



# BEHAVIOUR AND DISCIPLINE POLICY



Signed (Chair):	Name: <b>Sarah Warren</b>	Date:
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Ratified: by Governing Body October 2017		Next Review: September 2018



### CHANGE RECORDS SHEET

Issue no.	Date	Summary of Change	Amended by
1	September 2017	New policy document	L Haydon

### SUMMARY

This policy should be read in conjunction with other school policies. If you require further details of this policy, then please refer to the Head Teacher or Deputy Head Teacher.

This policy will be reviewed annually and updated as and when changes occur. This has to be recorded in the minutes of the Curriculum and Achievement Committee.

### ABBREVIATIONS

The following abbreviations are used in this policy:

DfE        Department for Education  
SENCo    Special Educational Needs Co-ordinator



### 1. RATIONALE

At The Tynings Primary School, it is our aim to create a happy, caring, calm and purposeful environment where creative learning can take place. We want to encourage a positive approach to behaviour and discipline, which recognises and values the individual and respects and celebrates our school community. We recognise the importance of promoting a consistent approach to acceptable behaviour, by all staff within our school, and the need for active support and cooperation of parents

### 2. AIMS

- ✓ To foster a positive attitude towards learning and achievement.
- ✓ To encourage children to think of others and treat them kindly.
- ✓ To develop in children a sense of discipline and an acceptance of responsibility for their own actions.
- ✓ To encourage respect for other people's feelings and their property.
- ✓ To encourage children to move around the school safely and sensibly.
- ✓ To encourage children to care for the grounds, buildings, furniture, equipment and books provided for the pupils of the school.
- ✓ To encourage children to do their best in all aspects of school life.
- ✓ To recognise and reward the positive achievements of children.

### 3. GUIDELINES

- ✓ Positive encouragement and praise is vital. Praise, however, should be meaningful and specific.
- ✓ Staff should consider themselves responsible throughout the day for the behaviour of children within their sight.
- ✓ Children are expected to cooperate with all adults in the school.
- ✓ The children should be reminded continually of our expectations in terms of their learning and behaviour.
- ✓ Children should see rewards and sanctions are being used consistently and fairly.
- ✓ Behaviour and courtesy set the tone of the school. Everyone should be reminded to move about the school in an orderly manner, having regard for each other and keeping to designated routes.
- ✓ Parents should be consulted where there are issues concerning their child's behaviour and are encouraged to support this policy.

### 4. CODE OF BEHAVIOUR

The Code of Behaviour supports our core values:

<b>Respect</b>	I respect myself, treat others as I would like to be treated, and value what I have around me.
<b>Ambition</b>	I have high expectations of myself and others; I focus on my learning, and make the most of opportunities which come my way



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**Determination** I am always ready to be the best I can be, I try my hardest and I persevere.

**Adventure** I am enthusiastic and creative in my learning; I rise to a challenge and am curious to find out more.

Children and staff agree to:

- ✓ Be polite and courteous at all times.
- ✓ Treat each other kindly.
- ✓ Be ready for their learning.
- ✓ Support learning by working sensibly.
- ✓ Have high expectations of each other.
- ✓ Help each other to do our best.
- ✓ Listen carefully.
- ✓ Take a pride in our environment and in our learning.
- ✓ Celebrate our successes together.

The Code of Behaviour and the School Values will be displayed prominently in class and around school, and will be referred to regularly.

### 5. UNACCEPTABLE BEHAVIOUR

There is no place for **violence, bullying, harassment (racial or sexual), vandalism, rudeness to adults, or bad language** in our school, and these must always be dealt with accordingly by the KS Leader, Deputy Head or Head Teacher.

### 6. REWARDS AND SANCTIONS

Children are rewarded for positive attitudes, good behaviour and effort in their work. Sanctions are used as an intervention procedure when children behave inappropriately. These may differ according to the age and needs of the children.

At The Tynings we use a 'Ladder to Success' for both positive reinforcement and warnings. Children are encouraged to move up the ladder to achieve recognition of the 'Great Job!' they have done by demonstrating positive attitudes and excellent behaviour for learning.

EYFS & KS1		KS2
		Great Job!
	Good choices	Good choices
	Ready to Learn	Ready to Learn
	Think about it	Think about it
	Make a change	Make a change
	Sanction	Sanction



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Children will also be given 'house points' for making 'Good choices' and achieving a 'Great Job!' Where children are making good choices around the school, this is recognised by giving blue stickers; these feed into the class ladder and the house point system after break and lunchtimes.

We believe that this system emphasises the positive ethos and climate we aim to create. However, sometimes misbehaviour does occur. Where children's behaviour is unacceptable, they will move down this ladder and be encouraged to 'Think about it' or 'Make a change' before they face a sanction. Continued disruption or incidences of inappropriate behaviour will result in a step down the ladder, and the actions detailed below:

Place on ladder	Action
<b>Think about it</b>	Move down the ladder Teacher gives child time to think about changing their behaviour and act
<b>Make a change</b>	Move down the ladder Child is given a reminder and time to change their behaviour
<b>Sanction</b>	Move down the ladder Child sent to partner class; parents informed at end of day; event recorded on CPOMs

There are occasions when behaviour issues will warrant moving straight down to the sanction aspect of the ladder. Very serious behaviour will lead to the involvement of the KS Leader, Deputy Head or Head teacher as appropriate. This will be recorded on CPOMs, and parents will be invited in to discuss the matter.

