



BEHAVIOUR & DISCIPLINE POLICY Statutory Policy (Triennial Review)

GOVERNORS' STANDARDS COMMITTEE

Date next due for review by committee	Reviewed by committee	Any Changes YES/NO	Approved by Local Academy Board
			April 2012
March 2015	14 April 2015	YES	27 April 2015
April 2018	17 October 2016 (FGB)	Updated policy	17 October 2016
April 2019	22 January 2018	Updated policy	5 March 2018
January 2021	2 March 2020	Yes minor	2 March 2020 (by Resources Comm)
	19 th October 2020	Yes minor	19 th October 2020 (by LAB)



Behaviour & Discipline Policy

Aims:

To ensure all pupils are taught in a safe, secure and happy environment.

To maintain a high standard of behaviour through a consistent approach of rewards and sanctions

To ensure that behaviour does not inhibit learning or impede potential.

To encourage children to accept responsibility for their behaviour, in order to promote age-appropriate independence.

To nurture children's ability to self-regulate and develop the emotional resilience necessary to deal with everyday problems

To identify and effectively support pupils with significant behaviour difficulties, working alongside external agencies as appropriate.

Expectations:

At Bracken Leas Primary School we believe the positive behaviour we wish to promote can be encapsulated in three simple rules:

- 1. Be kind.**
- 2. Be respectful.**
- 3. Be ready to learn.**

Within each individual class there is a class code of conduct drawn up at the start of each academic year which the children co-write and sign up to. This code of conduct outlines rights and responsibilities, specific rules and routines and encourages children to recognise the importance of co-operation within a shared workspace.

Rewards and Praise:

At Bracken Leas Primary School, we aim to recognise reward and praise all children for their efforts and achievements in a variety of ways. Teachers are encouraged to send children who have worked hard to achieve a particular target to Mrs Harwood, Headteacher and Mr Alder, Deputy Headteacher for praise and acknowledgement.

Daily / Weekly Rewards:

House Points (KS1/KS2)/Class Dojo Points (EYFS):

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of house points/class dojo points. All children are sorted into one of six houses on arrival to the school – **Ellesmere**, **Beaumont**, **Egerton**, **Thompson**, **Bridgewater** and **Quincey**.

House points/Class dojo points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the house point/class dojo point the member of staff should reinforce the good behaviour e.g. 'You can have a house point for waiting so patiently'.

House points/Class dojo points should be awarded singularly and once awarded they can never be deducted.

The house points/class dojo points are linked to a colour badge system:

50 points – colour badge

100 points – bronze

150 points – silver

200 points – gold

300 points – platinum

Children are presented with their badge in class and celebrated in the weekly celebration assembly.

Star of the Day / Week:

- Children who make a contribution to their class will receive a star of the week certificate in Celebration Assembly. In Reception children are made 'Class Dojo Champion' and given a special responsibility within the class.

Merit Awards:

Exceptional achievement, progress or individual effort can be recognised by adults nominating a child for a merit award. These are awarded weekly in Celebration Assembly and the teachers will award as many as are deserved on a weekly basis.

Half-termly ABLE Awards:

These awards recognise our ethos of **Achieve, Believe, Learn, Enjoy**. They are special **Headteacher Awards** which will be given out half-termly to recognise children who have embraced the school ethos in all aspects.

Two children from each class are nominated each half-term for this award. Once nominated they are sent a golden letter through the post from the Head Teacher congratulating them on their achievements. The child is invited to a Key Stage Headteacher's tea- party and the parents are invited to the final Celebration Assembly of the half-term to celebrate the achievements.

Awards are not carried over from one academic year to the next and all of the above systems begin afresh in September.

Class Rewards:

Class teachers are supported to use their professional judgement to give their class an appropriate reward, e.g. a short extension to break, as and when the class have earned it.

Class rewards will last no longer than 30 minutes and occur no more than once a week.

Teachers are encouraged to move class reward times to ensure it is an immediate reward for hard work and the link is made clear and apparent for the children.

The exclusion of an individual from such a class reward may only occur where the child is having time out in line with the ladder of consequences as outlined below.

Ladder of Consequences:

Level	Consequence
1	Initial expectation setting / reminder, individually or as group.
2	Final warning – name written on the board.
3	Yellow card: Time out 5/10/15 minutes off next break time/ lunchtime. Opposite Year Leaders used as appropriate for sanctions.
4	Orange card : Deputy Head leads on the appropriate sanction for an orange card. Sanctions can include: internal exclusion; missed breaktimes and lunchtimes; child placed on a monitoring report card. All orange card behaviours are followed up with a phone-call to parents/ carers.
5	Red Card – External exclusion for the following day(s). Meeting with pupil, parents and Headteacher.

Ladder of Consequences EYFS:

Level	Consequence
1	A verbal warning and name on the sad face.
2	Time out - 5 minutes.
3	Time out 10 minutes with KS1 year leaders as appropriate.
4	Sent to Headteacher / Deputy Headteacher – parents notified.

