

# Sound & District Primary School

Our Children are our Future

## Behaviour and Discipline Policy

<b>Policy written by:</b>	Headteacher/Deputy Headteacher
<b>Governor Committee:</b>	Achievements and Standards
<b>Date approved by Governing body:</b>	March 21
<b>Review date:</b>	March 22

### INTRODUCTION

In order to work towards trying to realise the school vision and in keeping with our ethos at Sound & District Primary School, we must ensure that every member of the school community, including visitors to the school, feel safe, respected, and that each person is treated fairly and consistently.

The school's behaviour policy is therefore designed to support the way in which all members of the school can live, learn and work together happily in a safe and secure environment.

### AIMS AND PRINCIPLES

Our aims, directed towards all stakeholders at Sound, are as follows:

- To promote and maintain good behaviour, developing honest, informed and honourable citizens of the future.
- To create an atmosphere of mutual respect and tolerance where children are safe, happy, and learning.
- To clearly explain and identify what is meant by good behaviour and what is unacceptable or inappropriate behaviour.
- To develop an effective partnership between home, school and the community, promoting positive social development.
- To work towards self-discipline and an awareness of the consequences of one's own behaviour.
- To be consistent and fair when applying rewards and sanctions.

This policy has been written with due regard to the school's Safeguarding Policy and the statutory guidance, 'Keeping Children Safe in Education 2014'.

The DfE guidance, 'Behaviour and Discipline in Schools January 2016', states that the law says:

*"The headteacher must set out measures in the behaviour policy which aim to:*

- promote good behaviour, self-discipline and respect;*
- prevent bullying;*
- ensure that pupils complete assigned work;*

*and which*

- regulate the conduct of pupils.<sup>1</sup>"*

*"The Headteacher must decide the standard of behaviour expected of pupils. He or she must also determine the school rules and any disciplinary penalties for breaking the rules."*

*"A clear school behaviour policy, consistently and fairly applied, underpins effective education."*

This policy will be made available to parents via the school website.

It is based on the following principles:

- All children have the right to learn and play, free from disruption and aggression.
- All teachers have the right to teach, free from disruption and aggression.
- Pupils who follow the rules will be rewarded.
- Pupils who choose to break the rules must face consequences.
- The majority of pupils are responsible for their own behaviour.

High standards of behaviour, courtesy and good manners are expected of all children and adults at Sound & District Primary School. It may be necessary from time to time to impose a sanction, but it is our intention to place a greater emphasis on the positive aspects of our policy. A smile, kind word, praise and encouragement often prove to be the most effective means of establishing and maintaining desirable behaviour. All staff recognise and make a distinction between children and their behaviour i.e. "We like you, but we do not like that behaviour".

### **Our Behaviour Policy:**

- Will enable all children to work in a positive environment and encourage cooperation, respect and self-discipline.
- Recognises and rewards good behaviour.
- Addresses inappropriate or unacceptable behaviour promptly, using appropriate sanctions.
- Implements rewards and sanctions in a fair and consistent way.

## **SCHOOL ORGANISATION**

The key to good behaviour and discipline, which underpins successful teaching and learning, is careful planning, effective organisation and a consistent approach.

### **School Environment**

In order to promote an organised, cooperative and disciplined ethos, our school environment should be:

- Functional and purposeful, with easy access to equipment, which is clean, tidy and in working order.
- Aesthetically pleasing, engaging and interesting.
- Maintained and kept tidy by both staff and pupils.

### **Tasks and Activities**

Children are more likely to display desirable behaviour when activities and tasks are interesting, relevant, varied, challenging and, where possible, appropriate to their individual needs.

### **Routines**

There are various routines established in and around school to promote excellent behaviour.

#### School Ambassadors

All our Year six children are designated School Ambassadors, who are positioned along the corridor and have the right to award children displaying good behaviour with team points after playtimes and before and after assembly.

#### Sports Ambassadors/Captains/Playground Leaders

Our Sports Captains & Playground Leaders are in charge of organising purposeful activities during lunchtime, as well as organising whole school events and reporting on Sporting events and activities.

All our ambassadors receive training on appropriate behaviour management strategies. It is our belief that giving the older children extra responsibility and using them as positive role models works as another effective strategy in establishing excellent behaviour and discipline at Sound & District Primary School.

These routines need to be clearly defined, consistently applied by all staff and reviewed regularly.

