

Introduction

This policy is a statement of the aims, principles and strategies for promoting positive discipline and behaviour at Cronton C.E. Primary School.

It will be reviewed annually as set out in the annual School Improvement Plan.

It was updated in September 2017 to reflect DfE Guidance: Behaviour and Discipline in Schools Advice for Head teachers and School Staff (January 2016)

Policy Statement

Our aim at Cronton C.E. Primary School is to develop children to become self-disciplined, with an emphasis on their individual self-worth and self-esteem. We aim to make the citizens of tomorrow positive, considerate, tolerant and respectful of others and their property. The children will develop and acquire social skills to operate harmoniously, within the school community and the wider world.

Aims and Expectations

- Every member of the school community feels valued and respected
- Each person is treated fairly and well.
- There is mutual trust and respect for all in accordance with our Christian ethos.
- Every member of the school community will behave in a considerate way towards others.
- We will teach pupils to follow consistently the rules and directions and to CHOOSE to behave responsibly.

The school behaviour policy is not a system to enforce rules but is designed to:

- Support the way in which all members of the school can live together.
- Promote an environment where everyone feels happy, safe and secure underpinned by Christian Values and Principles.
- Promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

General Principles

- It is vitally important that a corporate strategy is employed and maintained. This must involve all staff in school.
- Good discipline is based on mutual knowledge. Our pupils will be aware of the standards we expect of them. Through the School Council, our pupils will be actively involved in policy formulation, so that they are better able to understand and respect the agreed rules.
- It is central to our policy that positive praise is more successful in shaping behaviour than negative comment.

- It is important to establish rules and direction that clearly define the limits of acceptable and unacceptable behaviour which are fair and consistent.
- The school will provide pupils with consistent and positive encouragement which will enable their self-esteem to flourish.
- The school will also provide a safe, calm, consistent and caring environment where individuals will feel valued, secure and happy and where Christian values will be truly lived out.
- We will promote understanding in children that they must learn to accept the consequences of their actions.
- In the hierarchy of sanctions we will use the lowest level needed to achieve a satisfactory result.
- Communication with parents is maintained.

Implementation

The school has a 'Home School Agreement', which parents and children are expected to sign. It is a process of recognising the importance of a strong partnership between home and school. This means that we recognise the importance of parents and school working together to help children to learn. The Home School Agreement contains key statements about expectations from school, parents/carers and children (see Appendix 1). Parents/carers will be informed about the Home School Agreement when they attend a meeting before their children begin in the Reception class. Parents/carers and children will receive the 'Home School Agreement' during this meeting. They will be encouraged to discuss the content with their children at home and return the signed agreement to school when the child commences.

There are four basic classroom rules throughout school. They are:

- **Focus**
- **Listen**
- **Hands Up**
- **Be Kind and Respectful**

Class teachers will involve children in formulating their own set of additional classroom rules. Children will contribute their opinions and ideas so that a consensus is agreed. This process will assist children to feel a sense of ownership and of agreeing acceptable behaviour and discipline standards within their classrooms.

The School Expectations of Good Behaviour

- The children are taught to become increasingly responsible for their own equipment; by Y3, the children should make sure that they take care of pencils and pens to write with; they should have the correct P.E. equipment at the appropriate time. If children forget their kit school can lend them one. However if a child persistently forgets their kit the class teacher will send a standard note home to parents.
- The children are taught to move quietly and orderly around the school. As teachers this means that we must dismiss them in an orderly way. There should be no running, barging or shouting. (Passageways must be kept clear.)

- Children are positively encouraged to help others by opening doors, standing back to allow each other to pass and to help carrying things.
- The children should always speak respectfully to everyone. Good manners are important - 'Please', 'Thank-you' and 'Excuse me' are important words.
- Children should be silent when required to be. This includes entering and leaving the hall for assemblies, when listening to instructions and during certain lessons. Silence is also expected of the children, after the first whistle, before being sent into school.
- The children are expected to keep the school clean and tidy; this means putting litter in bins, keeping walls and furniture clean and unmarked, and taking great care with displays, particularly other people's work. Coats should be picked up even if it is not their own, and passageways should be kept clear of obstructions. Children are to be encouraged to take care of our environment at every opportunity.
- Out of school, walking locally or with a school group, children should be aware that the school's reputation depends on the way they behave. When out and about in Cronton, children should walk sensibly and carefully, having respect for other people using the pavements, moving out of the way if necessary. At the swimming pool, the children should walk in an orderly way to the entrance and then to the changing rooms as directed by the teacher in charge.

Within the Classroom

- Children should enter the classroom quietly and be ready to start their lesson appropriately.
- They should get books, pencils, pens and whatever they need for the next lesson if so directed by the teacher
- The children should not take out unnecessary things – unwanted equipment should be put away in their trays.
- During the taking of the register there should be silence.
- During lessons the children should listen when the teacher is talking to everyone. They should put up their hand to answer a question, not call out. They should work sensibly with friends and others.
- If a child wastes lesson time, they must expect to work hard to catch up. This may mean working at playtime or having their work sent home for completion.
- Any homework should be done and handed in on time. Teachers will explain to each class the expectations and arrangements for homework at the start of each new academic year. They will keep a record of homework handed/ not handed in. The parents of any child who persistently does not hand homework in will be contacted by the class teacher.
- Eating and chewing is not allowed in class, though children may drink water. Class teachers will establish the correct procedures for water in their class. Children are not allowed cough sweets.
- Personal property is the child's responsibility; collections of cards etc are not allowed at this leads to much argument. Swapping of toys or pencils is not allowed.
- Watches with alarms should have this facility switched off at all times.
- Before the children leave the classroom at the end of the lesson/ day, they should tidy the classroom up, picking up any objects that have fallen on the

floor. The children and the teacher are responsible for the cleanliness of the classroom and cloakrooms.

