

# Shotley Bridge Primary School



## Behaviour and Discipline Policy

October 2021

At Shotley Bridge Primary school we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all of the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school. We aim to:

- create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.
- praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships:

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

### **SHOTLEY BRIDGE PRINCIPLES OF BEHAVIOUR**

At Shotley Bridge Primary School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. Following the Unicef guidance we take the view of everyone has rights and responsibilities. The children have a right to have certain expectations when in school – they also have the responsibility to ensure that they behave in an appropriate manner. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

#### **Parents**

- To be aware of Code of Conduct outlined in the Home/School Agreement
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the schools authority to discipline children.

#### **Staff**

- The Head teacher fully supports the staffs' authority to discipline.
- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere

## **Governing Body**

- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

## **Children:**

- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the schools code of conduct
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive values:

- Kindness
- Consideration
- Tolerance
- Respect
- Co-operation
- Patience
- Empathy
- Good Manners

We teach the children at Shotley Bridge about these positive values through assemblies, SEAL (Social and Emotional Aspects of Learning) and our everyday interactions with each other.

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
- Aggression towards pupils and adults
- Swearing
- Rudeness
- Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

**How do we ensure that all SEND children are included in our approach?**

- Staff will follow the school's procedures, fairly and consistently dealing with SEN children at a level that they can understand, in order to have a positive approach for all children.

## **REWARDS AND PRAISE**

At Shotley Bridge we aim to reward and praise children for their good efforts. This happens in a variety of ways.

- **INDIVIDUAL POINTS** – children can earn a point (Smiley face in KS1 and a star in KS2) for a variety of reasons from any adult in school such as for working hard in class; demonstrating manners and a sensible attitude around school and many more.
- **CLASS POINTS** – these can be earned through a whole class effort such as lining up well, moving through school sensibly and quietly, working hard in class, demonstrating a team ethos with their class mates. These points are counted every week and the class with the most points receives a trophy to display in their class for the following week. Every half term, a total number of points are calculated for each class and they receive a special treat.
- Individual classes may also adopt their own rewards systems (e.g. marbles in a jar) within their class that are personalised and tailored to the interests of the children.

### **Rewards can include the following:**

- Written praise e.g. a positive comment on work, report to parents,
- Verbal praise e.g. to the child, parent, another adult in school,
- Peer group praise e.g. a clap, name read out in class assembly,
- Merit points, certificates for academic and non-academic achievement,
- Star Chart points, Headteacher award on work or as a sticker,
- Trophies and Special Awards,
- Placing value on achievements e.g. work shown to another class, name in newsletter, part of Celebration Assembly,
- Special responsibilities e.g. being a monitor/house captain,
- Child, group or class, singled out as a role model,
- Weekly award of merit point certificates, class point trophies and pupil of the week.

## **Shotley Bridge Behaviour System**

Our system provides:

- a consistent and fair approach to behaviour management;
- clear systems to reward good behaviour and sanctions for inappropriate behaviour;
- a system that allows children to take ownership of their behaviour and their rewards.

### **Our systems principles:**

- Each day is a new day.
- Each class demonstrates the expectation that each day will be a positive one.
- Children can earn rewards, both individually or as part of a group, for good behaviour and manners.
- Children know that there are consequences when making inappropriate behaviour choices.

### **How it works?**

Class teachers are responsible for monitoring the behaviour of the pupils in their class. Every effort will be made by adults in school to be patient, not shout and to reward good behaviour. However, where children persistently break school rules the following sanctions occur:

#### **Stage 1**

Child is given a verbal warning.

#### **Stage 2**

A second warning will be given.

#### **Stage 3**

- Child is sent to another classroom, with work, for a timed period;
- The teacher receiving a child in their class should not try to rectify the situation. They should make a note of the time then direct the child to a place in the classroom where they will not disturb others. At the end of the time, the teacher should send the child back to their class.
- Possible missed playtime.

*Any further unacceptable behaviour goes straight to **Stage 4** and NOT start on stage one again.*

*If a child is continually reaching Stage 3 over a period of time, they will be sent to the Behaviour Managers in school, and a record will be made.*

#### **Stage 4**

If the child continues to behave in an unacceptable way, they are then sent to the Behaviour Manager for the remainder of the session.

- A formal record will be made on CPOMS
- School will contact parents/carers at the earliest convenient time to discuss their child's behaviour.

- If a child continually reaches Stage 4, they will be put on a Behaviour Monitoring Card and will need to report to the Behaviour Manager after each lesson. This report card will go home to be seen by the parent/carer, or shared with parents/carers each day at pick up time.

Note, any circumstances involving instances of violence, severe aggression, racism, sexism, bad language, vandalism and other extreme acts of behaviour will automatically be logged on the school's monitoring system and escalated directly to the Behaviour Managers.

*If a child on report continues to misbehave, they go straight to **Stage 5***

### **Stage 5**

Any further unacceptable behaviour goes straight to **Stage 5** and NOT start on stage one again.

- A child on **Stage 5** will be sent to the head teacher who will call the parents for a meeting to discuss the behaviour
- The child's behaviour will already have been monitored in school and will receive an **in-school** exclusion of half a day. The teacher should provide adequate activities to keep the child occupied for the session.
- This will be logged by the head teacher
- Playtimes and lunchtimes will also be spent in exclusion, supervised by a member of staff.
- If child on **Stage 5** continues to misbehave after the exclusion, then a **full-day** internal exclusion will be given
- Parents of the child will be asked to meet with the head teacher again.
- Continued inappropriate behaviour after a full day's exclusion may warrant an external exclusion at the head or deputy head's discretion.

All instances of behaviour that are recorded on the schools CPOMs system by and adult are then regularly checked by a member of the Senior Leadership Team.

### **Fixed term and permanent exclusions**

Exclusion is used only for very serious incidents when other methods of support have not been effective. Only the headteacher, or deputy in their absence, has the authority to exclude a child from the school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The headteacher may also exclude a pupil permanently. If the headteacher excludes a pupil, parents will be informed immediately, giving reasons for the exclusion. At the same time, the headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make such an appeal. The headteacher informs the LA and the governing body about any exclusion.

Circumstances involving instances of violence, severe aggression, racism, sexism, bad language, vandalism and other extreme acts of behaviour will automatically be logged on the school's system and will be dealt with accordingly and appropriately.