



Sibertswold CE Primary School

**Behaviour and
Discipline Policy**

Date Agreed: FGB – 14th October 2020

Sibertswold Church of England Primary School

Behaviour and Discipline Policy

This policy reflects our Christian vision based on John 10 v 10.

Rationale

The work of the school is based on Christian principles and the teachings of Jesus as the good shepherd. It therefore accepts that the encouragement of positive behaviour, high self-esteem, responsibility and care for others are values which must always be at the very heart of our school community. We embrace the principles of the restorative approach and will manage behaviour in a positive and fair way for all. We believe it is the right of every pupil to learn in an environment free from disruption from others and all rules outlined under this policy are based on our Christian values

We recognise the importance of clearly stated boundaries and deliver these consistently with a whole school approach. We empower all staff to manage behaviour in order to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing reflective, motivated and morally responsible pupils.

Consistency and expectation are paramount in behaviour management. This policy reflects an agreement about the systems and approaches, which we believe will help us to achieve an environment where the best chance is given for everybody to reach their full potential academically and personally, on their journey to becoming responsible citizens both within the school and in the wider community. We recognise that the positive, supportive ethos and sense of community within the school, along with close family partnerships enable children to adopt permanent, positive behaviours.

At Sibertswold we expect children to take responsibility for their own behaviour at every age and stage of development. The school acknowledges its legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of pupils with special educational needs (see Inclusion, Safeguarding and Child Protection Policies).

Summary of Aims

- ✓ To ensure a safe, caring and happy school
- ✓ To promote respect for other people and their property
- ✓ To promote good citizenship and cooperation
- ✓ To encourage and praise greater effort in both work and behaviour
- ✓ To ensure that parents and carers are informed and are aware of the disciplinary procedures
- ✓ To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using a range of techniques.
- ✓ To ensure positive behaviour, communications and relations throughout the school
- ✓ To promote self-discipline and the ability to take responsibility for own actions
- ✓ To prevent bullying (See Anti-bullying policy)
- ✓ To promote inclusion for all
- ✓ To promote equality for all

Responsibilities

All members of the school community, whether permanent or visiting, teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- ✓ providing a well ordered environment in which all are fully aware of positive behaviour expectations
- ✓ treating all children and adults as individuals and respecting their rights, values and beliefs
- ✓ fostering and promoting good relationships and a sense of belonging to the school community
- ✓ offering equal opportunities in all aspects of school life and recognising the importance of others' differences
- ✓ encouraging, praising and positively reinforcing good relationships, behaviours and work ethic
- ✓ rejecting all bullying or harassment in any form
- ✓ helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- ✓ caring for, and taking pride in, the physical environment of the school
- ✓ working as a team, supporting and encouraging each other

✓ encouraging all members of the school community to recognise individual behaviour problems and be pro-active in seeking effective solutions

Class Rules

Classes agree and confirm their own rules at the beginning of the academic year and display them in the classroom. These come from the fundamental Christian law of " Love God and Love your neighbour as yourself".

Whole School Rules

We show love and concern for one another at all times.

We listen to instructions and follow them.

We respect everyone and look after our environment.

Learning behaviours

All children will be expected to complete work set to an acceptable standard. Should a child's poor behaviour impact on work set, they may be asked to repeat/complete tasks at another time of the teacher's choosing.

Management at lunchtime and playtime

All staff will follow the behaviour procedures and will inform class teachers of poor behaviour at break times and lunch times who will reinforce the behaviour sanction in class.

Behaviour outside school

School staff have the right to discipline pupils for misbehaviour that occurs in school and, in some circumstances, outside of school such as when a child is:

- -Taking part in any school-organised or school-related activity or
- -Travelling to or from school or
- -Wearing school uniform or
- -In some other way identifiable as a pupil at the school.

In all cases of misbehaviour' the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member."

(Feb 2014 - DfE Behaviour and Discipline in Schools – Advice for Headteachers and School Staff).

Health and Safety Rules

Children should:

- ✓ Walk around school calmly and sensibly
- ✓ Walk on the left hand side of the corridor and stairs
- ✓ Show courtesy to all adults and children around school

Rewards and Sanctions

In line with our Christian values we do emphasise to the children the importance of doing the right thing regardless of reward or sanction but at the same time we recognise the importance of a clear and consistent system

The rewards and sanctions detailed below are to be used by all staff at all times. We believe that the foundation of any good behaviour system is consistency and therefore expect that these systems are the only ones used in school and that they are followed closely.

The rewards system consists of the following:

1. Work related successes will be rewarded in merits that go towards house points, which are then totalled up at the end of every other week and announced in a celebration assembly.
2. Excellent behaviour and attitudes in line with our school values will be rewarded with a merit.
3. Some classes have whole class rewards linked to behaviour and attitude.
4. Some classes have a star of the week system, writer of the week etc. This is at the teacher's discretion.

Sanctions:

Failure to complete work to a required or expected standard may result in a child using their break time to complete the task. Alternatively, they may be sent home with the work with the permission of the parent.

Behaviour issues in class which are affecting the learning of others may see the child moved away from the classroom initially to continue their learning. If this were to continue either the Exec Head or HoS would be called to support and make a decision on the next step of the sanction.

Any decision to exclude a child will follow the most recent guidance from the Area Education Office and will be a last resort for the school and pupil. Significant support will be in place to help children with extreme behaviour needs and parents will be asked to sign an agreement as part of the plan, to ensure both parents and the schoolwork together to achieve the best outcome for the child. Parents will be informed at all stages and will be a part of any PSP from the start. Parents will remain informed at every stage of behaviour management and if a child's behaviour is progressively nearing exclusion, parents will be informed in writing and the Governing Body consulted. There may be occasions when such consultations may not occur due to serious isolated circumstances. Parents may appeal to the Exclusions and Appeals Committee of the Governing Body.

Before an excluded child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of any repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Monitoring

The Senior Leadership Team will monitor behaviour evidence to keep informed of any trends and identify patterns that may indicate any cause for concern.

Outside Agencies

Any worries about any pupil should be discussed, in the first instance, with the class teacher. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher and the SENDCO/Head of School/Executive Head Teacher. Any outside agency will need information: therefore, teachers can produce their behaviour logs to show this evidence.

Outside Agencies include:

- Learning Support Service
- Kent Learning Alliance
- Educational Psychologist
- Behaviour Support Service
- Teacher for Hearing or Visually Impaired
- Speech Therapist
- Physiotherapist
- Pre-School Advisor
- School Doctor
- Social Services

Conclusions

This policy applies equally to all children within Sibertswold whilst recognising their individual needs. This policy has been revised in line with Government recommendations (see DfE Behaviour and Discipline in Schools Feb 2014). This policy will be reviewed annually. Agreed changes will then be incorporated as necessary.

Any Government changes to recommendations with regard to policies for behaviour will be implemented at the next policy review.

Equality of Opportunities Statement

All policies are screened to ensure that the Federation of Sibertswold Church of England and Eythorne Elvington Primary Schools gives 'due consideration' to equality of opportunity for all, irrespective of race, gender and disability.

