



*Roman Road Primary School
Behaviour and Discipline Policy - 2021*

Reviewed by Roman Road Primary School:

July 2021

Agreed by the Governing Body:

November 2021

Date next full review is due:

July 2022

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Introduction

Effective care in school begins with the vitally important work of every class teacher. The most effective method of maintaining good order is for the class teacher to foster a positive relationship with children based on equality, mutual respect and the willingness to listen and empathise.

Teachers show children that they care for their educational progress and social welfare through the quality of their teaching and in the way they handle personal relationships, both inside and outside the classroom. Through good classroom organisation and management, AfL and excellent teaching, teachers provide well-planned lessons which, maintain children's interest, maximise the learning and minimise the potential for disruption. They create learning behaviour.

Where children are provided with a pleasant environment, they respect it and where they have contributed to it they treat it as their own. This applies to buildings, grounds and equipment. Display of children's work not only creates an attractive environment but also contributes to positive self-esteem and the fostering of a sense of ownership of the environment. Furniture, layout and the match of work to abilities also have an impact on behaviour.

The attitude of all staff is of great importance. It is they who, in the end, determine the environment in which good relationships can develop. They are responsible for the behaviour of children within their sight and hearing. Staff model the standard of courtesy that they expect from children. Teachers are sensitive and aware of their own comments to children and about children so that, confrontational situations, with and between children and potentially with parents do not arise.

Teachers emphasise the positive, including praise for good behaviour, as well as good work. Most children react well to praise and there is something worthy of praise in all children.

Rationale

Governing bodies must have a behavioural policy in place, which sets out the boundaries of what is acceptable, the hierarchy of sanctions, arrangements for their consistent and fair application and linked rewards for good behaviour. The policy should be communicated to and understood by all including parents and children.

The ethos of the school is crucial in creating an environment where pupils can develop and maintain high standards of behaviour and academic achievement. The quality of the relationships throughout the school is of the utmost importance as they:

Enable teachers to teach and pupils to learn

Raise self-esteem

Provide a harmonious atmosphere

Keep children safe

Are accepted and required in the wider society.

Good behaviour assists the school in fulfilling its functions, namely, creating a safe, happy and healthy environment which allows all children the opportunity to develop both academically and personally to the best of their potential.

It is recognised that as a result of COVID 19, some children will experience anxiety /separation issues and have possibly witnessed DV on return to school after lockdown. Staff will take an understanding approach, taking this into consideration, when dealing with any behaviour traits – withdrawal/anger issues

Aims

1. To enable all pupils to access a high quality education where they are supported and safeguarded
2. To prove an orderly, fair, consistent and safe environment for all
3. To provide an environment where effective teaching and learning can take place
4. To develop mutual respect and consideration for people and property.
5. To encourage self discipline in all pupils helping them to make positive choices and to recognise consequences
6. To have a whole school approach to behaviour, providing consistent pupil management.
7. To make the school's aims and expectations of children explicit to parents.
8. To allow children to feel valued members of a community.
9. To introduce children to an acceptable code of social behaviour towards adults and peers.
10. To develop children's understanding of the necessity of rules to support community life.

Pupils Need

Regular attendance

To feel valued and safe

To have access to a safe and stimulating environment

To be offered the best teaching of an appropriate, well-balanced curriculum

Realistic expectations

To have good role models

To develop an understanding of right and wrong.

To understand that all people must be treated equally

Opportunities to take responsibility and to make a full contribution to improving behaviour in school.

A forum for their views and concerns to be listened to. E.g. School Council

Parents need

To know that their children are safe and are going to be treated fairly

To be welcomed into school as partners in their children's education

To be well informed and involved with their child's life in school

To know they will be expected to take responsibility for the behaviour of their child both inside and outside school.

Staff need

To be able to teach without disruption

To safeguard and protect children

To be supported by a clear and consistent implementation of the behaviour policy.

To work in partnership with parents

To be supported by each other, governors and other agencies

To be valued, consulted and informed

To build positive relationships

To concentrate on and emphasise the positive

Organise and manage their teaching and classroom environments to promote good behaviour.

To help children to develop good learning behaviour which will enable them to become lifelong learners.

Equal treatment which means children are treated according to their needs.

Implementation

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:

PSHE and Citizenship
RSHE
Celebrating achievement
Recognising social progress
Circle work
Links with community and parents

Desired Behaviours and Expectations

To follow school rules
To do your best work and to learn
To allow others to do their best work and to learn
To follow adult directions first time
To keep hands, feet, objects and comments to yourself.
To report incidents immediately to adults for a quick resolution.
To explain any incidents clearly, calmly and truthfully.
To be polite and respectful to others
To move around the school in a calm and quiet manner
To respect the environment both indoors and outdoors
To respect the property of others
To be against bullying and to report it immediately

Rewards

In order to achieve desired behaviours staff will raise the status of 'good behaviour both to individuals and to the wider group. By encouragement, praise or some tangible reward, (Froggets- both individual and class) all children are made aware of the status offered by acceptable and exceptional behaviour.

