**POLICY FOR BEHAVIOUR**

**AND DISCIPLINE**



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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.

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**

Both Key Stages

All members of staff (with the exception of the Executive Headteacher) are in one of the four teams: Vivaldi, Mozart, Beethoven or Handel. 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. As a class, pupils can earn ‘Teachers choice’ prizes for earning the most team points collectively as a class. This is up to the class Teacher, and suggestions for this include extra playtime or a short period of free time in 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 the Friday assembly. 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

**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
* Teacher or Teaching Assistant moving closer to the child
* 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 SENCo, Phase Leader and parents.

Persistent behavioural and emotional difficulties that are not addressed by the above strategies may trigger moving on to the SEN Register at School Action Stage.

Individual Behaviour Plans may then be put in place with targets and monitoring and review systems.

**Procedures for dealing with disruptive behaviour that is over and above a minor breach:**

* Behaviour Support or additional support is requested by teacher. Pupil is removed from class and behaviour is discussed calmly.
* If a pupil is not calm the adult will remain with the pupil until Time Out procedure can be applied
* Pupil may be invited to complete work with the adult, or to return to class, whichever is the most appropriate at that point in the lesson.
* Behaviour will most likely generate an Incident Sheet from the Teacher that needs to be seen by SENCo.
* Incident needs to be logged and passed to SENCo.
* Parents requested to meet with Class Teacher and, if appropriate, the SENCo.
* Individual Behaviour Plans will be put in place with targets and monitoring systems.

**Major breaches of discipline** are physical assault, verbal abuse, racial abuse, deliberate damage to property, stealing, repeated refusal to comply with adults requests, 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:**

* Teaching Assistant or senior staff will attempt to remove pupil from immediate situation in a calm and non- threatening manner.
* Oral warning given by Headteacher or Deputy concerning future conduct.
* Withdrawal from class for a period of time.
* Parents informed.
* If problem is persistent, parents requested to meet with Headteacher or Deputy when strategies will be decided upon to modify behaviour. This may trigger SEN School Action Plus and may involve outside agency involvement or parents and pupil working with the staff to change behaviour.
* A particularly serious problem may need to be dealt with by a pupil being removed from the premises immediately by a parent and strategies worked out at a later time.
* A Personal Support Plan will be actioned and monitored.
* If problem is very severe and parents are unwilling to support, a fixed term exclusion will be implemented.
* In exceptional circumstances a permanent exclusion will be implemented.

After all stages have been explored and little or no progress has been made, a Statutory Assessment may be sought.

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

Please refer to the Federation document Behaviour and Discipline, Core Practices and Skills.

### LUNCHTIME SUPERVISION

The Lunchtime Supervisor and a team of Lunchtime Assistants supervise the lunchtime period. Their role is to maintain order in the dining halls, playground, and inside the school when the weather is bad.

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.
* Seating at a special dining table
* Special meal arrangements, in or out of school
* Reminders of acceptable behaviour at lunch and at other times

The Lunchtime Supervisor deals with incidents and makes decisions about sanctions. All incidents are logged in the Lunchtime Books.

Sanctions are age appropriate and include:

* Walking with the staff for a period of time
* Being removed from the play area and taking Time Out

For serious misbehaviour or repeated offences, the pupil will be taken to the member of staff on duty, or to the Headteacher or Deputy. This may result in loss of free time or privileges and parents informed.

Mentors may be consulted to arrange access to extra support mechanisms.

If there is no improvement in behaviour and all support mechanisms have failed, the pupil will be excluded from the premises at lunchtime.

### 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.

The Team Point system is communicated to parents so they are aware of it and can motivate their child to earn Team Points.

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 personal contact with groups of parents on a daily basis.

#### CARE AND CONTROL OF CHILDREN

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, over react, 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

Please refer to Care and Control Policy.

#### 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.

Please refer to Inclusion Policy.

##### STRUCTURE OF SUPPORT AND INTERVENTION

With

###### ROLES AND RESPONSIBILITIES

**WINDMILL SITE**

## **CLASS TEACHER**

Maintains control and implements strategies in class

**TEACHING ASSISTANT**

In class support for target or group pupils

Time Out

###### BEHAVIOUR SUPPORT TEAM

## Out of class planned support and record keeping

or

Rapid intervention.

Range of short and long term support strategies.

###### FEDERATION DEPUTY FEDERATION HEAD SENCo

Planned support, monitoring and record keeping

Behaviour therapy work

Range of long term support strategies.

Attending meetings.

Contacting parents.

**EXECUTIVE HEADTEACHER**

## Leading and monitoring the full structure

Applying exclusions

##### STRUCTURE OF SUPPORT AND INTERVENTION

With

###### ROLES AND RESPONSIBILITIES

**LOW ROAD SITE**

## **CLASS TEACHER**

Maintains control and implements strategies in class

**TEACHING ASSISTANT**

In class support for target or group pupils

OR

## Time Out

###### FEDERATION DEPUTY FEDERATION HEADTEACHER SENCO

Rapid intervention.