### **Break times**

Should begin and end promptly at the designated times. There are timetabled activities for the children to take part in throughout the week to encourage cooperation and participation. At the end of an outdoor session, the Diamond of the Day rings the bell to tell all children to stand still. After this time, the bell is rung again and the children should walk calmly to their line where a teacher will blow a final whistle to signal for silence. Children are expected to enter the building quietly to establish a purposeful, working atmosphere. This routine is consistently applied by all staff who are on duty.

## **SOUND SCHOOL RULES**

There is one rule for everyone at Sound & District Primary School which is:

**“At Sound & District we behave with respect, honesty and consideration towards one another at all times”**

In practice this means that we:

Seek to listen carefully; we don't interrupt  
Operate with honesty; we don't cover up the truth  
Use gentleness at all times; we don't hurt others or their feelings  
Never forget to look after our school environment; don't waste or damage anything  
Dedicate ourselves to working hard; we don't waste our own or others' learning time.

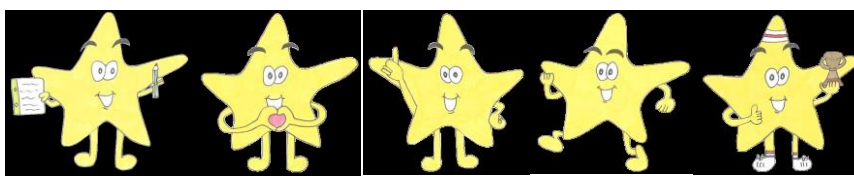
*Symbols to represent the rules (chosen by the children) are displayed in ALL classes.*

## REWARDS AND AWARDS

We recognise that praise and reward gives a boost to self-esteem and it encourages good behaviour. At Sound & District Primary school, we have a variety of established reward systems to acknowledge good behaviour, work, achievement and attendance:

### Team Point Awards:

Every pupil is a member of a coloured team (red, blue, green, yellow) and are awarded team points for good behaviour, achievement, manners, politeness and being helpful. These team points are collated weekly and reported on in our Friday celebration assembly. Every half term we hold a Team Day, where KS1 & KS2 pupils take part in different activities in their teams. Over the course of the day, pupils are awarded team point trophies from each activity and these are presented in a team Assembly at the end of the day. In addition to this, there are various intra-house competitions held throughout the year where children work together with their colour teammates (in other year groups) to achieve a common goal. A large display in the school hall reminds children of how well their team is doing and a trophy is presented at the end of the year to the winning team.



### Sounds Super Stars

Our five Sound Superstars run through everything that we do here at Sound & District Primary school. Each Friday, selected children from each class are presented with a certificate in our Celebration Assembly. Certificates are presented in recognition of achievement against our 'Sound Super Stars' (*Sound desirable learning behaviours-Team players, Resilience, Curiosity, Independence & Caring*) and for displaying excellent behaviour or manners. Every child in school should receive a certificate over the course of a year. The Sound Superstars are displayed in every class, reception area, constantly referred to in learning and the names of

those pupils who show these attributes are shared with our school community on our Weekly Newsletter.

Other rewards may consist of:

- Verbal praise.
- Individual rewards (smiley face, stamps, stickers, stars etc.).
- Displaying good work.
- Being sent to other teacher/adults to show work.
- Notes to parents via planners or other communications.

## **SANCTIONS**

Whilst we are generally proud of the high standards of behaviour of our pupils, we appreciate that sometimes things can go wrong when pupils are together five days a week throughout the year. Following school rules and giving rewards are the best tools for modifying behaviour. However, consequences are sometimes required to teach the limit of the school rules.

Sanctions must be fair and consistent when children misbehave. Children will choose to accept these consequences if they break the set rules.

All actions are in ascending order:

### Reception

- Verbal warning
- Written warning – name moved to ?
- Written warning – name moved to !
- Time out in classroom (*Parents will be spoken to if regularly on time out & action plan put in place if necessary*)
- Child taken to see the Deputy Headteacher.
- Child taken to see the Headteacher.

### Key Stage 1

- Verbal warning
- Written warning – name moved to ?
- Written warning – name moved to ! – pupil is sent with work to a partner class for time out (name & reason for sanction written in 'Timeout' book by partner class teacher).  
*Parents informed if regularly sent out on time out & action plan put in place if necessary.*
- Child taken to see the Deputy Headteacher.
- Child taken to see the Headteacher.

### Key Stage 2

- Verbal/Written Warning - ?
- Written warning ! & child moved to a partner classroom (name & reason for sanction written in 'Timeout' book by partner class teacher).  
*Parents are informed if the child has been sent out of class 2 times and a parent teacher meeting is set up if sent out 3 times with an action plan agreed*
- Child taken to see the Deputy Headteacher.
- Child taken to see the Headteacher.

