed period or permanent exclusion, parents must ensure that their child is not present in a public place during normal school hours without reasonable justification. This applies whether or not your child is with you.

Not complying with this requirement has serious consequences which include either a £50 fixed penalty notice or prosecution

### Step 4 – School & local authority responsibility from day 6

The school has a duty to arrange suitable full-time education from (and including) the sixth school day of a fixed period exclusion.

After a permanent exclusion the Local Authority should arrange to assess your child's needs and arrange a meeting with you to discuss education options. From the 6<sup>th</sup> school day of a permanent exclusion, the Local Authority must ensure that suitable education is provided.

### Step 5 – Parental representation & governors' meetings

As a parent/carer you have the right to state your views in writing to the school governors, on any exclusion of your child. For short, one-off exclusions, the governing body must consider your representations, but it can't overturn the Head's decision. For longer or permanent exclusions, the governing body has to hold a meeting to decide whether they agree or disagree with the Headteacher's decision. For fixed period exclusions that bring the total up to more than 15 school days in a school term, or result in your child missing a public examination, and for all permanent exclusions, the governors must hold a review meeting within 15 days and the clerk will invite you to attend. However, for exclusions that total between 5 and 15 school days in a school term you will need to write to the clerk to ask for the governors to hold a meeting to consider reinstatement. The governors must then arrange a meeting within 50 days. For exclusions under 5 days, governors must consider your views, but don't have to hold a special meeting, and don't have the power to reinstate.