Range of short and long term support strategies.

Planned support, monitoring and record keeping

Behaviour therapy work

Attending meetings.

Contacting parents.

**EXECUTIVE HEADTEACHER**

## Leading and monitoring the full structure

Applying exclusions

**BEHAVIOUR CHECKLIST FOR TEACHERS**

**Classroom**

* Know the role of all adults in class and what you want them to do
* Quietly meet and greet pupils on entry to class
* Display rules in class, have all children sign them, ensure everyone understands them and refer to them when needed
* Display the class behaviour support model and use it daily
* Display the tariff of sanctions in class
* Follow through all rewards and sanctions
* Make a class book with the pupils, including an outline of their rights and responsibilities, their rules, consequences, and the rebuilding process [ which will happen every time a pupil is sent out.]

Put a class photo on the cover, and include images of groups of pupils ‘doing things right’ on the inside. Have checked, then send home.

* Have a timetable on the wall
* Follow the Behaviour Policy
* Provide a team point collection system for the pupils to use independently
* Display a list of pupils in each of the teams

**Pupils**

* Know the names of your pupils
* Have a Care and Control plan for those likely to misbehave
* Ensure other adults in class know the plan
* Understand any special needs

**Teaching**

* Ensure all resources are prepared in advance
* Praise the behaviour you want to see more of and reward with team points
* Praise children doing the right thing more than criticising those who are doing the wrong thing
* Differentiate
* Stay calm
* Have clear routines for stopping and starting the class
* Teach children the class routines

**Around school**

* Accompany pupils down the corridor and model the behaviour you want to see
* Don’t talk in the hall
* Use non-verbal as much as possible

**Parents**

* Give feedback to parents about their child’s behaviour. Let them know the good and the bad but don’t swamp them with a catalogue of bad events at the end of every day, especially in front of others
* Build positive relationships with the parents of pupils with behavioural difficulties

**OUR SCHOOL RULES**

1. **Value and respect all the different children in our school.**
2. **Show respect to all the adults, including adult visitors**

1. **Show that bullying is not acceptable and know that the adults will deal with it**
2. **Respect property, take care of books and equipment, and share when asked**
3. **Behave sensibly, and have good manners**
4. **Always keep your hands and feet to yourself**
5. **Keep language polite and never give abuse to anyone in school**
6. **Keep everyone safe by not running inside the building, and tidying up when asked.**

**WHEN YOU FORGET THE RULES**

**Some of these things will happen:**

* **warnings will be given**
* **chances given to think about the rules**
* **change seats in class**
* **time out to work alone**
* **missing a break or lunchtime**
* **detention after school**
* **losing a special responsibility or job**
* **walking around the playground under close adult supervision**
* **writing a letter to apologise**
* **missing a special lesson**
* **missing a trip**
* **not being chosen to represent the school for special events**
* **having to get a report card or book signed for every lesson, and for parents to see it**
* **parents come in and discuss punishments at school and at home**

**LOW ROAD AND WINDMILL MUSIC FEDERATION**

**Positive Behaviour Support Plan**

**A Contract between Home and School**

# Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Inclusion Strategies for Behaviour Management

The Teacher will:

* use the hierarchy of classroom intervention model in the Behaviour Policy
* ask questions which allow the pupil to reflect on their behaviour e.g. What are you doing? What should you be doing?
* Further develop verbal and non-verbal signals [ praise, thumbs-up ] which give recognition of their behaviour
* Praise with team points
* Give brief but frequent attention every 5 minutes
* Display and refer frequently to their targets
* Display and refer frequently to the school rules
* Ignore minor irritating behaviour as much as possible but for them to understand that any unfinished work must be completed in their own time – break, lunch, after school, or, if this is not achieved, at home.
* Give two warnings for significant disruptive behaviour, then to be asked to leave the class with the Teaching Assistant

### Further Strategies

* The safety of all must be ensured and they will be removed from situations where this is compromised
* They will be ignored or restrained until calm and reasonable
* Counselling will refer to the incident and the expectations for behaviour, and also to the rules and targets
* Once calm they will be returned to class
* To understand that missed work will be completed in their own time
* To understand that requests from adults in school must be co-operated with

**Rewards**

* Team points
* stars, stickers for keeping to target each lesson
* certificates to take home
* positive notes to take home
* choice time in school negotiated with Behaviour Support or teacher
* letter of praise from Head Teacher
* parents reward at home as appropriate

## **Sanctions**

* lack of privileges
* removal from class to complete work
* miss break / lunch playtime
* remain at school after 3.45 pm or on Friday afternoon to complete work, parents having been informed and arrangements made for getting home
* complete work at home under parental direction
* when totally non compliant, parents to remove from premises on a short term basis and impose sanction at home as appropriate
* Head Teacher to impose exclusion at lunchtime
* Head Teacher to impose fixed term exclusion

**Parents Comments**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School Comments**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_