**NB Incidents are added to CPOMS if parents have been contacted regarding their child's behaviour.**



(Throughout all these stages, the child is offered the opportunity to return to their work and comply with class rules.)

Other strategies we employ to modify behaviour include:

- Repeating careless/poor work.
- Being asked to carry out a punishment (letter of apology or similar).
- Losing free choice session.
- Losing break time.
- Child on Individual behaviour plan, monitored in school (and home if appropriate).
- Parents invited to see Class Teacher.
- Parents invited to see Headteacher.
- Outside agency support/advice requested.
- Temporary exclusion – Chair of Governors informed.
- Permanent exclusion if appropriate.

Staff will always keep calm, listen, be positive, be consistent, carry out any threatened punishments and follow up problems to their conclusions.

Staff will avoid overreacting, sarcasm, humiliating pupils and blanket punishments.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Please refer to the appendices for age-related sanctions displayed in all classrooms & red card non-negotiables.

If a child threatens, hurts or bullies another child, the class teacher records the incident on CPOMS and the child's behaviour is addressed. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation (see above), with a view to improving the behaviour of the child. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour and record all incidences. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See anti-bullying policy)

In extreme cases, temporary or permanent exclusion will be considered (see appendix 7 for further explanation).

### **The Use of Reasonable Force or Restraint**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (Use of reasonable force Advice for headteachers, staff and governing bodies, July 2013). All staff members are 'Team Teach' trained.

Confiscation of inappropriate items

School staff are able to confiscate items from pupils in the following circumstances:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. Provided they have acted lawfully the law protects them from liability for damage to, or loss of, any confiscated items. At Sound and District Primary School items confiscated as a punishment will be held by the headteacher or deputy headteacher until the end of the day; and
2. Power to search without consent for "prohibited items"<sup>9</sup> including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives, illegal drugs, stolen items and extreme or child pornography must always be handed over to the police, alcohol, tobacco, cigarette papers and fireworks MUST not be returned to the pupil and should be disposed of appropriately. Otherwise it is for the teacher to decide if and when to return a confiscated item.

### **Anti-bullying Procedures**

At Sound and District School, we are committed to the protection of the individual and wish to foster an atmosphere of mutual respect, cooperation and consideration for others within our school community. Any behaviour contrary to this which makes an individual feel frightened, uncomfortable or unhappy, either in school, or on the way to and from school, will not be tolerated.

Examples of conduct which we consider to be bullying are as follows:

- Name calling of any kind
- Teasing/taunting/skitting/belittling someone either to their face or by speaking about them to others in a derogatory fashion.
- Hitting, pushing, tripping or any unwelcome physical contact
- Demanding money or food for example
- Making someone do something against their will
- Leaving someone out or isolating them
- Making comments/spreading rumours about someone or their family
- Making rude, sexual or suggestive remarks

- Making derogatory comments about a person's faith or about those without faith
- Making racist remarks regarding a person's skin colour or culture
- Using racist names
- Making homophobic remarks
- Using Facebook/X-box/Snap Chat or any other form of social media to bully others

We take any allegations of bullying very seriously. Where there is bullying, we will use sanctions as deemed appropriate. There is a termly report to Governors which includes bullying and racist incidents.

### **Homophobic, Biphobic and Transphobic (HBT) Bullying**

- We will ensure that students are aware that HBT language will not be tolerated in school.
- Incidents of HBT language will be recorded and dealt with appropriately.

If a student uses HBT language we will ensure that they are aware of the effects such language has on people

All staff have been Stone Wall trained to deal with any of these situations. If a student makes persistent remarks they will be subjected to our Behaviour Policy and our Anti Bullying Policy

- The parents of such a student will be contacted immediately
- In the event of the problem continuing, the parents will be invited into school to discuss further sanctions
- We will also offer support to students and parents in order for them to fully understand the consequences of such language or behaviour and will provide support if necessary
- The school works hard to ensure that prevention is the first step in our strategy to remove HBT bullying. The use of PSHCE lessons, Assemblies, Guest Speakers and our support staff play a crucial role in this aspect of our strategy.

### **What should students and staff do if they are concerned about bullying?**

- Tell the relevant people (class teacher or confident), either in person, or by email.
- This will be passed on to a senior member of staff who will always investigate with sensitivity. Bullying is always taken seriously.

### **Cyber-bullying**



The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

The Department for Education recommend you to:-

Always respect others-be careful what you say on line and what images you send.

