

Ash Croft and Cottons Farm Primary Federation

BEHAVIOUR AND DISCIPLINE POLICY



Adopted by Governors	January 2017
Review Date	January 2019
Signed by Chair of Governors	M. Greenfield
Signed by Headteacher	P.Brown

Ash Croft and Cottons Farm Primary School Behaviour and Discipline Policy

1 Aims and expectations

1.1 It is Ash Croft and Cottons Farm Primary School aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 Ash Croft and Cottons Farm Primary Schools has a number of school rules, as a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We aim to treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 **The Code of Conduct** underpins everything (Work hard, Be honest, Respect others and Behave well). This is communicated to children, parents and visitors to the school through our 'Golden Rules'.

- We need to be gentle
- We need to be kind and helpful
- We need to be honest
- We need to work hard
- We need to look after property
- We need to listen to one another
- We do what is asked of us
- We don't hurt anybody
- We don't hurt people's feelings
- We don't cover up the truth
- We don't waste time
- We don't waste or damage things
- We don't interrupt
- We don't ignore, refuse or argue when asked to do something by any adult

The Golden Rules have been agreed by the school council at both schools.

If children follow these rules they can gain rewards. However, if children are not following the Golden Rules, then sanctions will be enforced.

Our Golden Rules are displayed in every classroom and regularly reinforced in assemblies and PHSE sessions.

2 Behaviour System: Rewards and Sanctions

Our motto: “Catch them being good” and “make the right choices when no-one is watching” encourages good behaviour. These are used alongside other simple strategies:

- Use signals to encourage good behaviour e.g. hand signals/ clapping patterns/ songs to focus the children
- Verbal reminders that are anonymous (e.g. ‘We are just waiting for 3 children to....’). Positive praise for children who are displaying behaviour looked for (e.g. ‘Well done X and X. I can see you are.....’).
- Ensure that a stated course of action is followed up.
- Keeping your tone of voice low when addressing misbehaviour
- Helping the child to ‘save face’ in front of others to avoid escalation of poor behaviour.

We would like to promote an ethos where children learning and acquiring knowledge are a reward in itself and are not only driven by external praise. However, there are times we would like to celebrate their success and therefore we have the following positive rewards in place:

2.1 Rewards:

- Verbal Praise
- We distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Each week children from each class are chosen for awards in our Celebration Assembly, where they show examples of best work and receive certificates for effort and good behaviour.
- Good work can be shown to another class, adult or copied to send home
- At the discretion of the class teacher, children who produced outstanding work are sent to the Head(s) of School/Executive Headteacher for a Headteacher sticker. This is for good quality work and at the discretion of the class teacher. No children are to ask to go to the Headteacher for a sticker.
- Privilege Cards: If a child earns a privilege card, they must bring the card to a member of SLT, who will send a special postcard home.
- Praise Pads, notes or texts are sent home to inform parents of good work/behaviour
- Teachers will give out stamps for good work and behaviour, children will collect these stamps on a record sheet and will be rewarded with certificates.
- Collective whole class rewards: each class has the opportunity to collect for example ‘marbles in a jar’ or stickers for a chart for positive behaviour, hard work or meeting class targets. A full jar or a chart leads to a whole class treat or special time as agreed between the teacher and the children
- Golden Time

Golden Time: We assume that the children will behave according to the school codes at all times and therefore the children automatically start the week with an agreed number of minutes of Golden Time to reward good behaviour, dependent on Key Stage.

Key Stage 1: the children will automatically start the week with 25 minutes of Golden Time. They can lose up to 5 minutes per day. Golden Time is taken weekly and will normally take place on a Friday afternoon.

Key Stage 2: the children automatically start a half term with 1 hour of golden time. They can lose up to 10 minutes a week. KS2 Golden Time is taken half-termly.

EYFS: In Nursery and Reception, Golden Time is a shorter more regular event with greater use of visual reminders.

Children who never lose Golden Time and follow the school rules at all times will receive a 'wow' reward at the end of each term and a bigger reward if they manage to do this all year. (See Appendix 1)

Recognition should be displayed with the same prominence as the rules.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in certificates, trophies or other information relating to achievements out of school to be recognised in the weekly Celebration Assembly.

