

# East Boldon Junior School

## Behaviour and Discipline Policy



### **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 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 as we all know that the atmosphere of the school can have a substantial influence on children's behaviour.

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 to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Rewards and Sanctions:**

Our behaviour management system is evident in classrooms as a visual reminder to children - green (exemplary), orange (1<sup>st</sup> stage) and red (final stage). A postcard may be sent to the child's home address in recognition of outstanding contribution, behaviour and/or attitude.

We have an agreed system of:

- Praise and Rewards
- Rules
- Consequences

### *Praise and Rewards:*

1. Spoken praise
2. Stickers
3. Dojo points
4. Certificates
5. Mentioned in the newsletter
6. Receive Kidzone voucher
7. Text message home
8. Postcards

### *Rewards outline:*

1. 25 Dojo points = Teacher certificate
2. 50 Dojo points = 'Star Student' pencil
3. 100 Dojo points = Head Teacher certificate & newsletter
4. 150 Dojo points = Kidzone voucher, newsletter & text message
5. Multiples of 100 = Postcard sent home & newsletter

### *Consequences:*

1. A verbal warning
2. Change of seating position (if appropriate)
3. Time taken off next break (orange) to reflect on action, behaviour recorded in class behaviour log/CPOMs
4. If a child reaches the orange traffic light 3 times, parents are informed
5. Visit Head Teacher/Deputy Head Teacher (red) - time taken off lunchtime to reflect on actions for up to 5 days, behaviour recorded in the school behaviour log/CPOMs, parent informed on the day.

### *Rules:*

1. Follow directions and instructions quickly
2. Raise your hand to speak
3. Listen to the person who is speaking
4. Make good choices
5. Be respectful and a caring friend

Often members of staff need to get the attention of a group of pupils. The member of staff will raise a hand and wait for everyone's attention. We call this 'Give me five'.

### *Give me five:*

1. Eyes on the teacher
2. Ears listening to the teacher
3. No talking
4. Feet and hands still/quiet
5. Ready to learn

### *Playground rules:*

1. When the bell rings first time, stand still. When it rings a second time, walk sensibly to form a line.
2. Take your playtime problems to Buddies or a Teacher and during lunch time to one of the lunchtime staff.
3. Play with and use the equipment in the correct place.
4. Only come into school if you have a valid reason, such as first aid when directed by an adult on duty or to access toilets.

If a member of staff sees examples of poor behaviour they will inform the child and then record in the behaviour incident book so that consequences are applied. If good behaviour is experienced then the child and teacher will be informed so that rewards can be given.

#### *Consequences Outline:*

As a last resort, it is only where behaviour is significantly impacting learning, and disrupting the learning of others that a child will be removed from the classroom environment.

In extreme cases the teacher's judgement will over-ride the sequence.

KS2 children may be sent to the Head Teacher's Office at lunchtime to reflect upon their behaviour rather than participate in lunchtime activities.

The school does not tolerate bullying of any kind as reflected in the Anti-bullying policy. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

#### **The Role of the Class Teacher:**

It is the responsibility of the Class Teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during the school day.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher as a role model, treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the pastoral file. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from designated colleagues.

The class teacher liaises with external agencies, 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 of a child.

### **The Role of the Head Teacher:**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

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

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The Role of Parents:**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The parents sign a home-school agreement stating:

- See that my child goes to school regularly, on time and with the correct equipment for each day.
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.
- Support the school's Behaviour Policy.
- Support my child in homework and other opportunities for home-learning.
- Attend parents' meetings and discussions about my child's progress.
- Get to know about my child's life at school

### **The Role of Governors:**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher and Deputy Head Teacher have the day-to-day authority to implement the school behaviour and discipline policy but governors may give advice to the Senior Leadership Team about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### **Fixed Term and Permanent Exclusions:**

Only the Head Teacher (or acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 Head Teacher 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 pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

### **Monitoring:**

The Head Teacher monitors the effectiveness of this policy on a regular basis. He 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 of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Lunchtime Supervisors give written details of any incident in their incidents book.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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

**Review:**

The governing body reviews this policy every 2 years. However, the governors may review earlier if the government introduce new regulations, or if the governing body receives recommendations on how the policy might be improved.

Review: February 2020

Signed: Hilton Heslop      Chair of Governors

Signed: Tim Shenton      Head Teacher