Think before you send-whatever you send can be made very public very quickly and could stay on line forever.

Keep your password to yourself. Only give your mobile and trusted details to close friends.

Block the bully-learn how to report someone who is behaving badly either on line or by text.

Save the evidence- learn how to keep records of all offending messages, pictures or on line conversations. This may be needed if action is taken by your provider or the police.

## **ROLES AND RESPONSIBILITIES**

### **Class teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers 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. They also nurture a mutual respect for people and belongings in all children.

### **Headteacher/Deputy Head Teacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 keeps records of all reported serious incidents of misbehaviour.

### **Parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **MONITORING AND REVIEW**

The Headteacher & Deputy Headteacher monitors the effectiveness of this policy on a regular basis. She reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps all records on CPOMS concerning incidents of misbehaviour. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Any visitors to the school should also adhere to this behaviour policy as we are all role models to the children.

This policy should read in conjunction with the:

Equality Policy  
SEND policy



# Classroom Sanctions

## Reception



Verbal Warning

Written warning (name put on the board by ?)

Written warning (name put on the board by !)

Time out to calm down in the classroom

Red card & sent to Deputy Head Teacher

Red card & sent to Head Teacher

Parents called to discuss behaviour

*This can be used for all children.*

*As an aid to encourage positive behaviour we will also use the usual praise and rewards.*

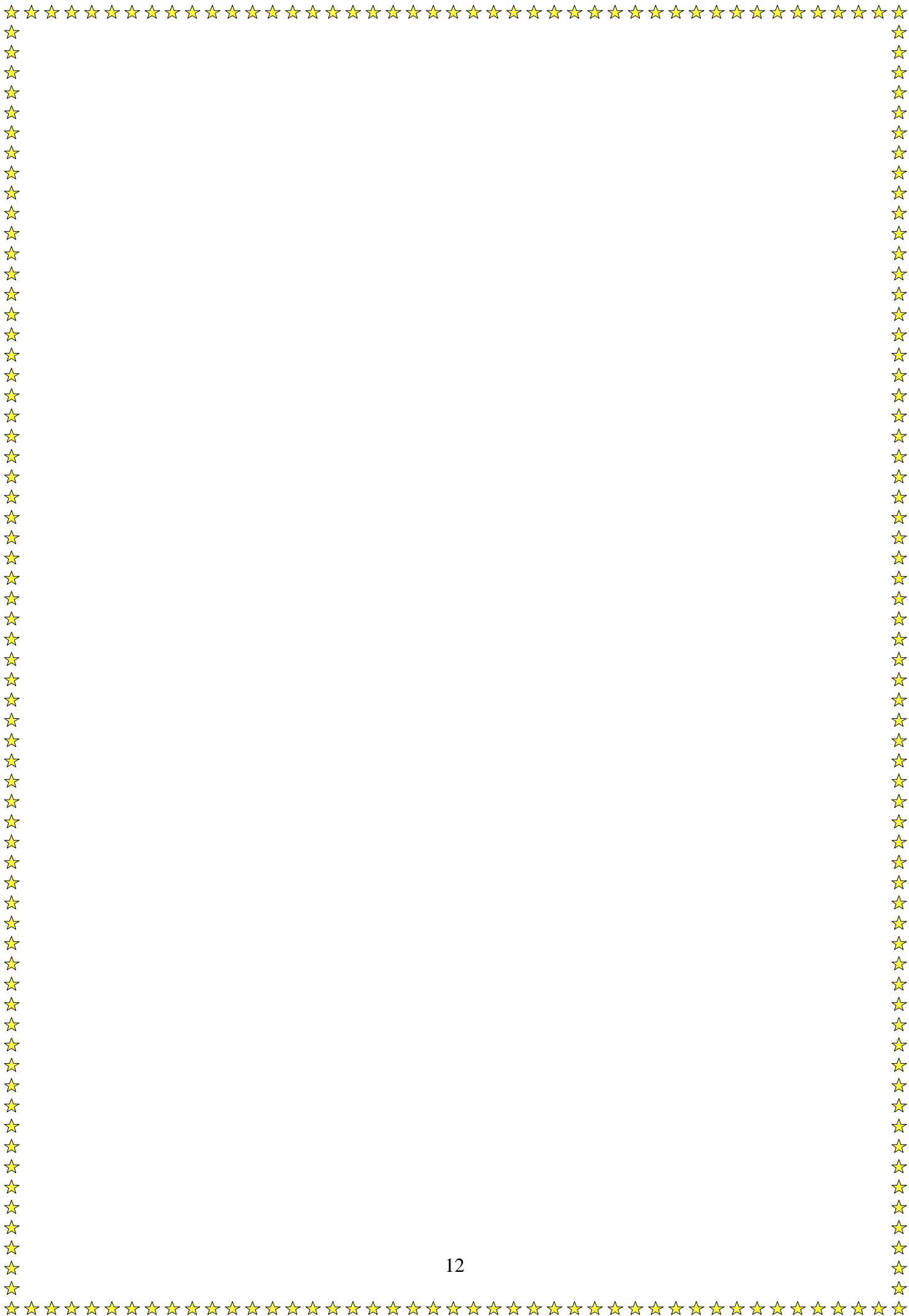
*For those children who do not respond to the usual rewards, there is also the option of introducing:*