Sanctions:

2.3 We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. We believe that appropriate sanctions should be applied fairly and calmly. The smallest possible sanction that is effective should always be used. Children need to know why they are being "punished" and need to be given the opportunity to make amends. Sanctions should be applied in a way that maintains self-respect. Whole group sanctions should be avoided where possible. Sanctions should be applied as soon as possible after the behaviour has occurred. Sanctions must be applied consistently, firmly, fairly and without confrontation.

Dealing with inappropriate behaviour

This is a cascade model. It involves dealing with disruptive and rule breaking behaviour in a 'stepwise' approach, from the least to the most intrusive. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate is:

'You Own Your Own Behaviour.'

This is a school wide rule!

Every child starts their day on a positive note with their name on green on the Class Chart and the children soon learn to associate being on Green with a feeling of having done the right thing. If a Golden Rule is broken their name is moved down the chart. Any child that moves off green automatically loses 5 minutes of that week's golden time.

➤ **Verbal Warning** - name stays on green
"you need to think about your behaviour and make different choices"

➤ **Cool off time in class** – name moves down to yellow

Prior to giving an orange card, the child will be given an opportunity to reflect about their behaviour (time out). In all classes there are designated reflection corners or reflection chairs, where the child will be asked to sit and reflect for a set amount of time (5 minutes) use of timer). You may wish to give the child a timer, or ask them to rejoin the lesson when they feel ready. Before returning to their desk, the teacher or TA will have

a discussion with the child to ensure the child has strategies to make the right choices. A list of possible behaviour to reach yellow is provided in Appendix 2

➤ **The 'Partner' System** – name moves down to orange

Persistent low level disruption (see Appendix 2) that is likely to lead to classroom disruption despite a verbal warning and reflection time will lead to their name being moved to orange and then they should be sent to the teacher's 'partner'.

The 'partner' will be a staff member in close vicinity and preferably of a similar year group. The child will be sent with a 'partner' note (an orange card), on which it is indicated the child's name, the date, which teacher the child is being sent to and for how long the child should stay with the 'partner', normally this will be: KS1 5 minutes, and KS2 10 minutes. The child will not be sent with work, as this time should be used by the child to reflect on their actions.

The 'partner' note should be given to allow the child or teacher, or both, time to calm down and reflect on what has happened, without talking to the teacher or writing anything. The member of staff, or their 'partner', should give the child as little attention as possible. On entry into the 'partner classroom, the child should be asked to sit in a chair quietly (Not facing the wall – this is not a punishment). After the nominated time has passed the 'partner' teacher will sign the card and send the child back to their own classroom. On entry back into the classroom a working relationship should be rebuilt, rather than continuing the incident. A smile, thank you, a welcome back can all help. Essentially it means 'Let's start again'.

'Partner' notes will be stored in the folder in the classroom.

The 'Partner' notes will provide an indicator of a child's behaviour when it is discussed with the child themselves, another teacher or the child's parents.

➤ **SLT support** – name moved to red

If the child has been through reflection, followed by partner class but still continues to misbehave, then the child should be referred to SLT and given the 'red card'.

However, if a child is displaying disruptive behaviour that is either verbally or physically aggressive to such a degree that you wish them to leave the room but do not wish to operate the 'partner' system, then the child should be given a 'blue card.'

When a child is given a 'red card' they will report to the reception office, handing the card to the reception staff. Another child should accompany them to the office, the child will be referred to the Head of School or other available member of the SLT. The child will remain with this person until the end of that particular session or until they are sent for by the class teacher. If there is no one in the office, then they should be sent to the 'partner' teacher. In the rare occurrence that more than one pupil is sent to SLT a TA will be available to support. The child should then return to the class teacher at which point the teacher can discuss the child's behaviour.

The red cards will be stored in the box/file in the classroom and again can be used as an indicator of the child's behaviour. On the back of the red card, staff need to date and give reason to why they were sent to SLT.

If a pupil is persistently being referred to SLT parents will be notified.

- 1st Letter: will inform parents of behaviour chart being used in school
- 2nd Letter: will invite parents into school to discuss home/ school log
- 3rd Letter: will share the implementation of a behaviour plan
- 4th Letter: notifies parents that we are seeking advice from behaviour support

High level of disruption

If the child performs a dangerous or deliberate action that shows no respect for property or person such as; biting, kicking, hitting, fighting, leaving the classroom without permission, entering areas not allowed, climbing over fences, racist comments or bullying, then the child must be taken to a member of the SLT who, at their discretion, will give a red card. Red card procedures will then be followed. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson. If this is not possible the rest of the class will be removed.

