



St Nicholas
C of E Primary School

Behaviour and Discipline Policy



Adopted: March 2018

Review: March 2019

1. INTRODUCTION

1.1 The purpose of this policy is: -

- To create an environment which encourages and reinforces good behaviour;
- To promote values which foster and encourage good behaviour;
- To establish clear guidelines and rules, based on common sense and safety, by which the school will operate;
- To encourage consistency of response to both positive and negative behaviour;
- To establish a clear system of sanctions to be used when a child's behaviour fails to meet our expectations;
- To provide information to parents in order to achieve consistency in the messages children receive about appropriate and inappropriate behaviour;
- To ensure that the school's expectations and strategies are widely known and understood.

1.2 Children should begin to learn about good behaviour at home before compulsory school age. Building on this foundation and in partnership with parents we aim to create a happy, friendly, safe and caring environment where children grow to respect: -

- one another
- themselves
- all staff and other adults working in school, e.g. volunteer helpers
- parents and carers
- school property
- visitors to and neighbours of the school
- the rules and ethos of the school
- everyone has the right to go home fulfilled

1.3 This policy sets out: -

- what we mean by good behaviour and inappropriate behaviour
- sanctions for inappropriate behaviour
- contact with parents
- the role of Year 5 and Year 6 pupils
- rewards for good behaviour
- appendices – conduct codes

1.4 It is a statutory requirement for schools to have such policies and to publish them on the school's website.

1.5 This policy will be reviewed annually by the Senior Leadership Team and Governing Body.













2. SCHOOL ETHOS

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

- 2.2 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 kindness, respect 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.

3. OUR VALUES

Our school encourages children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices. Our core Christian Values are:

	Autumn		Spring		Summer	
Year 1 2017/18	Trust 	Service 	Thankfulness 	Forgiveness 	Compassion 	Courage 
Year 2 2018/19	Respect 	Generosity 	Perseverance 	Justice 	Truthfulness 	Friendship 

4. THE CURRICULUM AND LEARNING

- 4.1 A creative and well-structured curriculum that ensures effective learning will contribute to good behaviour. Active involvement in their own learning and structured feedback helps to avoid children becoming disaffected, which can be a root cause of poor behaviour in the classroom.
- 4.2 Lessons should have clear learning intentions which the children can understand. They should be differentiated to meet the needs of all abilities.
- 4.3 Marking should be used to provide positive feedback to children on their progress and next steps to achieve. Marking should signal to children that their efforts are valued and that progress matters.
- 4.4 Teachers to be ready for children to enter the learning space by ensuring that they are in the room and that appropriate resources are prepared and ready.
- 4.5 Classrooms are set up to promote high quality learning (see learning environment non-negotiables) Children are seated appropriately and given maximum opportunity to achieve.

5. OUR MORAL CODE (Appendix 4)

Make the right choices, be polite

One family: look after and respect each other

Responsible: for your learning and behaviour

Always tell the truth

Listen: to the views of others and they will listen

6. GOOD BEHAVIOUR

6.1 Good behaviour in this school means that everyone: -

- Respects our Christian Values
- Follows our school Moral Code
- Shows courtesy, consideration and respect for others
- Is honest and truthful
- Works and plays together cooperatively
- Cares for one another
- Moves about the school in a quiet, orderly manner
- Has respect for school property and the property of others
- Uses common courtesy ('please', 'thank-you', 'sorry' etc) appropriately

6.2 It is the policy of our school that good behaviour is consistently acknowledged and praised by teaching and support staff.

7. INAPPROPRIATE BEHAVIOUR

7.1 In this school the following forms of inappropriate behaviour will not be tolerated: -

- persistent classroom misconduct, which interferes with the progress of other children
- aggressive or violent behaviour, including thoughtless, dangerous play
- rude or abusive language, including deliberately using unkind words, swearing or spitting
- defiance, i.e. refusing to do as you are told (including answering back).
- acts of vandalism to school property, including graffiti
- stealing
- bullying, including acts of violence, taunting, persistent name calling (refer to the school's *Anti-Bullying Policy*)

8. SANCTIONS FOR INAPPROPRIATE BEHAVIOUR

8.1 Throughout the school year teachers regularly remind their classes of the school rules and codes of conduct. For the majority of our children this reminder or occasional reprimand from a member of staff will be all that is necessary during their time at the school. Reprimands by staff will be made in reference to the MORAL code and in a way that does not humiliate the child (i.e. in front of other children)

8.2 The school employs a variety of sanctions for inappropriate behaviour. These include:-

1. Verbal reprimand
2. Verbal reprimand and removal of privileges such as playtime and

lunchtime break (at the teacher's discretion)___

3. The teacher will ask parents to meet with them if their child has been persistently misbehaving or involved in a serious incident. Teachers may also contact parents through the Home/School planner. Parents will be informed if their child has used bad language or has had to be restrained. Phase Leaders may be involved at this stage should the class teacher deem it necessary.
4. Involvement of the Inclusion Leader who will support the class teacher to develop a behaviour plan which will then be shared with parents/carers. Head of School to be informed of this step.
5. The Headteacher may consider more serious sanctions, e.g. banned from extra-curricular activities or PTA events
6. Exclusion from school during lunchtimes (recorded as half day fixed term exclusion) particularly if a pattern of challenging behaviour takes place at this time.
7. Exclusion from school, for a fixed term or permanent exclusion.

