

# POLICY FOR BEHAVIOUR AND DISCIPLINE

GOVERNING BODY

JULY 26



**Low Road and Windmill  
Music Federation**

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## **BEHAVIOUR AND DISCIPLINE POLICY**

### **Introduction**

"Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere effective teaching and learning cannot take place".  
(Circular number 8/94. DFE)

The Federation fully values and appreciates a diverse and inclusive school community. In the Federation we have a clear vision of the values which matter within the schools and in the communities around them. These values include: respect for others, for property and the environment; honesty; trust and fairness; tolerance and compassion; and the virtues of self-respect and self-discipline. We are aware that young people need to know that as they grow up they take on duties and responsibilities in the community that go hand in hand with their rights. It is our aim to assist children to grow up with a clear and acceptable view of what is right and wrong; appreciating the needs of others and of the society around them. We recognise that many factors have a bearing on the behaviour of young people, including the organisation and policies of the school. We also recognise that our school can and does make a difference to the children's behaviour.

The schools, along with parents, have a substantial responsibility in setting a good example.

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, Music Federation demonstrates we are actively promoting fundamental British values. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways we ensure pupils' SMSC development. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. We are on a continuous journey to ensure that all our pupils understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The Federation's ethos and teaching, which parents are aware of, supports the rule of English civil and criminal law and Music Federation does not teach anything that undermines it.

This document needs to be read in conjunction with the Federation's Anti-Bullying Policy.

### **AIMS**

- For the whole Federation community to be clear about procedures that help to create a calm, happy and secure working environment.
- To foster a caring, family atmosphere in which teaching and learning can take place with achievement for all.
- To teach spiritual, moral, social and cultural values and attitudes, through the school curriculum, that will promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To reinforce good behaviour by the handing out of team points to individuals so as to motivate pupils to earn a range of rewards for themselves.

- To create a culture where pupils are part of the school-wide teams, earn team points for the greater success of their team as well as share in the success of the teams.
- To resolve behavioural problems in a caring and sympathetic manner in the expectation of securing an improvement in behaviour.
- To make it clear to pupils that poor behaviour will be dealt with and that sanctions will be consistently applied this includes child-on-child abuse.

## **BEHAVIOUR EXPECTATIONS**

Many of the surveys published by HM Inspectorate over the last decade highlight the following factors as necessary for good standards of behaviour and discipline:

- good relationships with mutual respect between teachers and pupils
- teachers' high expectations of pupils' academic and social abilities
- curriculum and teaching methods well matched to pupils needs
- the nurturing of pupils' growing maturity, self-esteem and independence.

Every member of the Federation community has a number of key rights:

- the right to be valued
- the right to be safe
- the right to achieve
- the right to courtesy, honesty and tolerance

Alongside these rights are connecting responsibilities:

- the responsibility to value others
- the responsibility to keep others safe
- the responsibility to allow others to work and achieve
- the responsibility to be courteous, honest and tolerant

## **BEHAVIOUR CODE**

- All members of the Federation community should value diversity and respect one another.
- All pupils should acknowledge the authority of, and respect, all adults in the schools.
- All pupils should respect their fellow pupils and be aware that bullying of any kind will not be tolerated.
- All pupils should respect their own and other people's property, take care of books and equipment and share when asked.
- Pupils are expected to be well behaved, well mannered and attentive, and are expected to follow the rules.
- Physical violence is never acceptable, neither is retaliation. Both will trigger sanctions. This includes child-on-child abuse.
- Grievance against another pupil should be reported to an adult who will take appropriate action.
- Foul or abusive language is not acceptable and will trigger sanctions.

The code is introduced, displayed and reinforced in a positive manner at the beginning of the school year, with the children directly involved in considering how the code is implemented in their classroom.

Pupils are reminded of the code on a regular basis and rewards and praise are given when the code is clearly followed.

## **REWARD SYSTEMS**

In order to reward and recognise socially desirable behaviour and learning achievements on an individual basis, there is a team point system. Pupils are rewarded with a team point for academic and non-academic achievements, for effort and being caring and for all aspects of good work and behaviour.

### **Team Points**

#### **All Key Stages**

All members of staff are in one of the four teams. Pupils across the school are divided into these four teams. Siblings are kept together in the same team. There are four Team Captains for each team whose job it is to lead assemblies and motivate their team to earn team points. The Team Captains are pupils from Year Six who have applied for this position and completed a short essay to show why they are suitable for the role.

All pupils collect team points on a cumulative basis towards class and team rewards. Any member of staff can award team points for any reason they see fit. Team Captains are also permitted to give out ten team points per week to pupils and are encouraged to give these to younger pupils who are following the school expectations. Pupils put their team points in their class collection pots. Team Captains meet regularly to count team points from each class across the four teams.

The points for each team are added up each week, both for the whole school for each team and by class. Running totals for each team are announced regularly in assembly. The winning team at the end of each half term will earn a reward that is chosen, within reason, by the Team Captains. Previous rewards have included a staffroom takeover, a whole team movie afternoon and extra play time with ice-creams.

