

Behaviour and Discipline Policy



This policy was written and adopted on:

The policy to be reviewed on:

Introduction

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self esteem by encouraging students to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
- Encourage children to take responsibility for their behaviour.
- Explain unacceptable behaviour.

How the School Aims inform the Policy

The whole-school behaviour policy is based on the school aims as follows:

To create a positive learning environment which promotes the development of children in the fullest sense and their learning and success in school.

To empower children, by encouraging them to develop:

- enthusiastic, enquiring minds
- the ability to question and present rational arguments
- an independent, positive and engaged approach to working

To help children realise their full potential through the highest quality of learning, teaching and experiences across the whole-school curriculum (intellectual, social, physical, ethical and spiritual).

To prepare children for the future, including secondary school and the world of work. To help children make good use of recreational time. To help children become a valued member of society.

The core Values, Principles and Intentions of the Policy which contribute to our School

Aspiration & Achievement

We all achieve the best we can. We focus daily on doing whatever it takes to accomplish our goals.

Scholarship

We are focused on excellence. Hard work and achievement are at the heart of our school.

Perseverance

We believe in ourselves and never give up.

Integrity

We do the right thing and choose honesty. We are our best selves.

Respect & **R**esponsibility

We treat others as we want to be treated. We look to ourselves to do what needs to be done – no excuses.

Enthusiasm

We remain positive. We show our positivity. The positivity we show gives us strength.

"We" refers to the whole-school of teaching and non-teaching staff, children, parents, governors. Through this we aim to achieve a positive school ethos. These principles and intentions are translated into actions later in this policy document.

Roles and Responsibilities

The Governing Body will establish in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Governors will support the Academy in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and student teachers; will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

Procedures

The Headteacher in consultation with staff will develop the procedures from this policy.

The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents.

The procedures will be consistently and fairly applied and the idea of personal responsibility and that every member of the academy has a responsibility towards the whole community in which we live will be promoted.

Rewards and Sanctions

An academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with other School Policies

In order for the behaviour policy to be effective a clear relationship with other school policies, particularly single equality scheme, special educational needs and anti-bullying has been established.

Involvement of Outside Agencies

The academy works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Monitoring

The Headteacher will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them and ensure that they are consistently and effectively applied. The Headteacher will keep the Governing Body informed.

Approach to Behaviour

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. So we want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

It is extremely important that parents understand and support the academy's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

Whole School Code

- We work hard
- We are kind and gentle
- We walk around the school quietly and keep to the left
- We show respect and listen to everyone at our school
- We keep the school neat and tidy
- We watch our STEP
- SLANTing at all times (Sit up straight, Listen actively, Articulate positively, Nod intelligently and Track the speaker
- We look after property
- We ignore silly behaviour
- We wear our full school uniform and follow the rules
- We come to school every day and on time
- We help a teammate if they are finding the learning difficult
- We remember that we are all ambassadors

Play Ground Code

- We play safely and sensibly
- We stay in agreed areas
- We look after all the equipment
- We are polite and friendly
- We follow the rules of any game we are playing
- We play with a range of people and help everyone to feel welcome
- We are polite and helpful to adults
- We put all our litter in the bin
- We line up straight away when the bell goes
- We stay out of the school building unless given permission
- We always use the correct entrances at the beginning and end of each day and at playtimes.

Safety rules

- Never leave the school without permission
- Never run in the school building
- Ask permission before leaving classrooms
- Obey fire regulations
- Always tuck your chair in and hang up you coat and bag
- Keep left, pass right
- Never stay in a classroom at play or lunchtime without an adult present
- Use the toilets properly and remember to wash your hands.

Individual Rewards

All Pupils will gain an individual reward for excellent behaviour, work or politeness. This is in the form of **Achieving Success Stamps**. Each child will have a card that records 40 Achieving Success Stamps. This system has three levels.

First Level

Bronze Card – child acquires 40 Achieving Success Stamps and will receive a certificate and an announcement in the Celebration of Achievement Assembly.

Second level

Silver Card – child will acquire another 40 Achieving Success Stamps (making 80 including bronze) and will receive a certificate and an announcement in the Celebration of Achievement Assembly.

