



BRIDGE & PATRIBOURNE C.E. PRIMARY SCHOOL **POLICY FOR BEHAVIOUR AND DISCIPLINE**

Person Responsible: Ms R Chinnadurai and Senior Leadership Team
Date Reviewed: Autumn 2016
Date of Next Review: Autumn 2018

Our Behaviour Policy is written with a positive approach to the effective management of behaviour.

We have a 'whole school' approach to managing behaviour, which is shared with pupils, parent, teachers, lunchtime supervisors, teaching assistants and all voluntary helpers in the school. This consistency ensures that both adults and children feel secure in their understanding of what is considered to be acceptable behaviour. At all times, both in an out of school, we have the highest expectations of our children's behaviour.

The Aims of our School are

- To inspire and ignite a passion for life-long learning
- To set no limits on learning
- To develop great thinkers who embrace challenge
- To promote curiosity, enthusiasm and independence
- To ensure challenge and excellence through a creative and inclusive curriculum
- To develop confident children, who are happy, healthy and emotionally strong
- To enable children to learn and grow as individuals within a caring community
- To encourage children to have a Christian approach towards building a caring and safe community
- To foster a desire to learn and take on challenges with confidence
- Freedom to be an individual, to explore and reflect

Aims of the Behaviour Policy

- To ensure that behaviour for learning is at the heart of the school
- To provide a safe, calm and caring climate for the best learning to take place
- To ensure consistency, fairness and clear expectations
- To ensure that pupils and adults are listened to and treated with equal respect
- To enable pupils to develop social skills, moral values and resilience in the context of the school and the wider community
- To support caring and co-operative behaviour, and to discourage anti-social behaviour
- To uphold the four British Values : democracy, The rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- To ensure commitment to the policy from all members of the school community

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School Expectations for Behaviour

- We will behave appropriately so that everyone can learn well.
- We will act with courtesy and consideration to others at all times.
- We will use appropriate language and tone of voice at all times.
- We will treat all members of the school community with respect.
- We will walk and create the minimum amount of noise and disturbance when moving around the school.
- We will respect the property of the school and of each other
- We will take responsibility for keeping the school environment clean and tidy
- We will behave in a way that enables successful learning to take place.
- We will not leave the school premises without permission
- We will remember that the school's reputation depends on the way we behave out of school

We will encourage and support each other to behave in line with these expectations in order to create a stable, ordered and balanced community, where we all feel safe and valued. All staff are aware of the expectations, rewards and sanctions and have the authority to praise, reward or reprimand as required. Staff are expected to be consistent in their approach to behaviour.

Classroom Expectations

- Rules for each classroom are negotiated between the adults and children at the beginning of the academic year and re-established at the beginning of each term
- These rules are written and displayed in an appropriate format in the classroom (The rules are positively phrased, realistic, easy to understand and revisited regularly).
- These rules usually cover aspects of respect for each other and the school environment and identify appropriate behaviour that allows learning to take place
- These classroom expectations also extend to the children's behaviour around the school

The most effective managers of pupil behaviour are skilled at preventing problems from occurring. An organised classroom environment plays an essential part in minimising the opportunities for the distractions which contribute towards unacceptable behaviour.

As a staff, we have considered the relationship between the work children are expected to do and their behaviour. Work which is either too difficult or too easy can be a contributory factor in problem behaviour with some children.

Playground Expectations

(These cover before and after school as well as breaks during the school day)

Playtime is for the enjoyment of all, therefore:-

- We try to ensure that all children are included in games and Year 6 playleaders will ensure there is a supply of play equipment available for children to use
- Children should keep hands, feet and unkind words to themselves

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- Only soft balls may be used in the playground, and the rota for football should be followed
- Children playing games must show consideration for other children in the playground
- Children should always play in an area where they can be seen by the adults on duty

Adults on duty will encourage and support suitable play activities and be available to deal with any problems or worries children may have. They will also monitor that behaviour is in line with the agreed expectations, implementing sanctions where needed.