### **Other Incentives**

Incentive stickers and oral praise are given to all pupils for the full range of reasons. Pupils may be referred to another adult for additional praise.

Pupils may be selected to share good work in assembly.

Individual certificates may be awarded each week in key stage assemblies. Any adult who wishes to recognise positive benefits may send certificates to that assembly.

Alongside the main award systems, other behaviour management programmes are in use, and special effort may be recognised in other ways for individual pupils.

All adults are welcome to devise strategies and use tools that will improve the behaviour of the pupils they work with, paying due regard and consideration to other adults and systems in the school, and with the approval of the Executive or Federation Headteacher.

Behaviour Management Programmes may be:

- extra sticker or point systems
- spending time in another class chosen by the pupil
- invitation to a lunchtime or after school club
- enhancement activity
- cards with specific targets
- daily behaviour record cards
- behaviour booklets

## **MANAGING BEHAVIOUR**

Staff should always promote good behaviour through praise and rewards and through providing a good role model.

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

The care and control of pupils is of quality when a number of key factors are reflected in practice, and staff are expected to:

- respond appropriately to poor behaviour
- use humour, keep calm, listen, be positive, be consistent
- not shout, humiliate, overreact, give blanket punishments
- set high standards
- develop self-esteem with praise and rewards
- encourage the following of the code of conduct
- smile and relate, give respect
- communicate, establish facts
- use sanctions fairly

**Minor breaches of discipline** are dealt with by the adult who observes the behaviour, and / or the Teacher or Teaching Assistant within or outside the classroom and are supported by senior staff who may intervene or add weight to the breach in discipline. In addition the following will take place:

- clear set of class rules developed from the Behaviour Code is referred to
- high rate of Code related praise is given
- pupils are aware of consequences
- rebuilding the relationship if a pupil has to leave the class

Strategies may include

- speaking about the behaviour and suggesting modifications to improve
- ignoring but monitoring minor infringements when appropriate
- praising nearby pupil with a team point
- praising target pupil when behaviour changes
- Strategic positioning of adults to support behaviour
- code related warning given
- changing the seating arrangement
- loss of break, lunchtime, or a responsibility
- Time out

- writing a letter of apology
- with parents permission, remaining after school
- Daily Report Card in KS1, or Weekly Behaviour Log in KS2

Continuing concerns should be raised with the SENDCo, SLT and Pastoral Team. Persistent behavioural and emotional difficulties that are not addressed by the above strategies may result in an Individual Behaviour Plans being put in place with targets and monitoring and review systems. If this is the case parents will be informed.

**Major breaches of discipline** are physical assault, verbal abuse, racial abuse, deliberate damage to property, stealing, repeated refusal to comply with adults requests, use of foul language, threatening behaviour, leaving premises without permission, repeated disruptive behaviour in class, bullying.

Major breaches are regarded as zero tolerant and will always generate sanctions.

#### **Procedures for dealing with major breaches of discipline:**

- Pupil will be removed from immediate situation in a calm and non- threatening manner. This may include using Team Teach strategies.
- SLT and pastoral teams notified via CPOMs.
- Parents informed.
- A Personal Support Plan may be actioned and monitored
- A fixed term suspension may be implemented
- In exceptional circumstances a permanent exclusion will be implemented

Issues concerned with Bullying are fully explained in the Anti-Bullying Policy.

#### **LUNCHTIME SUPERVISION**

The Lunchtime Staff Team supervise the lunchtime period.

Behaviour at lunchtime may be supported by:

- A range of activities provided in the playground
- The expectation that lunchtime staff will play games and activities with the pupils
- Indoor lunchtime clubs may be in place
- Awards, certificates and recognition for a range of good or sporting behaviours
- Team points awarded for a range of reasons e.g. tidying up rubbish, helping others, playing sensibly etc.
- Special meal arrangements, in or out of school
- Reminders of acceptable behaviour at lunch and at other times

#### **PARENTS**

Parental support is vital and behaviour expectations and parents' responsibilities are made clear on entry to school. These are reinforced regularly in communication with parents and the policy on behaviour is made available at any time. By sending their children to Low Road or Windmill Primary School, parents are subscribing to the principles of the behaviour policy. Parents must work in partnership with the school and abide by the Parental Behaviour Policy.

Parents have the right to expect that their child can attend school and not be hurt, upset or have their learning interrupted by the poor behaviour of other pupils. Training courses to help parents develop further skills in managing behaviour are available at the schools, and the safeguarding team make regular personal contact with parents as needed.

## **INCLUSION**

The Federation is committed to the principle of providing equal opportunities for all and providing an Inclusive educational setting.

Pupils with an emotional or physical condition that affects behaviour and affects their ability to carry out normal day to day activities, may have a substantial or long-term disability as defined by the Disability Rights Commission. As such, they have the right to fully access all areas of education and associated services and not be treated less favourably, unless there is a reason that is both substantial and material to the particular pupil. In this case, less favourable treatment may be justified.

Reasonable adjustments will be made by the school to help pupils with a disability to access all areas of school life.

The schools do not discriminate against a disabled pupil by excluding him or her for a reason solely related to their disability. This applies to permanent and fixed term exclusions.