It is against our policy to give whole class "consequences" e.g. keeping the whole class in at playtime.

Exceptions

At rare occasions children might display challenging behaviour to a point where the school's behaviour system will not be sufficient to fully meet their behavioural needs. This will always be a very small minority of children. These children should be referred to the SENDCO/ Inclusion Manager and a specific behaviour plan will be implemented. The school will aim to work in co-operation with parents if such a plan is in place and the child's behaviour will be carefully monitored by the staff in class, SENDCO, Inclusion Manager and SLT if needs be. If appropriate, the Inclusion Manager will refer to outside agencies such as the behaviour panel.

Do's and Don'ts

- If the class teacher is not satisfied with the quality or quantity of work completed in class or at home and ask the child to redo and finish work at lunch-time, it should be completed under their own supervision.
- No child should be temporarily suspended or threatened to be excluded from representing sport teams and going on school trips without the teacher discussing the consequence with a member of the SMT.
- Children are not to be withdrawn from the curriculum area as a consequence unless it is due to health and safety risks, e.g. missing swimming only because their poor behaviour made it unsafe for themselves or others in the pool.
- Where children are disengaged in their learning, the teacher can speak to the Inclusion Manager or Head of School, who in turn will decide whether it is appropriate to ask them to complete work under her supervision for a limited period of time.

Lunchtime Behaviour

For good behaviour children will be given tokens, once lunchtime is over, the child should give the token to the teacher who would then put a stamp on their record card.

If children are involved in unacceptable behaviour during lunch time, the following sanctions will be used. The sanctions are listed in a step process with the ultimate sanction being permanent lunch time exclusion.

1st step – child will be sent to the cooling area for 5 minutes.

2nd step – child will be taken to seclusion accompanied by a member of staff.
Allowed to go to the toilet on the way.

Between 12.00 -12.30 – child will be sent to the seclusion table in the hall.

Between 12.30 – 1.00 – child will be sent to seclusion class.

Any unacceptable behaviour after 1.00, the child will be sent to seclusion the following day.

3rd step – After 3 sessions in seclusion in a week, a letter will be sent home to parents
With a response slip to be returned to school.

4th step – At the point for a second letter, i.e. after 6 sessions in seclusion in a two-week period, a meeting with parents will be requested.

5th step – If the child continues to behave in an unacceptable manner following a meeting with parents, a 1-week lunch time exclusion will be put in place.

6th step – The final sanction if behaviour does not improve will be a permanent Lunch time exclusion.

The Involvement of Parents

If the child uses the card system on a regular basis, e.g. orange and red cards being issued 2 or 3 times a week for a period of 2 weeks, then the parents will be invited into school to discuss their child's behaviour with a member of SLT. A daily behaviour record will then be introduced. The child will have their card signed and marked by the teacher after each lesson. If after 2 weeks of using the behaviour card the child's behaviour has improved, then they will be taken off the card. If however there is no significant improvement in the child's behaviour, parents will be invited back into school for the introduction of a home / school behaviour log.

Exclusion

If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term.

A child will also receive fixed term exclusion if the incident in the opinion of the Executive Headteacher/Head of School is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this include physical or verbal abuse to a member of staff or pupil or extensive vandalism to school property.

Ash Croft and Cottons Farm Primary School follow Derby City Councils Exclusion Policy:

- 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, s/he informs 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 any such appeal.
- The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Recording, Monitoring and Evaluating Behaviour

Incidents of disruptive behaviour are recorded using the procedures outlined. These records can be used to inform the child or children involved in such incidents, other colleagues, parents / carers and other interested parties of an individual's poor behaviour when necessary.

The guidelines will be reviewed regularly by all staff and will be reported on at staff meetings on a termly basis. The closer monitoring of the behaviour process will be recorded by the SLT and reported to staff. The policy will be reviewed annually.

- The class teacher discusses the school rules with each class at the beginning of the Autumn term during PHSE. In addition to the school rules, each class also display the code of conduct. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 How this Policy is implemented

The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Executive Head/Head of School

4.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

4.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The head teacher keeps records of all reported serious incidents of misbehaviour.

4.4 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 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.

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

8 Monitoring

8.1 The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

8.3 The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

8.4 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.

9 Review

9.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Behaviour System

Reward

Individuals

Stamps/stickers for children following any of the 4 areas of the code of conduct.

