

Behaviour and Discipline Policy



We can and we will

GLEBE PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Mission Statement:

At Glebe school, we believe in an ethos that values the whole child.

We strive to enable all children to achieve their potential academically, socially and emotionally.

Definition of Discipline:

We define discipline as a system and ethos which aims to cultivate in pupils a recognition and acceptance of responsibility for their own decisions and actions and for their consequences.

Positive school discipline:

- An agreed system of curriculum delivery which aims to create a code of behaviour which is known and accepted.
- Consistent implementation of this at all levels
- Acknowledgement of those who keep the spirit of the code.
- Deliberate teaching to develop self-discipline and responsibility.
- Addressing inappropriate behaviour that is outside the code.

Aims:

1. To develop in pupils a sense of self-worth, self-discipline and an acceptance of responsibility for their own actions.
2. To promote proper regard for authority and mutual respect between all members of the community.
3. To create the conditions for an orderly community in which effective learning can take place, and where there is proper concern for the environment.
4. To encourage good behaviour on the part of the pupils and positive social interaction in the community.

Such aims can be best achieved in the framework of a relaxed, pleasant atmosphere, in which pupils are able to give of their best, both in the classroom and in extra curricular activities and are encouraged and stimulated to fulfil their potential.

This, in turn, demands a positive policy of encouraging good attitudes and setting a good example. Praise, encouragement and incentives will be given whenever possible. However, it is acknowledged that sanctions will be used when appropriate. The attitude of the staff is of great importance. It is they who determine the environment in which positive staff/pupil relationships can develop.

In order to create and maintain a consistent approach we seek the active co-operation and support of the parents and governors in our policy aims.

Legislation:

This policy is based on advice from the DFE on:

Behaviour and Discipline Policy

Keeping children Safe in education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Respectful School Communities: Self –review and Signposting tool

<https://educateagainsthate.com/school-leaders/?filter=guidance-and-training-school-leaders>

Behaviour and discipline in Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Preventing and Tackling Bullying

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

The Equality Act 2010

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

This should be read in conjunction with our anti-bullying policy and our safeguarding policy.

School Rules:

The school rules are kept to a minimum and are intrinsically linked to the Golden Time ethos. At the beginning of each school year the class teacher and the children agree a set of class golden rules which are there for the health and safety of everyone but also to give the children ownership of the rules, thereby giving them an incentive to adhere to them. These rules reflect the fact that Glebe is a community not just a building. The following are a set of guidelines when creating the rules – these are 'translated' into child-friendly language to ensure full understanding.

The Glebe Way

1. We can and we will always try our best in all that we do.
2. We can and we will wear our uniform with pride.
3. We can and we will work together as a school community.
4. We can and we will walk sensibly around the school.
5. We can and we will always be polite and show our best behaviour
6. We can and we will take pride in our work and be proud of what we achieve.
7. We can and we will be friendly, respectful and caring to one another and our school building.
8. We can and we will listen and learn.
9. We can and we will always be ready for lessons with a positive attitude and the correct equipment.
10. We can and we will be determined and never give up.

Sanctions:

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- In any disciplinary system the emphasis must always be on the positive approach of encouragement and praise, rather than the negatives of sanctions and criticism.
 - It is essential that the pupil understands that it is the behaviour which is not acceptable and not the pupil as a person.
 - It is necessary that pupils should learn from experience to expect fair and consistently applied sanctions for bad behaviour.
 - The distinction must be clearly made between serious and minor offences (these are detailed concisely in our Behaviour Structure)
 - Rules will be applied consistently by all staff but there must be sufficient flexibility in the use of sanctions to take into account individual circumstances and the age of the child.
 - The inappropriate and unacceptable behaviour of a pupil should be seen as a problem for all staff.
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- Imposing sanctions on whole groups will be avoided where possible – this is helped by the introduction of Golden Time.
 - Where appropriate, time should be taken to talk about the undesirable behaviour, whether in class, assembly, group or individually.
 - Internal exclusion is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons. Internal exclusion offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of internal exclusion should be for the shortest time possible. Pupils work under the supervision of an LSA – (where this is not possible, under the supervision of HT, DHT or SENCO). Pupils should understand that they will be required to complete set work whilst excluded from class.
 - The school will carefully consider the need to withdraw approval for a pupil participating in a school trip (either single day or residential) if it is felt that their behaviour is such that the pupils' own safety and that of others is at risk by them attending. Senior Leaders will not take this decision lightly and will only do so once it is clear that all other options have been exhausted. This would include the pupil consistently failing to comply with adult requests on a frequent basis and the pupil making minimal progress against the targets set in their individual Behaviour Support Plan.
 - The ultimate sanction, exclusion, remains essentially a threat which must be reserved to allow room for manoeuvre.