(see *Unacceptable Behaviour and Sanctions point 1.* below)

At the start of the school day, at the end of Break and Lunchtime a whistle is blown, this is a signal for all children to stand still and quietly. Each year group then walk quietly to their classrooms when their card is held up

School Approaches to developing caring and co-operative behaviour

Regular sessions (such as SEAL, circle time, PSHCE, the nurturing programme) are held in every class to promote a caring and supportive environment, enabling all members of the school community to feel secure and respected. These sessions encourage the development of social skills and friendships. The process of sharing, discussing and negotiating is as important as the outcome and promotes self-discipline. These activities have the ground rules of respect and positive reinforcement, they act as an opportunity for a child to feel part of a team, to be consulted, listened to and thanked.

Social Skills

Some children need to participate in a deliberate, planned programme of social skills in addition to their class session. This is done in small groups run by a trained Teaching Assistant. Through games and discussion on specific skills children are supported in developing positive behaviour.

Friendship Groups

If children are experiencing ongoing problems with friendships or issues relating to bullying a member of staff will meet with them individually and within a group over a period of weeks. Through discussion, sharing of thoughts and feelings, issues are dealt with and friendship difficulties are resolved. These groups continue to be monitored for as long as it is felt necessary.

Rewards

Praise and rewards help create a positive ethos in classroom and school. They are an essential tool in encouraging positive behaviour. All adults are asked to identify and praise children who display good behaviour in their classroom or around the school.

Marbles in the Jar is our main reward system. Children can be rewarded with a marble for any form of positive behaviour or good work. The class decide on which treat they are working towards when their jar is full and this is displayed on a reward board in the classroom.

Ideas for rewards can include:

- Mini class party/disco
- Craft activities
- Games or film afternoon

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Other incentives are used on a more individual basis, these may take the form of celebratory, tangible rewards which help to spread the good news about the child to other children, staff and parents e.g. certificates/postcards home, praise in assembly and head teacher rewards.

Unacceptable Behaviour and Sanctions

The sanctions used by the school for behaviour that does not meet the school, classroom and playground expectations set out above are made known to and are clearly understood by the children. It is noted that children with specific needs may require consideration consistent with their circumstances when applying sanctions.

1. Single incidents of low level inappropriate behaviour which does not meet the classroom, playground or school expectations set out above will be dealt with by the adult witnessing the behaviour.

Sanctions which may be used are:

- A verbal reminder of the behaviour expectations (which may be visual)
- Giving the child the opportunity to repair or clean-up any damage that the behaviour has caused
- Asking the child to give a verbal apology
- Removal of break time privileges for a short fixed amount of time (this can include standing next to the member of staff on duty on the playground)

2. Repeated incidents of low level inappropriate behaviour which does not meet the classroom, playground or school expectations set out above will initially be dealt with by the classteacher. All members of staff are expected to report repeated incidents that they are aware of to the class teacher.

The initial sanction will be informing the parents either in person, by phone or letter, (Appendix 1), outlining the incidents which have occurred and asking the parents to support the school's approach by speaking to their child about their behaviour. Incidents which result in contact with parents should be recorded in the class behaviour book.

Other sanctions which may be used are:

- Writing a letter of apology or giving a verbal apology
- Removal of break time privileges for one day
- Sitting the child in a different place in the classroom
- Giving the child the opportunity to repair or clean-up any damage that the behaviour has caused
- A *time out* period from the classroom to allow the child to compose themselves if needed. Adult supervision is provided, usually by the class teaching assistant, if this sanction is used.
- Referring the child to the Assistant Headteacher, Inclusion Manager or Deputy Headteacher.

The Inclusion Manager and members of the Senior Leadership Team are available to meet with the class teacher to discuss appropriate intervention for children whose ongoing behaviour is giving cause for concern.

3. Incidents of any of the behaviours listed below are judged to be serious enough to be dealt with directly by the headteacher or deputy headteacher:

- Swearing/bad language
- Aggressive, physical contact
- Spitting
- Disrespectful language and attitude to staff
- Verbally aggressive behaviour
- Deliberate damage to school property
- Incidents of bullying
- Racial or Homophobic incidents
- Leaving the school premises
- Persistent low level inappropriate behaviour which has not improved after using the sanctions listed above

After investigation into the circumstances surrounding the unacceptable behaviour, the headteacher or deputy head will inform the child of the sanctions to be put in place. The details of the incident will be recorded in the relevant class behaviour book.