Third level

Gold Card – child will acquire another 40 Achieving Success Stamps (making 120 including bronze and silver) and will receive a certificate and an announcement in the Celebration of Achievement Assembly plus an opportunity to choose a book of their own choice from the book box which has the latest children's fiction and nonfiction texts.

Pupils will also receive:

- Verbal recognition
- Positive notes and phone calls home
- Special privileges e.g. be first in line, help the teacher, have free time or work on favourite activity
- Tangible rewards e.g. stickers or small trinkets

This individual reward will differ depending on the age range of the children.

Celebration of Achievement Assembly

These will be held once a week. It is an opportunity for children to be publically rewarded for good work/behaviour.

The certificates book is to be completed by the teachers, detailing date, name and reason for the certificate. The School Administrator/teachers will update CMIS using this information.

Table of Rewards for Positive Behaviour

Reward	How does it work?	Frequency
Stickers	Quick and easy rewards, using stickers, will be issued to praise children for meeting expectations.	Daily
Scholar of the Week Certificate	2 Children to be nominated from each class per week – nominations can come from all staff members	Weekly at the celebration of achievement assembly
Headteacher's Atwood Values Certificate	2 Children nominated each week by the Headteacher for 'Achieving Success' linked to our values	Weekly at the celebration of achievement assembly
Achieving Success Stamps	<i>Detailed above</i>	
Lunchtime	Pupils will be rewarded for demonstrating improved/good table manners and etiquette. Two children from each year group will be identified and issued invitations to lunch with the Head teacher during the weekly Celebration of Achievement Assembly. Headteacher's Lunches will take place on Mondays. If the Headteacher is unable to attend the lunch; a senior member of staff will stand in.	Weekly at the celebration of achievement assembly Headteacher's Lunch weekly on Monday
Playground	Playground staff will reward positive behaviour frequently and consistently. The reward will be a token i.e. a token. The child will place in the class 'treasure chest'. Playground staff will have a stock of tokens on them.	Daily At the end of each half term, the tokens will be added up and the class with the most tokens will earn an extra play.
Attendance and Punctuality	Children with 100% weekly attendance and punctuality will be issued special stickers. Children with 100% half-termly attendance and punctuality will be issued a Headteacher prize. The best class overall will be rewarded.	Weekly at the celebration of achievement assembly Half-termly at the end of end of term celebration of achievement assembly

Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, disapproval is a powerful punishment.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges/time out, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Inclusion Manager or Headteacher.

Playground Sanctions

The playground will also have a designated 'Time Out' area. Children will be encouraged to choose 'Time Out' themselves as a way of managing their own behaviour. Playground staff may also issue children with a warning. This gives the pupil an opportunity to think about what they should have done. Children will be given a period of 5 minutes 'Time Out' for reflection. At the end of this time, the playground staff will discuss with the pupil ways of improving their break times (calming down strategies). If a second warning is issued (a yellow card), the child will have to spend the rest of their playtime either reflecting on their choices in the Headteacher's or Inclusion Manager's Office.

The child and playground staff should consider strategies to avoid this happening. If a second yellow card is issued, the playground staff informs the class teacher. The class teacher records this on the behaviour-tracking sheet. All incidents involving the issuing of warnings will be recorded on a behaviour tracking sheet specifically for the playground.

Any serious infringements of anyone's rights will result in instant intervention from Headteacher. A 'cool off' area will be designated in the Head's office where the child will stay for the deemed amount of time.