[Children always have the opportunity to make the right choices to move back up the ladder.](#)

## 7. OTHER REWARDS

### Individual

- ✓ Stickers and house points can be given as instant rewards for good behaviour or work to individuals or groups
- ✓ Learner of the week certificates will be issued per class for an individual whose learning has good cause to be celebrated

### Whole Class

- ✓ Each class works together towards a bigger reward, devised in consultation with the class. This could be recorded on a smiley face/marbles jar/colour in the spots type way. This could be achieved either per term or across the year.
- ✓ These rewards will last no longer than one session per day, and could include activities such as non-uniform, extra playtime, sports session, messy play, problem solving challenges, scooters and bikes, visit to the park.



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- ✓ The 'Ladder to Success; may feed into this system

### House System

- ✓ House points can be awarded to recognise any positive contribution made by an individual or groups. When children are not in class, blue 'good choice' stickers will be given to recognise the need for a house point on return to class.
- ✓ Class totals will be added up weekly and will contribute to an overall total shared in the Celebration assembly

### Celebration Assemblies

- ✓ Celebration Assemblies take place each Friday. During this assembly, children receive 'Learner of the Week' certificates and a 'Tynings Award' to recognise the way the school values have been demonstrated. Each class awards one of each of these certificates weekly. Children will also receive recognition for other successes both in and out of school. Classes share their learning on rota basis and parents are invited to these special assemblies to share children's successes in learning.

## 8. MANAGING DIFFICULT BEHAVIOUR

The majority of children at The Tynings should respond positively to our policy, however, we recognise that some children find managing their behaviour extremely difficult. For these children discretion will be applied to the 'Ladder to Success' as appropriate.

Each situation is different. However, we have a range of strategies for these children which might include:

- Changing the group within class/ TA support/ varying classroom management.
- Making routines more explicit.
- Team Around the Child (TAC) meetings.
- Work with the Family Support Worker (FSW).
- Drawing up an Individual Behaviour Plan or Social Story, detailing action to be taken when identified behaviour occurs. This is shared with the children, parents or carers and other relevant staff.
- Behaviour contracts which are reviewed daily.
- Individual interventions from Behaviour Support, Inclusion Support
- Educational Psychology (EP) observations and targeted support with teachers, parents, children
- Drawing on additional resources from beyond the school eg CAHMS, alternative provision

Any interventions will be made via the Special Needs Coordinator (SENCo). Parents are informed and their views taken into account, and an Individual Behaviour Plan will be written. Children with severe behaviour issues, and who are at risk of possible exclusion, will also have a Pastoral Support Plan drawn up in consultation with parents.

## 9. BREAKTIMES

Any issues which need to be referred to the class teacher will be done so by the staff on duty at the earliest opportunity. The class teacher will then be responsible for dealing with issues according to guidelines in this policy.

Blue 'good choice' stickers will be issued to recognise aspects of the behaviour code on display.



### 10. LUNCHTIMES

The LBS team are also responsible for recognising where the behaviour code has been used and rewarding this with blue 'good choice' stickers. An emphasis is placed on ensuring lunchtimes remain a positive experience for all. The LBS team have clear procedures for recording any incidents which arise at lunchtime. Serious incidents should be referred to class teachers or a member of the Senior Leadership Team. All incidents should be reported to the class teacher at the end of lunchtime, and a member of the office team will record them on CPoms.

### 11. MONITORING BEHAVIOUR

Any incidence of poor behaviour recorded on CPOMs are instantly referred to the Head Teacher, the Deputy Head Teacher and the Family Support Worker. They meet weekly to discuss any arising issues with individual children and will put any necessary actions into place. The Governors 'Children, Curriculum and Inclusion' committee also have a responsibility to review behaviour in school, through reports of serious incidences.

Both the SLT and the Governors will undertake pupil conferencing to ascertain the children's views on behaviour in the school and follow up any of their recommendations or issues accordingly.

### 12. EXCLUSIONS

When a pupil's behaviour puts themselves or others at risk of harm the head teacher may need to take the decision to issue a fixed term exclusion for a set period. The aim of exclusion is to support pupils in reflecting on the behaviour and the improvements they need to make. During an exclusion period, the head teacher will review the provision in school for the pupil, and make amendments to support their successful return. The head teacher will meet with the parents and pupil on their return to school to agree expectations and actions that need to be taken.

Permanent exclusion is the ultimate sanction that can be issued by the head teacher with the involvement of the Local Authority and Governing body. A permanent exclusion will only be used in exceptional circumstances where there has been an extremely serious incident or where there has been a long series of fixed term exclusions (totalling 45) where changes to provision is making no or little difference. For more detail see Exclusion Policy.

