

The Dales Federation of Primary Schools
Incorporating
Bradley CE Primary School & Brailsford CE Primary school

BEHAVIOUR AND DISCIPLINE POLICY

In the Dales Federation of Primary Schools, we aim to create a safe, happy and stimulating environment where each child can develop socially, morally, emotionally, intellectually and physically.

Our children are entitled to a safe and caring school in which they can fulfil their full potential. This can only be achieved within a well-structured and positively managed whole school approach to behaviour and discipline which applies across the Federation.

Aims:

- To create an environment which encourages and reinforces good behaviour;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the school's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and school in the implementation of this policy.

The Governing Body accepts these principles and seeks to create an environment in the school, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

STANDARDS OF BEHAVIOUR

A child's behaviour at school has a central role in their social and moral development just as it does in their academic development.

At school we must work towards standards of behaviour based on the basic principles of respect, honesty, consideration and responsibility. It follows that acceptable standards of behaviour are those, which reflect these principles.

ACCEPTABLE BEHAVIOUR

Pupils in the Dales Federation of Primary Schools are encouraged to:

- Try hard to do their best;
- Be kind and speak politely to everyone in the school community;
- Respect other people, their possessions and school property;
- Be helpful;
- Ask for help or tell an adult if they are unhappy, or suspect someone else is;
- Accept responsibility for the things they do.

UNACCEPTABLE BEHAVIOUR

In The Dales Federation of Primary Schools, we will not allow:

- Lack of respect;
- Violence
- Threatening or abusive language or behaviour including bullying;
- Deliberate disobedience or defiance
- Discrimination;
- Deliberate vandalism of school property.

SCHOOL ETHOS

The adults encountered by children at school have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on respect, kindness, and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured, exciting curriculum and effective learning contribute to good behaviour.

Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities.

Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour.

The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

- Furniture should be arranged to provide an environment which reduces the situation where unacceptable behaviour could occur;
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption;
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment;
- Teaching methods should encourage enthusiasm and active participation for all;
- Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others whilst developing and promoting independence;
- Praise should be used to encourage good behaviour as well as good work;
- **Criticism should be about the behaviour that causes concern and not about the child.**

AROUND SCHOOL

- The safety of children and staff is of paramount importance at all times;
- Playground procedures should be made clear to all members of the school;
- At all times children must show respect for resources, equipment and the environment;
- Walking quietly is expected in all areas of the school and when moving from one area to another;
- At the end of break, when the whistle is blown/bell is rung, children will stand still and listen. When the signal is given a second time, the children will line up, and walk into school quietly and sensibly when instructed.

WHY WE HAVE RULES

Rules are designed to develop:

- Trust between pupils and staff;
- Respect for others and the community at large;
- Safety and well-being of the pupils and staff;
- Self-control and raise self-esteem.

Rules and procedures should:

- Be kept to a necessary minimum;
- Be positively stated, telling the children what to do rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Be consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

Adults must never apply sanctions or make comments that ridicule or humiliate a child. Personal comments about pupils' inabilities must not be made. This is unprofessional and unacceptable.

Children and staff should be aware of the rules and be expected to keep them.

WHEN UNACCEPTABLE BEHAVIOUR OCCURS

CLASSROOM

Whilst a consistent positive approach to children should always be the priority, there are times when realistic sanctions are necessary.

In this case, our 'Consequences' system will be employed. (see appendix 1)

LUNCHTIME

Midday Supervisors

Midday Supervisors will record incidents which take place at lunchtime, in the MDS record book and report to staff any incidents occurring during the lunch hour on a daily basis at the end of lunchtime. Training for Midday Supervisors will be reviewed as necessary. Midday Supervisors, the Headteacher and a designated Governor will meet on an annual basis to discuss issues of concern.

Where a pupil displays unacceptable behaviour at lunchtime, it is the Midday Supervisors responsibility to deal with this in the first instance. Pupils may be sent to stand at the wall for 5 minutes to 'calm down' and reflect on their actions – when this happens, the pupil will also move their name down the classroom behaviour chart, one step – when they return to the class after lunch. If the pupil continues to demonstrate unacceptable behaviour, they will be sent to stand by the wall again, their name will be moved down the chart again and a 'C3' slip will be sent home to advise parents – the class teacher is responsible for doing this.

COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key person in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

REWARDS

Our emphasis is on rewarding good behaviour.

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. Praise is earned by the maintenance of good standards as well as by personal achievement.

Rates of praise for behaviour should be as high as those for good work.

Headteacher's awards are given to promote good work and behaviour.

Our Gold Card System/Positive Behaviour Chart

Each classroom will have a behaviour chart. Pupils start each day in the middle of the chart – they may move up or down the chart according to their behaviour. Each day starts afresh for all children. Children (in KS2) collect raffle tickets for demonstrating excellent behaviours for learning. This includes not only displaying excellent attitudes to one another and the staff in school, abiding by the schools rules and actively seeking to behave well, but also demonstrating excellent attitudes towards their own learning, independence and taking a pro-active approach to their time in school.

When they have collected 10 raffle tickets, they may exchange these for a 'Gold Card'. Gold Cards may in turn be used to 'purchase' items from the Gold Card Shop, or saved to exchange for larger items.

Praise can also be given in the form of team points. Team points are recorded weekly by the child/teacher, the totals for each team are read out in weekly Rewards Assembly.

SANCTIONS

In an environment where respect is central, loss of respect or disapproval, is a powerful sanction.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future punishment;

- Group punishment should be avoided as it breeds resentment;
- There should be a clear distinction between minor and major offence;
- It should be the behaviour rather than the person that is punished.

ONLY sanctions agreed by the whole staff and the Governing Board, and detailed in this policy and its appendices may be applied. Under no circumstances should any pupil be disciplined or receive a sanction other than what is stated in this policy and within our Consequences system.

Corporal punishment and smacking is unlawful in all schools and early years settings.

Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where pupils display difficult or challenging behaviour, adults should follow the school's consequences system.

Sanctions range from expressions of disapproval, through withdrawal of privileges, reflection forms, to referral to the senior teachers or Headteacher, letters to parents and, ultimately and as a last resort, temporary or permanent exclusion (DfE & LA guidelines will be followed).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective.

In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional specialist help and advice from the Educational Psychologist or Behaviour Support Service may be necessary. This possibility should be discussed with the Headteacher. A pupil may require a tailored approach, such as a behaviour chart to help manage persistent poor behaviour.

The involvement of outside agencies will always follow consultation with parents and take place with their agreement.

Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate.

Our Consequences ('C') System

We use a system of stages, which equate to consequences. **This is detailed in appendix 1 of this document.** Pupils understand that there are consequences for poor and inappropriate behaviour in school. There are 5 stages of consequence, depending on the level of poor behaviour. If the behaviour escalates to stage 3 (a 'C3') or higher, a slip will be sent home to advise parents of this, and a brief explanation from the class teacher will be written in the pupil's home school diary.

MONITORING, EVALUATION AND REVIEW

The school will review this policy annually and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the school, shared with pupils, parents all staff and governors.

The Dales Federation of Primary Schools is a fully inclusive federation, committed to equal opportunities for all. See the School Inclusion Statement / Equal Opportunities Policy

This policy was adopted by the School Improvement Committee on

Date: 1.9.17

Signed:

Chair of School Improvement Committee

This policy was adopted by the Governing Board on :