Diagram of Behaviour Sanctions*

<ul style="list-style-type: none"> Play fighting Talking when a teacher or another child is talking Interrupting/calling out Not following instructions Not listening Inappropriate language Disrespecting property Not being in the correct place Not lining up correctly Wasting time during transitions Breaking class rules Fiddling with equipment Name calling Off-task behaviour Tantrums 	<ul style="list-style-type: none"> Swearing Discriminatory comments Fighting/aggression Spitting Bullying Vandalism Leaving class without permission Shouting at an adult 	<ul style="list-style-type: none"> Physical violence towards a child Physical violence towards adults Verbal violence towards a child Verbal violence towards adults Discriminatory harassment Bullying Theft Possession of drugs/materials Vandalism Persistent refusal to obey rules 	<ul style="list-style-type: none"> Carrying offensive weapon Arson Extortion Supply of drugs 		
		<div style="border: 1px solid black; background-color: #fff9c4; padding: 5px; display: inline-block;">1st Instance</div> ➔ <div style="border: 1px solid black; background-color: #d1c4e9; padding: 5px; display: inline-block;">Persistent Instances</div>			
<div style="border: 1px solid black; background-color: #fff9c4; padding: 10px; display: inline-block; width: 80%;">1st Instance</div> ➔ <div style="border: 1px solid black; background-color: #d1c4e9; padding: 10px; display: inline-block; width: 80%;">Persistent Instances</div>					
<div style="border: 1px solid black; background-color: #e1bee7; padding: 5px; display: inline-block; width: 15%;">Reminder</div> ➔ <div style="border: 1px solid black; background-color: #ffb74d; padding: 5px; display: inline-block; width: 15%;">Warning</div> ➔ <div style="border: 1px solid black; background-color: #ffff00; padding: 5px; display: inline-block; width: 15%;">Yellow Card</div> ➔ <div style="border: 1px solid black; background-color: #ffff00; padding: 5px; display: inline-block; width: 15%;">Double Yellow Card</div> ➔ <div style="border: 1px solid black; background-color: #ff0000; padding: 5px; display: inline-block; width: 15%;">Red Card</div> ➔ <div style="border: 1px solid black; background-color: #bbdefb; padding: 5px; display: inline-block; width: 20%;">Fixed Term Exclusion Internal OR External</div> ➔ <div style="border: 1px solid black; background-color: #bbdefb; padding: 5px; display: inline-block; width: 20%;">Permanent Exclusion</div>					
<p>*Professional judgement will be used when determining behaviour sanctions</p>	<ul style="list-style-type: none"> 5 minutes time-out in class/ playground 	<ul style="list-style-type: none"> 10 minutes time-out in senior teachers' class/playground Next playtime missed CMIS 	<ul style="list-style-type: none"> Report to SLT Playtime/lunchtime detention on the day Parents informed - call and detention slip Clubs missed CMIS 	<ul style="list-style-type: none"> A set number of days at school in isolation or at another school OR Fixed term external exclusion Re-integration meeting Behaviour plan 	<ul style="list-style-type: none"> Permanently excluded from attending school

Playtime/Lunchtime Detention

Double yellow card and red card will involve children missing their playtimes. Furthermore, pupils who have been issued with a red card will be expected to attend a lunchtime detention.

Detention will take place during the lunchtime on the day after it was issued between 12.00-12.15 and will be supervised by a member of the Senior Leadership Team. During detention, the pupil will complete a form outlining what happened, what they need to do next and how the adults can help. These forms will be filed as a permanent record. A detention slip will also be sent home for parents/carers to sign and return the following day to acknowledge that their child has had a detention. If a child receives 3 or more detentions during a half term, their parents will be requested to attend a meeting with the Headteacher to discuss their child's behaviour.

Uniform Sanctions

Pupils will not be allowed to attend class if they are not dressed in the appropriate uniform. Parents and carers of pupils that do not wear their uniform correctly will be contacted and asked to bring a uniform. If this is not possible then pupils will be provided with the uniform they are missing. The parent or carer will then be expected to collect their child from the school office at the end of the school day to discuss the issue. A date by which the child will be in full uniform will be set. Internal exclusion will occur if this deadline is missed.

There may be good reason why a child is not wearing school uniform. In this case, parents and carers should share the reasons with the Head teacher either in person or by letter. The school will always be considerate and discrete in trying to establish why a pupil is not wearing the correct uniform. Pupils will not be made to feel uncomfortable, nor discriminated against, because their parent or carer is unable to provide them with the required items of school uniform. In line with our culture of honest conversation with parents or carers, we encourage discussion with the school at the earliest opportunity if there are any difficulties.

There will be the occasions when the school decides that school uniform is not appropriate, e.g. when taking part in a physical activity day or wearing different clothes as a part of a fund raising event. Parents and carers will be notified in advance of what is the revised dress code on these days.

Fixed-Term Exclusion

Fixed-term exclusion involves being isolated from the school community for a set number of days. This may mean being in isolation at school, attending another school or being kept at home. Excluded pupils will receive a work pack to complete.

The offences listed below may lead to fixed-term exclusion. In exceptional circumstances, they may lead to permanent exclusion.