- Mobile phones are not allowed in school. However, children in Y5/6 are allowed to bring in mobile phones if they are walking home alone at the end of school. Parents must inform the school in writing that their child has a phone in school. No member of staff can take responsibility for the phone and parents must understand that school accepts no liability for the loss or damage of any mobile phone.

Rewards and Consequences

We believe it is important to recognise, highlight and praise good behaviour.

A range of strategies will be used to demonstrate this: Agreed methods –

- Facial expression, gesture, body language
- Verbal praise to individual
- Verbal praise in front of group, class, assembly
- Ask children to demonstrate (eg. PE routine, swimming, story), hold up (painting, model) or read out story to their peers.
- Send child to other teacher, non-teaching staff, deputy or headteacher for special praise
- Reward stickers on work or to wear.
- Glowing marking comments
- Team Points/Certificates/Trophies
- Bring deserving work/acts to attention of the whole school in assemblies, parents/carers through letters, discussion.
- Through the School Council the pupils have discussed rewards that they would like to receive for positive behaviour that they've identified. They have also identified consequences of unacceptable behaviour (see Appendix 3).
- Additional "extra" play on Friday morning.

Consequences

The school follows the Good to Be Green policy. Please see Appendix 2

The Role of the Class Teacher

- It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in his/her class with respect and understanding.
- Star badges will be used to demonstrate good attitudes, effort and work as well as improved behaviour. Team points can also be awarded.
- Individual teachers can also give awards for:
 - Consistent excellence
 - Thoughtfulness
 - Effort

□ Outstanding work.

The child's name is recorded and the award is placed in the weekly newsletter.

- Awards are also given for player of the match in sporting events. All trophies are kept by the child for one week.
- Lessons should be well prepared, having got all necessary equipment before the lesson begins.
- Class Teachers should be in their classrooms or in the hall (if on duty) at 8:40a.m and 1:15pm (KS1) / 1:20p.m.(KS2). They should be ready to receive their classes at the end of playtime. All staff are expected to act as role models and demonstrate to the children how to behave in assemblies. When staff are not required to stay in, they should check that their class is quiet, and having cleared it with the person taking the assembly, leave.
- All staff should treat all children with respect. Staff should respect confidentiality at all times.
- Staff should see their classes into the hall at lunchtime in accordance with the lunchtime procedures, or supervise the children onto the yard at break times. It is the class teacher's duty to ensure there is an appropriate member of staff present before leaving the children.
- All pupils will receive 15 minutes of Golden Break time on a Friday afternoon. Pupils will lose this Golden break as a direct result of receiving any red cards during the week. Children's names will be recorded by the class teacher to monitor this system.
- The class teacher liaises with parents and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with appropriate professionals within the LEA or outside organisations and agencies.

The Role of the Teaching Assistant

- Regular meetings will be held with teaching assistants to review behaviour management and the effectiveness of the school's behaviour and discipline policy.
- Teaching assistants will have high expectations of the children that they work with. They will deal with any minor incidents, and refer any serious difficulties to the class teacher.
- Teaching assistants support the policy.

The Role of the Headteacher

- 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 the implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.

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

- **The Role of Midday Supervisors**

- Termly meetings will be held with dinner supervisors to discuss lunchtime behaviour.
- Dinner supervisors will also use positive discipline. They will highlight the children who behave appropriately during the lunch hours and demonstrate good manners when eating their dinners.
- Dinner supervisors will reward good behaviour during lunch times by presenting children with special stickers and choosing one child from each class to receive a lunchtime award. This will allow that child and a chosen friend to go into dinner first at the next opportunity.
- Dinner supervisors will log incidents that have not been resolved with a quiet reminder in the lunchtime behaviour
- Dinner supervisors will log incidents that have not been resolved with a quiet reminder in the lunchtime behaviour book. They will feedback to class teachers any children that have been put in the book and the class teachers will use the “Good to be Green” system as appropriate.

ALL STAFF must ensure that a serious incident is logged on the incident sheet and stored in the Headteacher’s office.

The Role of Parents/Carers

- The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
- We expect parents/carers to support their child’s learning, and to co-operate 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/carers immediately if we have concerns about their child’s welfare or behaviour.

The Role of 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 carrying out these guidelines.
- The headteacher has the day to day authority to implement the school behaviour and discipline policy, 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.

- **Fixed-term and Permanent Exclusions**

- Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude for up to 45 days, and may also exclude a pupil 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 LA 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 exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has established a pupil discipline committee. This committee reviews the circumstances of exclusion from the school made by the headteacher. In the case of any permanent exclusion, the parent/guardian has a right to appeal to an independent panel, established by the LA.

Using reasonable force

- Staff may use reasonable force to prevent pupils from committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom. (See Positive Handling Policy.)
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances if there is ever a need to conduct a search of a pupil without consent when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that could be used to commit an offence or cause harm.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.
- Staff take part in regular training on positive handling to learn how to keep children and themselves safe should a child have to be handled. All incidents of positive handling are recorded and a separate Positive Handling Policy exists.

Confiscation of Inappropriate Items.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

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. The law protects them from liability for damage to, or loss of, any

confiscated items provided they have acted lawfully.

2. **Power to search without consent** for “prohibited items” 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;
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Bullying (See Anti- Bullying Policy)

Racism (See Single Equality Plan)

Monitoring

- The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.
- The headteacher keeps a record of any pupil 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.