



# Houghton St Giles Primary School

## Behaviour and Discipline Policy

*"I can do all things through him who strengthens me" Philippians 4:13*

### 2020-21

Review date Sept 2021

## **Introduction**

***If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be.***

**Goethe.**

## **Organisation of the behaviour and discipline policy**

This policy includes the following aspects

**Day to day expectations of behaviour**

**Rewards and sanctions**

**Multi-agency support for Pupils**

## **Main Aims:**

The behaviour policy aims to offer the children consistency, certainty (A consequence will happen) and build positive working relationships.

## **School Values**

- Everyone has a right to feel safe at school. The staff at Haughton St Giles are committed to ensuring that every child is protected from harm.
- Everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.
- It is everyone's responsibility to help make our school a happy place where everyone can be successful.
- We expect that the behaviour of children will enable teachers to teach, and each other to learn.
- Everyone is responsible for his/her own behaviour.
- Our expectations are for good behaviour.
- Good behaviour will be celebrated and rewarded.
- The education of the majority of children will be protected from disruption by a minority of unacceptable behaviour.

- Unacceptable behaviour will be met with consequences.
- Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.
- We have rules in our school because they provide a code about working and being together.

### **Aims of the policy**

- To create a welcoming and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school which all children know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

### **Expectations**

We expect everyone in our school to:

- have high expectations of behaviour
- show respect to each other;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- recognise the achievements of others;
- be reliable, trustworthy and responsible;
- behave in a safe manner at all times
- respect the school's environment and belongings;
- take care of their own belongings and those of other children;
- be courteous and well mannered at all times;
- show by their behaviour that they value the school community;
- treat others as we would like to be treated.

### **Promoting Good Behaviour**

Good behaviour is helped when everyone remembers to do what is expected of him/her:

- Staff praise children when they see good behaviour.
- Staff focus on the positive behaviour they see.
- Staff tell children clearly what is expected of them.
- Children remember what is expected of them.
- School and classroom rules are consistent, fair, and kept.
- Rules are regularly reviewed with staff and children together.

- Coaching strategies are used to support pupils; the strategies help pupils to change patterns of behaviour and beliefs.
- Responsibilities, expectations, and activities are matched to individual children's age, needs and development.
- Staff regularly inform children's parents of good behaviour or achievement
- When children have worked hard on a task and produced excellent work this is displayed as an example.
- In P.S.H.E. and R.E. lessons children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities.
- In assemblies children are encouraged to think about and pray for others.
- In all subjects children are taught the skills of resourcefulness, reciprocity, resilience and reflectiveness.

### **Rewards**

We believe that good behaviour should be consistently rewarded:

- Staff will praise a child immediately for their good behaviour and say why they are pleased with the child.
- Staff will regularly inform each other and the child's parents of small praiseworthy actions.
- Staff may award house/team points to children who show good behaviour or who have worked hard, tried their best or been helpful
- Exemplary behaviour or progress/achievement on a single piece of work will be commended by staff and is rewarded with pupils' being sent to the Headteacher for a Headteacher's Award. These pupils will be celebrated by the whole school in our Friday Celebration Worship.
- Pupils who have shown consistent effort, achievement or exemplary behaviour over the week may be chosen to receive a certificate; this will be presented to them in our Friday Celebration Worship and they will have the opportunity to explain proudly why they have received their award. Certificates include: Literacy Star, Maths Star, Star Pupil, Star Learner.

### **Unacceptable Behaviour**

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation.

In some cases it may be necessary for the pupil to be taken for pastoral intervention (Lego therapy).

However, where unacceptable behaviour occurs, sanctions are put in place.

### **Disciplinary Sanctions**

1. A general reminder is given so that the child or children are clear what the expected behaviour is.
2. If the behaviour continues, the child is now given a first warning about their behaviour.
3. If behaviour continues still, a second warning is given.
4. If it occurs again the child will miss 10 minutes of their break time or lunchtime (dependent on the time of the incident). This will be spent outside and the pupil will stand with the member of staff on duty. Staff on duty are informed of this through the behaviour book.  
N/B – Should this stage of the behaviour sanctions occur in the afternoon pupils will be sent to the 'Buddy Teacher' (next class along) for 10 minutes. During this time they will have been given work to complete and/or the opportunity to reflect (where appropriate).
5. Should the behaviour continue further, the pupil will be escorted to the Headteacher who will discuss the behaviour and call the pupil's parents or speak to them after school.
6. If there is a consistent pattern of bad behaviour, a behaviour chart may be put in place in partnership with parents.

Any incidents whereby a pupil is sent to the headteacher will be recorded by staff in the online school behaviour and pastoral log

### **Serious Incidents**

Where children have been fighting or there is evidence of bullying, verbal abuse or causing intentional harm to children or staff, parents will be notified by the Headteacher and a meeting to discuss the situation arranged. Such occurrences will be documented in the Serious Incident Log, located in the Headteacher's office.

### **Individual Behaviour Plans and Outside Agencies**

Where all of the above has been put in place and bad behaviour still persists the Headteacher will call a meeting with parents to agree an individual behaviour plan (IBP) for the child. This may include withdrawal from the classroom for an agreed period of time. It may be appropriate at this stage to consult an outside agency to support the school, child and parents in moving forward. A final warning will be given where appropriate improvements as detailed in the IBP have not been made.

## **Exclusions**

The school follows Staffordshire LA guidance on exclusions.

<https://education.staffordshire.gov.uk/Procedures/Exclusions/Exclusions.aspx>

The Headteacher must immediately inform the Governors, MAT Board and Local Authority of any:

- A) Permanent exclusions
- B) Fixed period exclusions of six or more days

## **Fixed Term Exclusions**

1. The Head teacher does not need to meet with Governors to consider the exclusion unless parents make representations.
2. On return to school the Head would discuss with the pupil and parents/carers future action to be taken jointly between home and school.
3. A probationary period would then be set up to monitor behaviour and attitude.
4. Permanent exclusion would take place where necessary, if the pupil failed to improve his/her behaviour.

N.B. An exceptionally serious problem could result in suspending the normal procedure and parents being asked to take their child home straight away. The Governing body would be informed and a meeting with parents or carers called the following day to discuss details of the exclusion.

## **Restrictive Intervention**

The use of restrictive intervention is very rare and is, wherever possible avoided. There may be occasions where the use of reasonable force is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident.

## **Lunchtimes**

At lunchtimes children are expected to abide by all the school rules and behaviour policy. It is the role of the supervisor to oversee this. The role of staff at lunch time, is to ensure that children are safe and protected. Any behaviour issues are dealt with straight away, any more serious incidents are discussed with teachers/headteacher during or at the end of lunch. If a lunch time supervisor cannot deal with a behaviour problem themselves they will refer it to a class teacher or headteacher.

## **Parents**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules. Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

### **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

### **Additional Courses of Action**

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

Consultation between staff, including the Headteacher and SENCO to look at interventions, including CAF/TAC, Behaviour Support, Adult support, , Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.