*Behaviour charts*

*Meet and greet in the mornings*

*Now and next visual timetables*







# Classroom Sanctions

## Year 1 & 2



Verbal Warning

Written warning (name put on the board by ?)

Written warning (name moved on to ! on the board) & time out in partner class

Red card & sent to Deputy Head Teacher

Red card & sent to Head Teacher

Parents called to discuss behaviour

This can be used for all children.

As an aid to encourage positive behaviour we will also use the usual praise and rewards.

For those children who do not respond to the usual rewards, there is also the option of introducing:

- Behaviour charts
- Meet and greet in the mornings
- Now and next visual timetables





Appendix 2b

# Classroom Sanctions

## Year 3-6



Written warning (name put on the board by ?)

Written warning (name moved on to ! on the board) & time out in a partner class

Red card & sent to Deputy Head Teacher

Red card & sent to Head Teacher

Parents called to discuss behaviour

This can be used for all children.

As an aid to encourage positive behaviour we will also use the usual praise and rewards.

For those children who do not respond to the usual rewards, there is also the option of introducing:

Behaviour charts

Meet and greet in the mornings

Now and next visual timetables





Appendix 3



**Record  
book  
2018-2019**



## Lunchtime Sanctions

Verbal Warning

Moved to sit on another table

Moved to sit on a single table to finish lunch

Red card sent to Deputy Head Teacher

Red card sent to Head Teacher

Parents called to discuss behaviour



## Playground Sanctions

Verbal Warning

5 minutes time out standing with an adult

Red card sent to Deputy Head Teacher

Red card sent to Head Teacher

Parents called to discuss behaviour



Appendix 5

Red card

Non-Negotiables

- Swearing
- Kicking
- Hitting
- Spitting
- Rudeness to staff





## Appendix 6

### ABC Behaviour Record – Information as recorded on CPOMS

Date / Time	Antecedent Events: What happened prior to, or as behaviour occurred?	Behaviour: Describe what behaviour was displayed.	Consequent Events: What happened immediately after the behaviour?
30.08.11 3:45pm	<i>Jon asked for sweets and I said he couldn't have them.</i>	<i>Jon shouted and screamed at me, he started crying and threatened to kick me.</i>	<i>I told Jon that if he calmed down he could have some sweets but he couldn't play on his DS for 2 days.</i>

## Appendix 7

### Fixed-term and Permanent Exclusions –

*‘The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.’*

*‘A decision to exclude a pupil permanently should only be taken:*

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and*
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.’*

*(DfE guidance: ‘Exclusion from maintained schools, Academies and pupil referral units in England’ Sep, 2012)*

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher (or the Deputy Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he informs the parents immediately, 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 any such appeal.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governors’ appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### REQUIREMENTS FOR EXCLUSION

**Decision to exclude (permanent or fixed-term) should be taken only:**

- In response to serious breaches of the school’s behaviour policy; AND
- If allowing a pupil to remain in school would seriously harm the education/welfare of pupil or others in the school.

**For exclusion on basis of persistent disruptive behaviour:**

- This should be the last resort, following a wide range of strategies that have been unsuccessful.



-There should be evidence of the persistent disruptive behaviour, and the range of strategies used, including their impact.

**For serious first offence or one-off incident:**

-A serious first offence might be actual or threatened violence; sexual abuse or assault; supplying illegal drug; carrying an offensive weapon (this list is not exhaustive).

-There must be no other alternative sanction/action which would be more appropriate.

The school will not tolerate bullying behaviour or homophobic or racist behaviour and will act in accordance with the bullying policy in such cases.

Signed: Mrs Laura Minshall-Thomas:

Headteacher

Date:

Signed: Dr A Anthony Shuker:

Chair of Governors

Date:

(A signed, dated copy is kept in school)