

# 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>	September 2022
<b>Review date:</b>	September 2023

### 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 PURPOSE

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

- To promote and maintain good behaviour, developing honest, informed and honourable citizens who are enabled to reach their full potential.
- To create an atmosphere of mutual respect and tolerance where children are feel they are in a calm, safe and supportive learning environment.
- 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.

- To encourage and develop children’s intrinsic motivation to choose correct behaviours.
- To improve children’s emotional literacy by using The Gottman Institutes feelings wheel to provide them with the correct vocabulary.

This policy has been written with due regard to the school’s Safeguarding Policy and the statutory guidance, *‘Keeping Children Safe in Education 2022*.

The DfE guidance, *‘Behaviour and Discipline in Schools 2022’*, states that:

*“All headteachers should take responsibility to secure acceptable standards of behaviour.”*

*“school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy.”*

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 will receive appropriate sanctions and those following the rules will receive positive reinforcement.
- For pupils who require additional support to meet a schools behaviour policy, support will be given consistently and predictably, applied fairly and only where necessary.
- We understand as a school that “all behaviour is a means of communication and has a cause and purpose. For those behaviours that challenge, this may signal a need for support and it is essential to understand it’s underlying root causes” - Dr M.Sunderland
- We understand the importance of teaching pupils how to behave well and appropriately

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 and understand that all behaviour is a means of communicating an underlying cause. Furthermore, adjustments are made to routines for pupils with additional needs to ensure all children can meet behavioural expectations (these adjustments can be temporary)

Staff have an understanding when children have become dysregulated, they can be provided with a change of learning environment to allow them to succeed personally away from any relevant stressors and help restore calm.

**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.
- Is adaptable to suit the needs of all children.

**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 encourage good behaviour through modelling the correct expectations throughout school. This is promoted through our team days which occur every half term.

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**

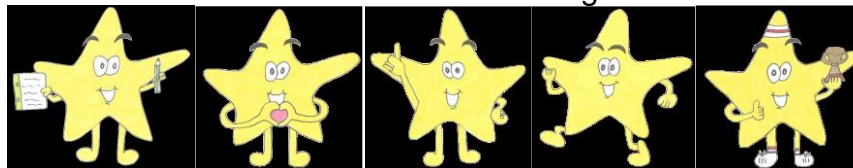
Should begin and end promptly at the designated times. At the end of an outdoor session, the bell/whistle is blown to tell all children to stand still. After this time, the bell/whistle is rung again and the children should walk calmly to their line where a teacher will blow a final whistle to signal 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 all focus on being:



- Independent
- Caring
- Curious
- Resilient
- Teamwork

(Displayed in all classrooms and celebrated weekly in assembly)

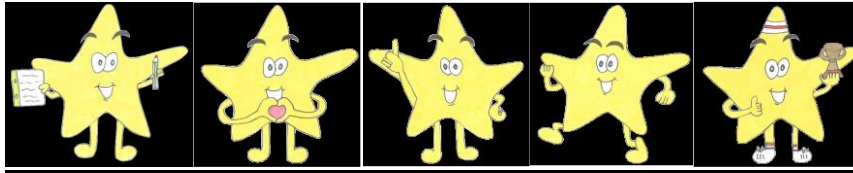
**REWARDS AND AWARDS**

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 in the annual awards ceremony.



### Sounds Super Stars

Our five Sound Superstars run through everything that we do here at Sound. 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. At the end of the year in the Awards Ceremony, teachers will give out Sound Superstar awards to EVERY child with a star that represents their attitude/achievements that school year.

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.
- Class incentives chosen by the class teacher.
- KS1 and EYFS children can move their name to the sun for demonstrating good behaviour during the day. In return for moving their name they are rewarded with 5 team points. It is their responsibility to inform their team captain of their success.

### **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 and resets at lunchtime and at the end of the day for children in KS1 and KS2. EYFS children are able to reset as soon as they have reflected on the negative behaviour and have made better choices.

Reception

- Verbal warning
- Written warning – name tag moved to the cloud
- Written warning – name moved to the raincloud.
  
- Time out in classroom (*Class Teacher to write in class book. 3 times = phone call to parents (add to CPOMS), 5 times= parent meeting with Deputy (add to CPOMS). This refreshes every half term.*)
- Child taken to see the Deputy Headteacher.
- Child taken to see the Headteacher.

Key Stage 1

- Verbal warning
- Written warning – name moved to thinking cloud
- Written warning – name moved to thunder cloud (5 minutes off next play time is missed for restorative conversation with an adult).
- Fourth warning - pupil is sent with work to a partner class for time out. If this happens 3 times = phone call to parents (add to CPOMS), 5 times= parent meeting with Deputy (add to CPOMS) This refreshes every half term.
- Child taken to see the Deputy Headteacher.
- Child taken to see the Headteacher.

Key Stage 2

- Verbal/Written Warning - ?
- Written warning ! (5 minutes off next play time is missed for restorative conversation with an adult).
- Third warning- child moved to a partner classroom If this happens 3 times = phone call to parents (add to CPOMS), 5 times= parent meeting with Deputy (add to CPOMS) This refreshes every half term.
- 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. This could be if contacted by telephone and/or attend a parent meeting in school.**

Throughout all these stages, the child is offered the opportunity to return to their work and comply with class rules. This behaviour steps are interchangeable and are not fixed.