Sanctions which may be used are;

- Reporting behaviour to parents and arranging an opportunity to discuss the incidents with parents
- Removal of break time privileges for a fixed period
- Writing a letter of apology or giving a verbal apology
- Working in another classroom for lessons
- Giving the child the opportunity to repair or clean-up any damage that the behaviour has caused

If the behaviour is of a level where a fixed term or permanent exclusion may be considered, (severe or repeated incidents of behaviours listed above), please refer to Appendix 2.

This behaviour policy has been presented to the Governing Body and our SEN Governor takes an active role in its implementation.

Issues related to dealing with bullying are regularly discussed during class circle times and assemblies. Bullying is not tolerated and all reported incidents are dealt with by the headteacher or deputy headteacher. (See Anti Bullying Policy.)

Equal Opportunities

Any incidents of racial and sexual harassment are taken seriously. They will be brought to the attention of the headteacher or deputy headteacher and dealt with promptly.

We aim to raise awareness and tolerance throughout the School promoting positive attitudes towards issues of race and gender, disability and children with Special Educational Needs.

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Appendix 1



BRIDGE & PATRIBOURNE CE PRIMARY SCHOOL

Conyngham Lane, Bridge
Canterbury, Kent CT4 5JX

Tel: (01227) 830276

Email: office@bridge.kent.sch.uk

Website: www.bridge.kent.sch.uk

Headteacher: Renuka Chinnadurai

Deputy Headteacher: Matthew Harper

Dear

I am writing to inform you that _____ has been involved in several incidents of inappropriate behaviour recently.

This includes

Sanctions that have already been put in place are

I would very much appreciate it if you would discuss this inappropriate behaviour with _____ and return the slip provided.

I will contact you again if the behaviour does not improve.

Thank you for your co-operation in this matter.

Yours sincerely

Please return this slip to the class teacher

I have discussed the inappropriate behaviour with my child as detailed in your letter.

Signed _____

Date _____

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Appendix 2

Fixed Term and Permanent Exclusion from school

These procedures are in line with Kent County Council policy.

Further information can be found on

www.kent.gov.uk/education_and_learning

The decision to exclude

The Headteacher (or the most senior teacher in their absence), is the only person who can take the decision to exclude a pupil from school.

When a pupil is excluded parents/carers must be notified immediately, ideally by telephone, followed up by a letter.

The school must explain:

- the reason(s) for the exclusion
- the parent's/carer's right to make representation to the **Governors Discipline Committee**
- the arrangements made for setting and marking work during the exclusion, and for full time provision if the exclusion is for more than 5 school days
- the parent's/carer's right to see their child's school record.

There are two types of exclusion:

1. Fixed period, which can range from half a day to a maximum of 45 school days in a school year. (A child can also be excluded for lunchtimes)
2. Permanent

Length of exclusion

Exclusion for more than 5 school days

- If any exclusion is for more than 5 school days parents/carers can request a meeting of the schools **Governors Discipline Committee** to review the exclusion. The Governors must agree to this request and must meet within 50 school days.

Exclusion for more than 15 school days

- When exclusions total over 15 school days in a term, the **Governors Discipline Committee** must arrange a meeting to consider the exclusion within 15 school days to which parents/carers and a LA representative must be invited.

Permanent exclusion

- When exclusion is permanent, the **Governors Discipline Committee** must meet to review the exclusion between the 6th and 15th school day following the permanent exclusion. Parents/carers and an LA representative must be invited to review the meeting.

Appeals

Even if the parents/carers did not attend the **Governors Discipline Committee** meeting, they have the right to appeal to an **Independent Appeal Panel** if the **Governors Discipline Committee** upheld the decision to exclude.

Contact Information for Parents

Kent County Council
County Hall
Maidstone
Kent ME14 1XQ

county.hall@kent.gov.uk
24 hour helpline: 03000 414141

Inclusion/Exclusion officer
Canterbury and Swale
01227 284511
01227 284404

Educational Welfare Officer
Elaine Keeping
03000 418656

Policy review date:	September 2016
Reviewed on:	
Headteacher:	Renuka Chinnadurai Signature: Date:
Chair of Governors:	Dr Jeremy Hayter Signature: Date:
Safeguarding Governor:	Jill Thomas Signature: Date:

Date of next review:

September 2017