



# Behaviour and Discipline Policy

**St Mary's CE (A) Primary School**

2017-2018

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

## Rewards

### General

- Favourable comments can and should be entered on pieces of work (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success in Celebration Assembly with the presentation of 'Star of the week' or swimming and cycling proficiency awards etc. Children selected for 'Star of the week' are at the teacher's discretion.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations & awards (dojo's)
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities (computers, library, games equipment, etc.)
- Opportunities for giving children greater responsibility in school should be fostered e.g. Ambassadors, Playground Leaders, School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- Praise postcards will be sent in recognition of good work, behaviour or general attitude to school.
- Text messages can be sent in recognition of positive praise
- Classroom 'Dip in the box'
- Class Dojo's
- Reading Rewards

## Whole School Reward System: 'Class Dojo'

### Key Stage 1 and 2

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'dojos'. Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.
- Completion of homework

When awarding the Dojo the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo for waiting so patiently'.

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

- Every time a child receives a dojo it is recorded on the Class dojo app which keeps a running total of dojos received for each individual child and what the dojo has been given for.
- Every half term the children collect dojos in order to earn a prize, of which they have chosen. The number of dojos needed to earn the prize changes each term.
- If every child in the class has reached the target number of dojos that half term, then the children can upgrade their prize e.g. spend an afternoon at the park etc.
- Children with the highest total of dojos for that half term in their class are rewarded with a certificate, and their photo is displayed on our Dojo Masters Board in the main corridor.
- At the end of every half term the points counter is reset to 0. This enables children who have not reached the target number previously, to start on a level playing field with the others. It also means that have an equal chance to earn the next half term's prize.

A 'dojo' can be awarded by any staff member to any child at any time. Staff carry 'dojos' around with them to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

#### **Dip in the Box**

- Rewarded for effort, hard work and achievement.
- Given at class teacher's discretion and is additional to class Dojo's.
- Rewards may include stationary , or small pocket money items

#### **The Green room in KS1**

Children who have shown good attitudes to learning and worked hard are able to access the Green room at lunch time where if they wish they can access table top

## Foundation Stage (Reception and Nursery)

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'dojos'. Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.
- Completion of homework
- Being a good friend.

When awarding the Dojo the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo for waiting so patiently'.

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

- Every time a child receives a dojo it is recorded on the Class dojo app which keeps a running total of dojos received for each individual child and what the dojo has been given for.
- Every time a child collects 25 Dojos they will receive a green star badge to wear on their cardigan or jumper.
- Children with the highest total of dojos for that half term in their class are rewarded with a certificate and their photo is displayed on our Dojo Masters Board in the main corridor.

A 'dojo' can be awarded by any staff member to any child at any time. Staff carry 'dojos' around with them to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

## **Reward Assembly**

- A weekly assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude – Star of the Week. Parents are personally invited to attend and witness the presentation of certificates.
- When a child is awarded Star of the Week they will receive a lunchtime pass for themselves and a friend which entitles them to lunch first.
- Each week a collective photograph of all 'Stars' will be placed on the school website and Facebook.

## **Playground Rewards**

During break and lunch times children can also earn dojos.

## Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. Please note - See also our policy on the 'Use of Force'.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy'.

## SANCTIONS PROCEDURE – In School

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours (e.g. shouting out, distracting self and others, not paying attention/ slouching, refusal to follow instructions, answering back, name calling, inappropriate use of equipment), the following sequence should be adhered to, with steps 1 and 2 being compulsory.