Whole class

Children can earn minutes for golden time. Maximum of 25 minutes.

Use any other rewards systems in class that works for your class (keep it simple)

Sanctions

At any point, class teacher may speak to parents about any concerns.

Reflection sheet – Time to think

Complete reflection sheet in class. One sheet for all. File in folder.

Send to partner class with partner note

Complete white slip, **NO** other sheets to be filled in. **No** discussion needed with partner teacher. File white slip.

Refer to SLT

Using red card send to member of SLT
Write date and reason behind card (one per child). File in folder and reuse if needed.

Persistent Red Cards

1st Letter: inform parents of behaviour chart
2nd Letter: invite parents into school to discuss home school log
3rd Letter: Implement behaviour plan
4th Letter: Seek advice from behaviour support

Head/ SLT

Next steps if no improvements. Exclusion

Parental involvement

If orange/red cards given 2 or 3 times a week for a period of 2 weeks. SLT will meet with parents about child, implement behaviour chart.

Teacher – Home/School log

If no significant improvement in the child's behaviour, parents will be invited back into school for the introduction of a home / school behaviour log.

Appendix 1 Golden Time

We assume that the children will behave according to the school codes at all times and therefore the children automatically start the week with an agreed number of minutes of Golden Time to reward good behaviour, dependent on Key Stage.

Key Stage 1: the children will automatically start the week with 25 minutes of Golden Time. They can lose up to 5 minutes per day. Golden Time is taken weekly and will normally take place on a Friday afternoon.

Key Stage 2: the children automatically start a half term with 1 hour of golden time. They can lose up to 10 minutes a week. KS2 Golden Time is taken half-termly.

EYFS: In Nursery and Reception, Golden Time is a shorter more regular event with greater use of visual reminders.

Children who never lose Golden Time and follow the school rules at all times will receive a 'wow' reward at the end of each term and a bigger reward if they manage to do this all year. (See Appendix 1)

Recognition should be displayed with the same prominence as the rules.

- Children that stay on 'green' will receive all allocated time. Pupils that have received sanctions will lose minutes up to a maximum of 5 minutes a day in KS1 or 2 minutes at KS2.
- At the end of half a term those children who have stayed 'green' and not missed any Golden Time will have their parents invited to celebration assembly and receive a reward or experience eg tea and cake with a member of staff, time on the Wii, Sports afternoon, etc
- At the end of the year, the children who have been 'green' all year, will get wow reward eg a free trip to Drayton Manor Park.

Loss of Golden Time

- The class teacher will keep a record of time lost on their board next to the school rules
- Children missing Golden Time will be secluded in their classroom to pay back time lost.

Appendix 2 Levels of Unacceptable Behaviour & Sanctions

Below is a set of guidelines when dealing with behaviour. It is not an exhaustive list and there may be incidents that occur outside of this list. If an incident not covered by the list does occur, then the professional judgement of members of staff will inform their decision and will be discussed with the Headteacher. If a combination of incidents occurs, then the most serious one will be sanctioned.

These apply to behaviour at all times- in class, around the school and at playtime.

Level 1	Classroom Behaviour	Sanction
	Distracting other pupils from work.	Warning from the teacher.
	Talking when should be listening	
	Shouting out in class.	
	Not getting on with work.	
Not sharing equipment / books.		

Level 2	Classroom Behaviour	Sanction
	Persistent Level 1 or	Reflection Table
	Distracts others	
	Throws small objects	
	Inappropriate physical contact e.g. poking, flicking, pulling hair,	
	Complains or mutters disruptively/persistently	
	Talking at an inappropriate time, or asking inappropriate questions to disrupt,	
Hides work or resources		

Level 3	Classroom Behaviour	Sanction
	Persistent Level 2 or	Partner Class KS1 - 5 minutes KS2 - 10 minutes
	Refusal to follow an instruction by a member of staff/ being argumentative	
	Serious damage to school equipment	
	Leaving the classroom without permission	
	Push/kick/ Trip/ Punch or any other single unwanted physical contact	

Level 4	Classroom Behaviour	Sanction
	Persistent Level 3 or	SLT- pupils sent to SLT will remain for the remainder of the session. *
	Fighting / Bullying / Racist Remarks/ / Verbal Abuse / Threatening or Dangerous Behaviour	
Serious damage		

* In the rare occurrence that more than one pupil is sent to SLT a TA will be available to support.