8.3 Exclusion from school takes place only in exceptional circumstances and normally when all other options have been exhausted. (Please see the *Exclusion Policy* for more information regarding this).

8.4 Level 3 (see appendix 1) Incidents on the playground will be recorded in the incidents log on an orange form (this folder is kept in the school office) and used to track times and frequency of incidents.

8.5 Serious incidents will be recorded and the SLT to review these termly and feedback to Governors

9. MANAGING CLASSROOM BEHAVIOUR

9.1 All children start in green. If a child misbehaves they are given a clear warning.

9.2 If the child's behaviour continues they are moved to orange. When on orange, they will be last out for break/lunchtimes with clear expectations set for the child during the next session.

9.3 If the child's behaviour continues then they are moved to red which means that they must lose a period of break time.

9.4 Children frequently being moved to red may need additional support to change their behaviours (see Appendix, level 3 in behaviour levels grid)

9.5 The zone board is reset to green at the beginning of each session (after break and lunchtime).

10. RESTRAINING PUPILS

10.1 Staff should only restrain children in the following situations:-

- If the child is at risk of harming themselves or others;
- If the child is causing significant damage to property;
- If the child is disrupting the good order of the school.

10.2 If a member of staff or supervisor requires assistance a red card should be sent to a team teach trained staff member. Red cards are located on the fire safety plan in each classroom..

10.3 Restraining does not automatically mean a child should be sent home or excluded

– this decision will be made at the Executive Headteacher’s discretion in consultation with the class teacher and Head Of School

10.4 Please see the *Force and Restraint Policy* for more detailed information

11. LUNCHTIME

11.1 Midday Supervisors to log any (level 1 and level 2) behaviour incidents in their note book and report the incident to the class teacher.

11.2 Midday Supervisors should warn a child as well as logging the incident in their book.

11.3 Continuous or serious misconduct will result in the child being taken to The Head of School or Assistant Headteacher.

11.4 Promoting positive behaviour at lunchtime is discussed during regular midday supervisor meetings involving a member of the SLT.

12. MONITORING CHALLENGING BEHAVIOUR

12.1 Monitoring behaviour is to ensure that the school track repeated incidents.

12.2 The Senior Leadership Team will monitor children’s behaviour. Serious incidents of challenging behaviour, such as violence or aggression towards children or staff, rude or abusive language or vandalism will be recorded.

13. CONTACT WITH PARENTS

13.1 A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

13.2 Parents can expect to be kept informed of their child’s behaviour at school.

13.3 In the case of persistent misbehaviour or, more rarely a serious misdemeanour, discussions with parents will take place to establish ways of helping the child improve. For example, it may be necessary to devise a Pastoral Action Plan (PAP) in conjunction with the parents. In some cases behavioural problems may form the basis for Special Educational Needs registration leading to the involvement of support agencies both at school and in the home.

13.4 Where actions of a Pastoral Action Plan (PAP) are not being met and behaviours are being repeated by the child then a Behaviour Action Plan (BAP) will be completed with parents. This will have input from SENDCO and Head of School where necessary.

13.5 Parents who have concerns about behaviour in the school should make an appointment to speak with the Head Of School or Assistant Headteacher.

14. YEAR 5 and 6 PUPILS

- 14.1 We recognise the very special contribution the Year 6 pupils can make to the organisation and daily routine of the school. Each September all Year 6 pupils take a more senior role at the school and are expected to assume additional responsibilities. They are expected to set good examples by helping and supporting younger pupils and demonstrating mature, responsible behaviour.
- 14.2 Some children in Year 5 are peer mediators; these children mediate minor friendship issues in a supportive and calm manner.

15. REWARDS FOR GOOD BEHAVIOUR

- 15.1 A child can earn a Golden Ticket for doing that little something extra. They are for encompassing the positive Christian ethos of the school with their actions. Good manners, being polite, considering others feelings and positive behaviour. Sometimes Golden Tickets are given for good work/learning but generally House points are awarded for this purpose.
- 15.2 When a child earns a golden ticket it is put in the golden ticket box for their phase. At the end of each term the children enter their golden tickets into a raffle where they could win a £10 book token.

16. PLATINUM AWARD

- 16.1 Platinum awards are nominated by class teachers for learning. These are awarded during the weekly Celebration Assembly on Friday mornings and parents/carers are invited to share the celebration.

17. DRESS CODE

- 17.1 It is our expectation that children are neatly and appropriately dressed for all school activities in accordance with the guidelines published in the school uniform policy.
- 17.2 The Headteacher and staff may, on occasion, direct pupils to wear school uniform for specific functions (church services, concerts etc).