1. **Warnings** - Children are given verbal warnings e.g. One polite request, then verbal warnings (warning 2 and warning 3), repositioning, separating etc.
2. **Warnings** - The 3<sup>rd</sup> verbal warning becomes the final warning where the adult uses the agreed phrase, **'This is your final warning. Do you understand?'** Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

### FROM NOW ON NO MORE WARNINGS. TAKE ACTION

3. **Time Out A** - If the behaviours continues the child moves from verbal warnings to actions. The Child is sent to a designated chair/area of classroom for 5-10 minutes, where they sit alone in order to reflect, calm down etc without causing disturbance. They then discuss with the adult and return to the lesson.
4. **Time Out B** - If the child refuses to participate in Time out A or continues with unwanted behaviours then they will be moved to Time Out B. The child is escorted to the parallel year group class by an adult in KS1 or a sensible child in KS2. They will spend up to an hour working alone without causing disturbance. After this time the adult who gave Time Out B will discuss the behaviours with the child and will return to lesson. Parents will be informed at the end of the day in person. If the child is not collected then a phone call is to be made.
5. **Time Out C** - If the child chooses not to participate accordingly in Time Out B or the unwanted behaviours continue then the child will be moved in to Time Out C. The child will be escorted to the Head Teacher where they will spend up to half a day in isolation (head teacher's office, school business manager's office or the home-school link worker's office.) Parents will be informed at the end of the day in person. If the child is not collected then a phone call is to be made.

Please Note: All sanctions are recorded through Class dojo and dojos are removed for the above sanctions.

If a child is regularly receiving Time Out A/Time Out B then this will cause a trigger for there to be a meeting involving class teacher, parents, KS manager, SENCo to discuss how to move forward to improve the child's behaviour, which would be reviewed regularly. The following would be discussed during the meeting:

- Discussion with Team Leader and/or SENCO: consider School Action on the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets- **SMART**.
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns and agree targets/support.
- Consider alternative strategies, inform other agencies.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child, weekly/ daily feedback to parents.
- Possible report card to last a minimum of two weeks/a maximum of 15 weeks, and reviewed fortnightly
- Access to extra-curricular/enrichment activities/ trips is only allowed with evidence of improvement against targets.

- In school activities i.e. Christmas parties, toy days etc can be accessed if the child is making an effort against targets but this is on a zero-tolerance basis. If behaviour is inappropriate the child should be withdrawn from the activity.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.
- Involvement any necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.

#### **Fixed Short Term Exclusion (up to 5 days per term)**

- Behaviour outside school can be the basis of an exclusion
- Parents, Chair of Governors, LA Officer informed by letter.
- Parents may make representations to Governors.
- Governors may meet, but cannot reinstate.
- The school has a responsibility for providing suitable work and marking this
- Upon return to school, child stays on Contract or PSP for a minimum of four weeks.
- After 5 days and these can be accumulated over a period of time, it is the governor's responsibility to provide alternative provision from the 6<sup>th</sup> day.

#### **Permanent Exclusion**

- Parents, Chair of Governors, LA Officer informed.
- Governors meet and consider all representations and reports (parents/child may attend).
- Behaviour outside school can be the basis of an exclusion
- Governors cannot reinstate
- Parents notified of right to appeal.
- Remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated. Decisions made are based on the civil standard of law and evidence will be viewed on the basis of probability-

Permanent exclusions can be made for a serious breach or persistent breaches of the behaviour policy or where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in school

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying or carrying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

#### **ON THE PLAYGROUND**

- Low level disruptions (accidental bumps, playing with equipment in an unsafe area, playing inappropriately) – **third and final warning immediately.**
- Repetition of the above results in ***Time Out A then Time Out B etc.***

- Physical context – **immediate Time Out A - 5-10 mins on the shed**, class teacher informed and recorded on class dojo
- Intentional harm (emotional/physical) – **Immediate Time Out B - 1 playtime and 1 lunchtime on the shed, class teacher informed and recorded on class dojo**. Parents informed in person at the end of the day.
- If necessary children can be moved to time out C as per previous guidance.

**We work with due regard to the equality act 2010 to make sure that all our pupils regardless of ethnicity, ability, home language and special educational needs are included and are able to access our sanctions procedure.**

Next review – September 2018

*Gill James*

Signed.....(Headteacher)

Date... September 2017.....

Signed.....*Sonia Oxford*.....(Chair of Governors)

Date.....September 2017.....