Progression through the levels:

A pupil may progress through the ladder of consequences if their behaviour does not improve or they may immediately be given a yellow, orange or red card if warranted by the severity of their behaviour, please see the example of red level behaviours below.

When a pupil reaches yellow level the behaviour must be recorded, see **Monitoring** below.

Playtime / Lunchtime:

Level 1

Child is given a verbal warning.

Level 2

If the behaviour persists, the child takes time out in the playground in a time out zone, away from the group or supervised by an adult during outdoor visits.

Level 3

Persistent poor behaviour on the playground or inappropriate play will lead to sanctions by the leader on duty.

Level 4

Continued inappropriate behaviour or high level behaviour (see below) in the playground will result in an immediate referral to the DH/HT and removal from the area.

High level Behaviours:

These behaviours may automatically move a child to an orange or red card.

Swearing Physical violence Bullying (refer to bullying policy) Sexism Defiance
Damage to school property Stealing Racism Homophobia Blatant Refusal

Teachers will always use their professional judgement and knowledge of the child when supporting children who display challenging or inappropriate behaviour.

Fixed term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Exclusion from maintained schools, academies and pupil referral units in England (DFE, September 2017).

Exclusion is used only for very serious incidents when other methods of support have not been effective. Only the Headteacher 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, the parents will be informed, giving reasons for the exclusion. At the same time, the Headteacher 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 such an appeal. The Headteacher informs the Local Education Authority and the governing body about any exclusion.

Special Educational Needs

As a fully inclusive school, we understand that some children with SEN may find following school rules harder than their peers and need extra support to do so. A child may have an Individual Behaviour Plan, Individual Education Plan, Statement or Education, Health and Care Plan with specific strategies and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the Special Educational Needs Co-ordinator (SENCO), parents/carers, adults working with the child and the child itself. See Inclusion Policy. Behaviour Plans are shared with all relevant staff to ensure these are consistently administered. Staff are trained in de-escalating situations and supporting pupils to regulate their emotions as well as techniques to deal with challenging behaviour.

Where necessary the support of external agencies including outreach services, the Educational Entitlement Service and Child and Adolescent Mental Health Service may be sought, in conjunction with parents / carers, where behaviours are significant and / or persistent.

Roles and Responsibilities:

The promotion of good behaviour and full attendance is the responsibility of **all members of the school community**, including parents and carers.

All members of staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. Everyone treats each child fairly, and enforces the class charter consistently. All members of staff treat all of the children with respect and understanding.

The Role of the Headteacher

It is the responsibility of the Headteacher 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 Headteacher to ensure the health, safety and welfare of all children in the school.

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

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

The Role of the SENCO

When an individual presents with persistent or significant difficulties in meeting the expected standards of behaviour, an individual behaviour plan may be written by the class teacher in conjunction with the SENCO.

If required the SENCO may assess the pupil using the Boxhall Profile Assessment tools to identify areas of difficulty, interventions including small group and / or individual work may be implemented, monitored and evaluated in order to support the pupil to achieve their behaviour targets.

The SENCO liaises with external agencies, as necessary, to support and guide the progress of each child and then liaises with the class teacher.

The Role of Parents/Carers

Good behaviour is not automatically learned but needs to be explicitly taught, modelled and supported by parents and the educational setting a child attends. The strength of this system lies in the consistency of the messages children receive about to behave at home and at school.

Parents will be informed of concerns about their child's welfare or behaviour and it is expected that they will inform school of any events / incidents that may affect a child's behaviour.

Parents / carers are expected to support the behaviour policy, rules and procedures:

If the school has to use reasonable sanctions with a child, in line with the behaviour policy, we expect parents to support the actions of the school.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher.

If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem they may contact the chair of governors. In the final instance a formal grievance or appeal process can be implemented.

The Role of the Governors

The governing body has the responsibility to agree to these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

Monitoring

Behaviour is monitored at an individual, class, key group and whole school level in order to identify patterns, track the effectiveness of interventions and inform planning at every level.

Any behaviour resulting in a yellow level consequence or above will be logged on the T shared drive.

The Deputy Headteacher has responsibility for tracking behaviour at a whole school level termly, analysing emerging patterns for groups including pupil premium, boys / girls, EAL and SEN. Regular reports regarding behaviour are presented to the governing body.

Incidents of bullying and racism as well as fixed term / permanent exclusions are logged in line with government and local authority guidance.

Any questions or queries relating to behaviour should, in the first instance, be directed to the appropriate class teacher. If further response is sought please contact Mr Daniel Alder, Deputy Headteacher or Mrs Paula Harwood, Headteacher.

Related policies:

Attendance Policy

Inclusion Policy

Safeguarding policy

Anti-Bullying Policy

Online Safety Policy

Key Resources:

'Exclusion from maintained schools, academies and pupil referral units in England' Statutory guidance for those with legal responsibilities in relation to exclusion September 2017.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