18. PLAYGROUND AND FIELD

- 18.1 It is our expectation that children will play sensibly with due care for themselves and others.
- 18.2 On hard playground surfaces the following are permitted: -
- skipping games
 - soft ball games
 - netball/basketball type games
 - giant board games
 - football – in designated area only

- 18.3 On hard playground surfaces the following are not permitted: -

- kicking of footballs outside the designated area
- piggy-back rides
- swinging on railings

18.4 Play on the field is permitted in dry weather.

18.5 Children may not use the long jump and high jump area without supervision.

18.6 The 'Trim trail' area is only to be used during specified times and to be accompanied by a member of staff.

18.7 The Key Stage One playground contains the following areas:

- Activity area- with games/activities led by staff
- Football zone
- Space hoppers and hoops
- Basketball court
- Safe zone- where children can go to if they would like to talk to an adult about their feelings
- Buddy bench

19. MOVEMENT AROUND SCHOOL

19.1 Children will walk everywhere.

19.2 Children must keep to the footpaths.

20. VALUABLES

20.1 Children should not bring items of value to the school (money, games, toys, etc). Pupils who need to have mobile phones in school **MUST** hand them in to the school office on entry to the school.

20.2 Children who need to bring money to school are responsible for this and it should be a sensible amount.

20.3 Children are responsible for their own watches during P.E. and other sporting activities. Fitbits are permitted in school.

19.4 Pupils must not interfere with other children's belongings in the classrooms or cloakrooms.

21. FOOD

21.1 Fresh fruit and raw vegetables are permitted as a morning snack.

21.2 Drinks (non fizzy) may be brought as part of a packed lunch but not in cans or glass bottles.

21.3 Sweets and chewing gum are prohibited.

Appendix 1

Behaviour levels grid

	Behaviour	Sanctions – One or more of	Support offered– One or more of	Recording
Level 1	Interrupting or distracting others. Ignoring instructions. Pushing. Poor work ethic	Verbal warning with acceptance.	Adult talking to child Praise given for improvement.	
Level 2	Deliberately and consistently creating distraction / disruption Damage through carelessness	C1.Move to another part of the classroom with acceptance C2.Removal to another classroom, with acceptance, and missed time (plus learning) to be 'repaid' in your own time C3.Conversation with Class teacher in own time, to be recorded Phone call home if persistent.	Praise given for improvement. Postcard home when improved. Gold award	
Level 3	Persistent disruptive behaviour (repeatedly in red) Deliberate refusal to follow instructions Deliberate damage. Leaving class without permission Verbal confrontation, Swearing Physical fighting	Phone call home Note to SLT and involvement of SLT Removal from playground Removal of responsibilities	Action plan with Parent, Pupil Teacher Home/School Behaviour contract (school) PBP Discussion with SENCO Positive feedback to parents, children & SLT on progress.	CT –records incident in the Incident Log file. Inform parents. Make sure HT is aware.
Level 4	Persistent Bullying Racist abuse Leaving school grounds Theft Vandalism	Immediate involvement of SLT Immediate involvement of Parents/ Carers Exclusion	Talk to Head Teacher Behaviour contract. (parent/school) Discussion with SENCO Positive feedback to parents, children & SLT on progress.	As level 3 and sent to SLT along with historic records. Previous incidents will be monitored Letter home Behaviour contract Possible PBP Racist incident report Possible external support requests
Level 5	Extreme violence towards staff/adults/children Acts of extreme danger Very serious challenge to authority Persistent Level 3 behaviours	Immediate involvement of SLT Immediate involvement of Parents/ Carers Exclusion (fixed term) Possible permanent exclusion	Regular contact between parents/Carers/Head teacher and teacher. PBP Behaviour contract Work sent home which must be completed if excluded Positive feedback to parents, children & SLT on improvement	HT or AHT will inform parents by phone Letter home PBP Exclusion record

School Code of Conduct

At St Nicholas C of E Primary School we...

- ✓ are careful and kind
- ✓ are polite and friendly to each other and to all adults in our school
- ✓ help one another
- ✓ continually try to do our best
- ✓ care for the school property and equipment
- ✓ always line up properly and walk quietly about the school
- ✓ tidy up properly and carefully put away equipment we have used
- ✓ promote good sporting behaviour
- ✓ follow our school rules

Playtime Code of Conduct

At playtime we ...

- ✓ **play together without hurting or upsetting anyone**
- ✓ **are polite to the adults looking after us and follow their instructions**
- ✓ **never play near, or go outside the school gates**
- ✓ **look after our living environment (trees, bushes, plants)**
- ✓ **always walk on the paths; we only run on the playground or field**
- ✓ **follow the playground rules**

Lunchtime code of conduct

St Nicholas C of E Primary's

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One family: look after and respect each other

Responsible: for your learning and behaviour

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CODE