We are aware that some children require a more personalised approach to behaviour, and these are set up at the discretion of the SENDCo and the class teacher. This is done in partnership with parents.

Other strategies we employ to modify behaviour include:

- Restorative conversations and reflective practice.
  - Discreet SEMH interventions to promote emotional literacy.
  - Supportive phone call to parents to promote a collaborative approach.
  - Deeper curiosity into the cause of the child's behaviours (are all basic needs met etc.)
  - Reasonable adjustments.
  - Repeating careless/poor work.
  - Being asked to carry out a punishment (letter of apology or similar).
  - Losing break time.
  - 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 sanctions and actions required.

Staff will not overreact, use sarcasm, humiliate pupils and give blanket punishments.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves and others, the class teacher stops the activity and refers to the positive handling policy.

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/PSHE. 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.

In extreme cases, temporary or permanent exclusion will be considered (see appendix 6 for further explanation).

**The Use of Reasonable Force or Restraint**

Staff members are aware of the regulations regarding the use of force by teachers.

**Education & Inspections Act 2006 (Part 7 Ch 1 Pt93)**

**Power of members of staff to use force**

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Staff members are trained in positive handling by React UK training.

Any reasonable force applied must be both absolutely necessary and strictly proportionate in the circumstances.

### **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 if repeated and/or targeted 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 social media to bully others

We take any allegations of bullying very seriously. Where there is bullying, we will use sanctions in line with Preventing and tackling bullying guidance – July 2017. 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 (where anti bullying is referenced to)
- 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 PSHE 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.

## Behaviour Incidents Online

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

Any inappropriate online behaviour including bullying should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead ( or deputy) when an incident raises a safeguarding concern.

The school will also follow the guidance in Searching Screening and Confiscation for schools 2022.

The Department for Education recommend you to:-

- Always respect others- be careful what you say online and what images you send.
- Think before you send- whatever you send can be made very public very quickly and could stay online forever.
- Keep your passwords to yourself and change it regularly.
- Block the bully- learn how to report someone who is behaving badly either online or by text.
- Do not retaliate or reply to offending e-mails, text messages or online conversations
- Save the evidence- learn how to keep records of all offending messages, pictures or online conversations. This may be needed if action is taken by your provider or the police.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or call a helpline like Childline on 08001111 in confidence.

## ROLES AND RESPONSIBILITIES



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

Name put on the



Name moved onto



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



Appendix 2a



# Classroom Sanctions Year 1 & 2



Verbal Warning

Name put on the



Name moved onto



Time out to calm down in the partner  
classroom

Red card sent to Deputy Head Teacher

Red card sent to Head Teacher

Parents called to discuss behaviour







Appendix 2b

**Classroom Sanctions**  
**Year 3-6**

Name put on the ?

Name moved on to !

Time out in a partner class

Red card sent to Deputy Head Teacher

Red card sent to Head Teacher

Parents called to discuss behaviour





## Appendix 3

# Lunchtime Sanctions

### Verbal Warning

Moved to sit on another table and name moved to ?  
in the dinner hall

Moved to sit on a single table to finish lunch and  
name moved to ! in the dinner hall

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 4

A red rectangular box containing text. The text is centered and includes a title, a subtitle, and a bulleted list of behaviors.

Red card  
Non-Negotiables

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

## Behaviours we like to see at Sound and District

Behaviours we want to see...	Behaviours we don't want to see...
<ul style="list-style-type: none"> <li>• We are focussed on our learning</li> <li>• We always use 3 before me</li> <li>• We complete a task without being prompted</li> <li>• We have a 'can do' attitude</li> <li>• We follow instructions the first time</li> <li>• We say please and thank you</li> <li>• When someone else is talking we wait our turn</li> <li>• We hold the door open for others</li> <li>• We are kind to each other</li> <li>• We treat others how we would like to be treated</li> <li>• We work with others in a supportive and kind way</li> <li>• We listen to others and respect their right to be heard</li> <li>• Tidy up after ourselves and others</li> <li>• Tuck chairs in</li> <li>• Take pride in our work presentation</li> <li>• Walk down corridors</li> <li>• Use a knife and fork and closer our mouths when we eat</li> <li>• If we lose an item, we make an effort to find it ourselves</li> <li>• Take our reading books and diaries home everyday</li> <li>• Try to resolve friendship issues first before asking for help</li> <li>• Lining up quietly</li> <li>• Moving around school in silence</li> </ul>	<ul style="list-style-type: none"> <li>• Distracting others</li> <li>• Giving up when a task is hard</li> <li>• Waiting to be told to start a task</li> <li>• Fiddle in our trays/with things that distract others</li> <li>• Misuse school resources</li> <li>• Walk over things on the floor</li> <li>• Never enter a classroom without an adult</li> <li>• Parents carrying bags and coats down the path.</li> <li>• Answering back</li> <li>• Using an abrupt tone of voice</li> <li>• Swearing, physical violence etc (red card incidents)</li> <li>• Telling tales</li> <li>• Standing up when the teacher is talking</li> <li>• Talking when an adults talking</li> <li>• Play fighting</li> </ul>



## Appendix 5

### 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?
<i>30.08.11 3:45pm</i>	<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 6

### 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 in the Headteachers absence) 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 school policies and DFe guidance.

Signed: Mrs Laura Minshall-Thomas:

Headteacher

Date:

Signed: Dr A Anthony Shuker:

Chair of Governors

Date: