

Broughton Primary School



BEHAVIOUR AND DISCIPLINE POLICY

1. Statement of Principle

'A Happy School, A Brighter Future'

At Broughton Primary School, we believe every child has a right to learn, teachers have the right to teach, and this will only happen if there is an ethos of good behaviour and discipline.

We acknowledge that continually dealing with behaviour and discipline problems can impact not just on pupils' wellbeing but on the wellbeing of staff who work with them.

2. School Values

Our school values are based on the Golden Rules which underpin school life so that children learn respect and kindness to others. These values are part of everyday life at Broughton Primary School; they enable our children to develop the personal qualities that result in a respectful and caring approach to others, and this makes our school a safe and happy place to learn.

We believe that good behaviour and discipline is based on mutual respect between children and adults. Therefore, all staff, parent helpers, students, etc. must adopt this philosophy.

Children are expected to show a caring attitude towards other people and a respect for their surroundings.

Positive relationships within our school community are vital.

Our ethos is that people treat others the way they would like to be treated themselves. We have high expectations of children's behaviour and discipline.

We believe that every child can make the right choice about their own behaviour and discipline and learn to take responsibility for their own actions.

It is important that our behaviour and discipline code is clear and well known by all children and parents and is consistently applied by all staff.

3. School's Golden Rules

- We are gentle We don't hurt others
- We are kind and helpful We don't hurt anybody's feelings
- We listen We don't interrupt
- We are honest We don't cover up the truth
- We work hard We don't waste our own or others' time
- We look after property We don't waste or damage things

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Within this ethos, we know that our children will work hard, be proud of their achievements and value the achievements and rights of others. Our high expectations of behaviour and discipline always apply, with all people and in all places, not only during the school day but beyond in the wider community and whilst online.

4. Rewarding Good Work and Behaviour and Discipline

We want to reward those children who demonstrate good behaviour and discipline in all aspects of their life, always choosing to work hard and behave well.

Rewards include:

- Verbal praise from adult
- Trackit Lights credit
- Certificates: Bronze, Silver, Gold, Platinum
- Headteacher award
- Golden time vouchers
- Golden Person medals
- 'Pupil of the Week' displayed in the classroom
- Cup of Kindness weekly winner
- Stickers
- Good work assemblies
- Feedback to parents

We have an emphasis on making good choices.

If a child chooses to not follow our Golden Rules, then consequences will follow.

These will include:

- Recorded on the Trackit Light behaviour system, which gradually increase from Green, Orange, Yellow and Red
- The emphasis is always to allow the child to reflect and get back to Green status on Trackit Light as soon as possible usually through good work and attitude
- A clear verbal warning and a reminder of what is expected. A reminder about the Golden Rules
- Missed break or lunch time to reflect upon their actions with an adult
- Following the consequence, the next session becomes a fresh start for the child with a clear expectation that the unacceptable behaviour and discipline will not happen again
- Each new day every child starts on Green
- Aggressive behaviour and poor discipline will lead to an immediate move to Red on the Trackit Light system
- Repetitive disruption to learning will not be tolerated and could result in an internal suspension (to another classroom or room)
- Teachers will record serious or persistent breaches of behaviour and discipline on the Trackit Lights behaviour system, which is interlinked with SIMS
- Within a half term, if there is a repeat of behaviour and discipline issues, then a home/school communication book could be initiated or a behaviour and discipline chart. This would be explained during a phone call or meeting with parents and a discussion with the child

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- The Headteacher and SLT will be informed of all serious incidents involving physical and prejudicial incidents
- SLT will review all behaviour and discipline incidents to determine whether an Individual Behaviour and Discipline Plan should be implemented
- Meeting between parents, Class Teacher and SENCO will be held to draw up an Individual Behaviour and Discipline Plan
- If the Behaviour and Discipline Plan fails to have a desired impact, the school will seek the support of external agencies

As a member of Broughton Primary School, you have both Responsibilities and Rights:

5. YOU HAVE THE RESPONSIBILITY:

- To work to the best of your ability
- To let others get on with their work
- To respect and care for others
- To listen to the views of others
- To always be honest and truthful
- To accept the consequences of your own behaviour and discipline
- To show respect for the school environment
- To tell a member of staff if you see or hear about someone being treated unkindly
- To tell a member of staff if you see anything that could jeopardise the safety of others

6. YOU HAVE THE RIGHT:

- To be proud of your achievements
- To focus on your work
- To be treated fairly and with consideration
- To express your views and know you will be listened to
- To feel happy, safe and confident
- To learn in clean and tidy surroundings
- To tell a member of staff if someone or something is making you unhappy

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7. We will not tolerate:

- Bullying (including racism and homophobia) whether verbal, cyber, physical or emotional
- Fighting or deliberately hurting others
- Inappropriate language
- Misbehaviour, rudeness and a refusal to co-operate

8. Child-on-Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. Our school recognises that children are vulnerable to, and capable of, abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse.

Child-on-Child abuse will not be tolerated or passed off as part of “banter” or “growing up” and we understand that non-recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour and discipline, an unsafe environment and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that Child-on-Child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified, we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. Some of this behaviour will need to be handled with reference to other policies in school such as:

- Behaviour and discipline policy
- Anti-bullying policy
- Child protection policy
- Online safety policy

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9. Dealing with Prejudice

The school adopts a zero-tolerance approach to prejudice and will always challenge the use of prejudiced language or actions where these are clearly intended to cause offence.

A first offence will involve a constructive discussion with the class teacher to clarify why the pupil's behaviour is offensive and therefore unacceptable.

Parents will be informed that this discussion has taken place with the expectation that the same messages will be reinforced at home.

At this stage, it is our sincere hope that the home/school partnership will succeed in ensuring that there is no repeat of behaviour of a prejudiced nature.

A second offence will result in the child receiving an internal suspension (learning in another classroom).

Parents will be informed, and the next step made clear should a further incident occur.

A third offence will result in the child being sent to a senior leader to explore their reasons for their continued prejudiced behaviour.

This discussion will be followed by a period of internal exclusion to allow time to reflect on their actions.

At this stage, parents will be informed that any further incidents are likely to result in a fixed-term suspension.

For pupils with SEBD (social, emotional, behavioural and disciplinal difficulties):

If fixed-term suspension fails to modify a child's behaviour, the school will work with outside agencies to support the child being given a fresh start in a new school, via a managed move, to avoid a permanent exclusion.

If there is a serious incident that may lead to a permanent exclusion, the pupil should be suspended for up to 10 days in the first instance to allow for further investigation of the incident and to explore options such as a managed move.

10. Partnership with Parents

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. This may be through a meeting or telephone call. We may use these methods to discuss children's behaviour or work.

Individual children may have targets which we would ask parents to share regularly with their children so that we can work together to ensure the very best behaviour outcomes for every child.

We want our children:

- To be happy and feel confident in school
- To choose good behaviour all the time
- To be assertive yet respectful

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The staff will actively teach all children that if they are being subjected to unwanted behaviour to say, “Stop it, I don’t like it”. This is part of our STOP programmes to prevent bullying behaviour from developing.

The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected to tell an adult about their concerns.

We want to build on the strong partnership between home and school:

- By keeping you informed of good work and good behaviour
- By letting you know if your child chooses to misbehave repeatedly or acts in a way that seriously breaches our behaviour expectations

11. Keeping the school informed

We want to know at an early stage of any concerns that you or your child may have. We will endeavour to explore your concern as soon as possible and request that you contact your child’s class teacher in the first instance. You may use the email to contact class teachers - these can be found on the school website and weekly newsletter.

Your concern will be investigated and reported back to you in a timely manner.

12. Exclusions and suspensions

A suspension is when a child is sent home for a fixed period. The term exclusion is used when a child is permanently removed from the school roll.

Exclusions and suspensions are a final resort but could occur if:

- A child’s behaviour and discipline continues to affect the education and well-being of others
- Children’s safety cannot be guaranteed
- A serious incident involving physical/verbal abuse has arisen

In very extreme circumstances, exclusion procedures, both suspensions and permanent exclusion, may be brought into force.

A child can be suspended for a maximum of 45 days in any school year.

When deciding upon the fixed length of the suspension, the Head Teacher will consider the incident, previous exclusions and all strategies used prior to the incident.

Work will be provided for the suspended child to complete at home for the first 5 days.

The child is not permitted to be in public areas in school hours during the suspension or exclusion.

Following a suspension, there will be a re-integration meeting involving the school, child and parent(s).

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13. SEND Code of Practice

We acknowledge that all children in the community have the right to attend a school, irrespective of learning difficulty and we are an inclusive school. However, it is sometimes necessary to work with outside agencies e.g. Education Psychologist, Schools and Families Specialist Services and North Northants Local Authority, to meet individual needs and support staff.

Pupils with extreme behaviour difficulties will be placed on our Special Educational Needs and Disabilities Register.

An Individual Behaviour and Discipline Plan will be written, discussed with parents and reviewed regularly.

14. Keeping Classrooms Safe

Physical Intervention:

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of physical intervention.

We use a curriculum which endeavours to explore and strengthen emotional responses to situations.

We strongly believe in de-escalating any incidents as they arise to prevent them from reaching crisis point. Staff will be skilled in promoting and rewarding positive behaviour and discipline and will utilise various appropriate techniques in the management of a class environment.

Staff will only intervene to separate or move children away when the risks involved in doing so are outweighed by the risks involved by not using force.

Under very exceptional circumstances, physical intervention may be required to manage a child's challenging behaviour or where their behaviours physically endanger themselves, other children, adults or cause serious damage to property. In this case, the minimum intervention will be used to establish a safe environment for the children.

Physical intervention should not, however, be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion.

Individual Handling Plan:

Where pupil behaviour becomes a serious concern, working with parents, SENCO and other professionals, an Individual Handling Plan will be written for children with SEND. In this situation, additional training maybe provided for staff in safe handling.

15. An Inclusive Approach to Managing Pupil Behaviour and Discipline

As a school, we recognise each child as an individual and as such, there will be a small number of children who have specific individual needs for whom this policy is not wholly appropriate.

In such cases, class teachers who know your children well will exercise their professional judgement to manage pupils' behaviour in line with their needs and stage of development.

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16. The Role of Headteacher

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 bi-termly and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour and discipline. The class teacher records minor classroom incidents, which is recorded through the Trackit Light behaviour system. The Headteacher records those incidents where a child is sent to him/her on account of poor behaviour.

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.

17. The Role of the 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 and discipline.

18. Links with other Policies / Guidance

The policies below all relate to our expectations with regard to behaviour and discipline in school and should be read in conjunction with the Behaviour and Discipline Policy, Anti-Bullying Policy, Staff Code of Conduct, Safeguarding Policy, Child Protection, E-Safety and Acceptable Use Policy, Equality Policy SEND, GDPR, RHE, Complaints Policy, DFE- Guidance for Maintained Schools, Academies and Pupil Referral Units in England, August 2024.

<i>FULL GOVERNING BODY APPROVAL</i>	
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