Children will be given every opportunity to take responsibility and to make a full contribution to improving behaviour in school. School council should be used as a vehicle for children's views and concerns to be listened to.

Teachers will ensure that parents receive positive and constructive comments on behaviour as well as their child's work. It is important to listen to what parents say as they have a vital role in promoting and supporting good behaviour in school.

Children equally need to be made aware of unacceptable behaviour and to recognise their responsibilities to the school community.

Principles

A consistent whole school approach emphasising equality to reinforce and maintain high standards of behaviour

Full, careful investigation of incidents with all involved.

Opportunities to reward, celebrate or reinforce good behaviour

Assessment for learning

A differentiated approach to the specific needs of individuals set within the whole school framework for rewarding positive behaviour.

Excellent relationships with parents in order to support and maintain good behaviour.

Emphasis on rewarding positive behaviour such as:

- Carrying out an activity/instruction satisfactorily.
- Showing care for the class or school environment.
- Showing respect for the authority of any member of staff.
- Demonstrate consideration for their peers.
- An unprompted action, to support staff or peers.
- Completing a task or demonstrating behaviour beyond adult expectations.
- Partner work.
- Resisting negative peer group pressure.
- Remaining calm and co-operative in difficult situations. (Dealing with anger)
- Resisting the urge to retaliate when upset or angry

Sanctions

Principles

Staff will agree on what constitutes unacceptable behaviour within school and a hierarchy of response

When pupils choose not to follow school rules, sanctions should be consistently applied

Sanctions will fit and will be clearly explained to the pupil

The system will not damage relationships

Sanctions will make a clear distinction between minor and more serious offences

Sanctions will be flexible enough to take SEN into consideration

The punishment of the whole group should be discouraged.

Punishing children for parents' shortcomings will not be done

Children shall be treated equally this does not mean treating them the same

Exclusions

(see exclusions guidance for full details/model documents etc.)

Exclusion is a last resort and every effort will be made to avoid exclusion

A pastoral support plan may be prepared and implemented to support children to improve behaviour. This may involve intervention by other agencies eg. behaviour support

Exclusions guidance is based upon current GMBC and DCSF guidance and current legislation, which sets out the responsibility of Head Teacher, governing body and LA

Exclusion will not be used if there are alternative solutions available (reparation, internal exclusion, managed move)

Only the Head teacher has the authority to exclude and will notify parents/carers within one school day by phone and letter

Detailed records of incidents are kept and exclusions reviewed by governing bodies

Exclusion will only be used for serious breaches of school policy (verbal abuse, violent or threatening behaviour, persistent, defiant, disruptive behaviour, racist or homophobic abuse and bullying)

As soon as the pupil is excluded, the school will provide appropriate work to be collected by parent/carer and returned for marking. The parent/carer is responsible for the child who should not be in a public place for the first five days. From the 6th day of exclusion the school is responsible for child's educational provision.

The school will take advice on this issue from the LA and Behaviour support.

If the pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented and the school will seek appropriate advice.

Permanent Exclusion is an acknowledgement that the child's behaviour is beyond the scope of the school to manage. This can arise from an accumulation of fixed term exclusions or as a result of a very serious one-off offence. These may include

Serious actual or threatened violence
Supplying an illegal drug

sexual abuse or assault
carrying an offensive weapon.

Exclusions will not be used for:

Minor incidents
Non- attendance/lateness

Poor academic performance
pregnancy

School Polices

This policy should be considered in conjunction with the following policies:

Equality
Anti-bullying
Child protection
Physical restraint
Drugs
Attendance
Equality
SEN
Complaints procedure
Home-school agreement.

Monitoring and evaluation

The policy will be reviewed annually by the Curriculum and Pupils Committee of the Governing body and a regular audit of training needs will be carried out for governors and staff.

Reward Strategies

These can include the following:

Non verbal (thumbs up, smile etc)
Verbal praise (use of name, specific praise)
Tangible rewards (stickers etc)
Class table chart
Frog and Froggets (see appendix)
Graded certificates
Celebration assemblies
Contact with parents
Golden time/Frog time/activities
Small rewards (pencil case etc)/the frog shop.