For pupils who have Social, Emotional and Mental Health (SEMH) difficulties, we will work in partnership with outside agencies and the family to create an individualised Behaviour Support Plan.

Please refer to the attached Behaviour Matrix, which documents possible offences and the resulting sanctions.

Each class teacher keeps a Class Behaviour Log in which they record the date, nature and consequence of any poor behaviour that occurs in class.

The Head Teacher keeps a whole school Behaviour Log in which they date and record more serious incidents which have been brought to their attention, the Deputy Head Teachers also record which sanction has been delivered in accordance with the Behaviour Structure. More serious offences lead to a letter being sent home to the parents of the child concerned or a meeting with the parents.

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If a child is continually breaking class rules or behaving badly during break times, a Behaviour Passport is introduced. This is effectively a reward chart system – the school day is broken down into sessions and the child is awarded smiley faces, stickers, grades (e.g. a mark out of 5) or comments (dependant on the age of the child) based on how well they have behaved during each session. A weekly target is agreed between the school, child and parent for the child to strive towards. If the child achieves their target an agreed reward is given.

Rewards and Recognition:

Rewards must be seen as the positive side of discipline. In keeping with the Golden Time ethos, children are entitled to a possible 30 minutes of Golden Time on a Friday afternoon (this is time for the class to enjoy chosen activities, such as arts, crafts and technology).

Praise and recognition should:

1. Be given promptly.
2. Specify the accomplishment.
3. Show spontaneity.
4. Give information about the value of the accomplishment.
5. Use pupil's own previous performance as the basis for comparison.
6. Attribute success to pupils own efforts and abilities.

Praise can be given in many ways:

1. Send a good work/ behaviour text to parents.
2. Send a positive message via the class Dojo.
3. A quiet word or encouraging smile.
4. A written comment on a child's work.
5. Individual class reward systems e.g. stickers, house points, golden time, merit marks, smiley faces, etc.
6. A visit to the Head or Deputy Head Teacher for commendation.
7. Presentation in assembly of Award Certificate, Homework Certificate, Great Glebe Challenge Maths Certificates, a public word of praise to group, class, year group or school.
8. A public acknowledgement by presentation at assembly.
9. Use of annual written report to comment favourably, not only on work and academic achievement, but on behaviour and general attitude.

Responsibilities:

At Glebe School we aim to help the children to become positive, responsible and increasingly independent members of the community. We teach them to take responsibility for their own decisions and actions.

All teaching and non-teaching staff take responsibility for monitoring behaviour in the school. In addition, responsibility can be explained as follows:

1. Class teachers are responsible for promoting desirable behaviour and dealing with undesirable behaviour in class and elsewhere. They are responsible for dealing with minor and moderate offences in their classroom and when on duty.
2. The Deputy Head Teachers and Phase Leaders will assist the Head Teacher in promoting desirable behaviour. They will also support the Head Teacher in dealing with children who persistently offend and those who have committed serious offences. In the absence of the Head Teacher, the Deputy Heads will take on overall responsibility for behaviour and discipline throughout the school.
3. The Head Teacher will be responsible for promoting desirable behaviour and dealing with undesirable behaviour throughout the school.

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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 Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed Term and permanent Exclusions:

Only the Head Teacher (or acting Head Teacher) has the power to exclude pupils from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond 5 days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which considers any exclusion appeals. When an appeals panel meets to consider an exclusion they take into account the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and deliberate as to whether a pupil should be reinstated. If the appeals panel decides that a pupil should be reinstated the Head Teacher must comply with this ruling.

Monitoring and Review:

This policy is monitored on a day-to-day basis by the Head Teacher who reports to the governing body about the effectiveness of the policy on request. The Head Teacher is responsible for keeping a record of serious offences and exclusions.

This policy will be reviewed regularly as part of the school's rolling programme of policy review.

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Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Curriculum and Policies Committee annually.

Reviewed: September 2020

To be reviewed: September 2021