- Physical violence towards a child
- Physical violence towards adults
- Verbal violence towards a child
- Verbal violence towards adults
- Discriminatory harassment
- Bullying
- Theft
- Possession of drugs/materials
- Vandalism
- Persistent refusal to obey rules

If a pupil commits an offence that calls for fixed-term exclusion (5 days or less), s/he is subject to the following:

- If necessary, the pupil is immediately removed from class and/or school.
- The pupil is entitled to respond to the charges against him or her.
- The Headteacher or his designee addresses the conduct and assigns an appropriate consequence.
- The parent/guardian is notified by the Headteacher or by his designee.
- A parent or guardian will be required to meet with the Headteacher or by his designee regarding the offense prior to a pupil's return to school.
- A behaviour plan will be drawn up

Permanent Exclusion

These offences may lead to a permanent exclusion.

- Carrying an offensive weapon
- Physical violence towards a member of staff
- Arson
- Extortion
- Drug-related activity linked to the supply of drugs
- There will be occasions when violence towards another child or bullying could lead to permanent exclusion
- Persistent refusal to follow the Academy rules and expectations

Further details of the exclusions process are outlined in the full exclusions policy (which is available on request from the school office)

Behaviour within the Toilets

Aims

- To maximise the access pupils have to toilet facilities during the day, to promote the health, wellbeing and learning opportunities of all pupils
- To provide good quality toilet facilities throughout the school.

Expectations

- Pupils will only ask to use the toilet when it is essential. No pupil will access the toilet unless necessary.
- Pupils will respect facilities at all times.
- Toilets will be open and available to all pupils throughout the school day.

Access to Toilets during Lesson Times

During lesson times it is expected that pupils request permission to leave the class to go to the toilet. It is expected that the classroom teacher monitors how many children at any given time are allowed access to the toilets during lesson time. In order to maintain the safety of all children, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour, this should be no more than one boy or one girl from the class at any given time.

Access to Toilets during Playtimes

During playtimes, a member of staff will be stationed nearby the doors of each playground. Children requesting access to the toilets should do so through the assigned member of staff. This member of staff will allocate a toilet pass to the child.

No more than 2 boys and 2 girls will have access to the toilet during playtimes at a given time. This restriction in the number of pupils is necessary in order to maintain the safety of all children, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour.

In the interest of the safety, hygiene and general wellbeing of all children, any child found to be in the corridors or toilets during playtime without a toilet pass will be issued with a yellow card, as is standard protocol in the school's behaviour policy.

Tracking Pupils' Behaviour

It is the responsibility of teachers, LSAs and admin staff to track pupils' behaviour using 'eportal' (a internet based student database). This includes positive and negative actions.

Positive behaviour includes:

- Good effort and positive behaviour
- Good weekly attendance and punctuality
- Positive behaviour
- Exemplary uniform
- Certificate of Achieving Success
- Act of kindness

Negative behaviour includes:

- Failure to complete work
- Persistent lateness
- Disrespect of property or belongings
- Incorrect uniform
- Disruption to learning
- Fighting

Positive actions are classed as a merit and negative actions are classed on demerits. Staff will be expected to update pupils' records on a weekly basis (ideally on Fridays). This data will be incorporated into pupils' end of term and end of year reports.

A help sheet on how to enter merits and demerits will be available in the staffroom and academy offices. It will also be distributed by email and hard copy to all members of staff.

Bullying

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at the Academy.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can be:

Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical - pushing, kicking, hitting, punching or any use of violence

Racist - racial taunts, graffiti, gestures

Sexual - unwanted physical contact or sexually abusive comments

Homophobic - because of, or focussing on the issue of sexuality

Verbal - name-calling, sarcasm, spreading rumours, teasing

Cyber - all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the academy. Students must be encouraged to report bullying at the academy. The academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the academy policy.

Statutory duty of Schools

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the principal or his/her named representative
- The Headteacher or named representative will interview all concerned and will record the incident
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation will all parties concerned

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the student
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the student

The following disciplinary steps can be taken:

- official warnings to cease offending

- detention
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum the academy will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Please refer to the Anti-Bullying Policy for further details (available on request from the school office)

Monitoring, Evaluation and Review

The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.