Behaviours to be discouraged

Persistent disruption of lessons
Bullying; physical and verbal
Violence of any kind (hitting, kicking, shoving, biting, spitting)
Racial or verbal abuse (isolating, name-calling, winding up, teasing, threatening, cheekiness)
Absconding, running out of school
Truancy
Repeated non-compliance with school rules
Destruction of property/equipment
Stealing
Telling lies, blaming others
Refusal/non-compliance
Poor punctuality
Defiance

Sanctions Strategies

In class

To be dealt with by individual teacher but aiming to make the child aware of the impact of such behaviour and to encourage them to behave appropriately.

- Non verbal reprimand
- Low-key verbal reminders
- Ignoring as part of a planned strategy
- Use of the warning triangle (staff choice) Children may lose playtime (5, 10 or 15 minutes).
- Use of Frog (see appendix)
- Make children aware of choices and consequences.
- Children make choices
- Use of Frog – restriction by losing froggets
- Loss of points and therefore fewer froggets.

Withdrawal from lesson (as short as possible) to a safe area with supervision, to a partnership class.

- Child must have work to take
- In partnership class the child will sit alone and get on with the given work
- Partnership teacher may speak to the child at the end of the lesson.
- (If a child will not voluntarily go to a partnership class then send a red card to the nearest classroom assistant, Mrs. Redhead or the Head teacher who will come and escort them)
- Incidents will be reported to parents as appropriate

Persistent low level of poor behaviour or one or more serious incidents and a child is sent to see Deputy Head who will put the child on report for up to one week. If the deputy is not available then the child may be sent to a TLR or the Head Teacher. After one week the child will return to normal privileges and the incidents will be considered to be over.

Monitoring of 'on report' children will be undertaken and if further action is required then the Head Teacher will discuss the child's behaviour with parents to discuss further strategies. These may include:

- After school detention (in line with regulations)
- Involvement of outside agencies
- Individual behaviour programmes/Pastoral Support Plan
- Internal exclusion with Deputy Head
- Fixed term exclusion
- Permanent exclusion

In the playground

Non- verbal reprimand

Low-key verbal reminders

Ignoring as part of a planned strategy

Graded warning system

Move pupil from activity (This may in a small number of cases include restraining a pupil in line with Team Teach training)

Time out – walking around with member of staff, standing against the fence, standing on a time out space or standing outside the staff room (indoors).

Use of Frog (see appendix)

Use of Frog – restriction by losing Froggets

Less points therefore fewer Froggets.

Persistent incidents of a similar nature then the child is sent to the Deputy Head or TLR who may remove privileges or place the child on report for up to one week. If the Deputy Head is not available then the child may be sent to the Head Teacher. After this week the child will return to normal privileges and the incidents will be considered to be over.

Monitoring of 'on report' children will be undertaken and if further action is required then the Head Teacher will invite the child's parents to discuss future strategies which may include:

After school detention (in line with regulations)

Involvement of outside agencies

Individual behaviour programme/Pastoral Support Plan

Fixed term exclusion

Permanent exclusion

Remember

In the case of a serious incident then isolate immediately and involve senior staff.

For racial abuse, inform the Head Teacher and then follow the LEA guidelines.

Abuse of property (i.e. vandalism or theft) inform the Head teacher and parents will be consulted. An element of restitution will be expected.

Running out of School inform the Head Teacher immediately who will inform parents and where necessary involve the police.

Unprovoked physical abuse of another child or bullying inform the Head Teacher who will contact parents to discuss further strategies. In extreme cases, exclusion from school at lunchtime, or fixed term exclusion. Reported to Governors.

Defiance or verbal abuse of adult inform head Teacher and inform parents if behaviour is persistent. In extreme cases, fixed term exclusion. Reported to Governors.

Physical abuse of an adult inform the Head Teacher. Immediate fixed term exclusion to be followed by longer term exclusion if such behaviour persists. Official reports to parents and Governors.

After to exclusion period return will be discussed/negotiated and close monitoring of behaviour will follow. Where necessary a pastoral support programme will be used.

Permanent exclusion may result from serious incidents, physical abuse of child or adult or where all measure have been taken and incidents have continued.

Frog Factor

The Frog Factor is to be used to:

Celebrate good positive behaviour both individual and as a class.

Support social and emotional aspects of learning.

Support a learning environment where all children can learn and develop personally.

Support learning of skills, behaviours and attitudes, now and for their future lives.

The Frog approach recognises that:

F How children feel about something, determines how they react.

R Building relationships is a key factor for children to work and play together successfully.

O Ownership and taking responsibility for their own actions is essential if children are to develop acceptable social skills.

G Children giving their best self is much more rewarding than always thinking about what they can get.

The Frog Factor encourages children to work hard and make positive choices. Children who follow the Frog Factor will be rewarded with froggets, which they can save up and then spend in the Frog shop/planned activity. It has been agreed that if a child chooses to ignore the Frog factor there will always be a consequence. The giving of froggets in order to restore justice.