

## Behaviour and Discipline Policy

This policy is a whole school policy including EYFS

### 1 Aims and expectations

**1.1** Our behaviour and discipline policy is fully inclusive. Please also see our Safeguarding policy, Anti-bullying policy, Equal Opportunity policy, SEN and Disability policy, online safety policy and Employee Handbook. It is a primary aim of our school 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 support 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 and where children are actively encouraged to become their 'best self'. The school embraces a positive behaviour management strategy. The policy takes account of:

- Education & Inspections Act 2006
- School Standards and Framework Act 1998
- The Equality Act 2010
- Behaviour and Discipline in Schools 2016
- The use of force by teachers, as set out in The Use of Reasonable Force in Schools July 2013 DfE.
- Keeping Children Safe in Education – updated annually
- Working Together to Safeguard Children 2018
- Human Rights Act 1998
- In addition we take account of the differing needs of children with SEND

**1.2** The school has a number of school routines and expectations, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We do this through shared values known as the Springmead Way:

Treat other people as you would be treated  
Forgive  
Share  
Be honest  
Listen  
Be kind and helpful  
Be respectful  
Do your best to be your best self

These are covered through weekly assemblies, specific classroom sessions and the teaching of PSHE across the school.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The class teacher

discusses the school's expectations with their class. 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', assembly or similar sessions. Children are accompanied around the school building and encouraged to move in a quiet, safe and considerate manner.

- 1.3 The school expects every member of the school community, adults included, to behave in a considerate way towards others and to make every effort to adopt the Springmead Way.
- 1.4 We 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, self-disciplined and increasingly independent members of the school community.
- 1.6 The school notices and 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 school reserves the right to address poor behaviour outside of the school which could adversely affect the reputation of the school.
- 1.8 Reasonable adjustments are made for children with Special Education Needs and Disabilities regarding behaviour, for example mentoring, one-to-one support, working closely with parents on home/school programs. Transition information to the next school, for such children, is shared.
- 1.9 The school liaises with other agencies to support behaviour, for example, Educational Psychologists, social workers and councillors.
- 1.10 Staff receive regular training as well as support in staff meeting on dealing with inappropriate and disruptive behaviour.

## 2 Rewards and sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- Children have 'privilege' time that is used as choosing time each week. Children are encouraged to make good choices in their behaviour in order to retain this.
- teachers congratulate children and catch them being good, especially noting when they are following the *Springmead Way*
- each week we nominate children from each class to be to be praised for their work and effort and receive a certificate in school assembly

# Springmead School

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- award schemes are planned by individual teachers to acknowledge class achievements
- children are awarded house points for good behaviour and achievements, house points are collectively celebrated in weekly assemblies
- Teachers spot classes doing the right thing and note this on a sheet in the staffroom, a class of the week cup and five minutes extra play is awarded each week
- The school acknowledges all the efforts and achievements of children, both in and out of school, in class and in assemblies.
- Children's achievements are shared on the weekly newsletter

**2.2** We employ sanctions, after appropriate warnings, at the teacher's and principal's discretion. Sanctions help set boundaries for behaviour and used positively help children to understand actions and consequences.

- From Years 1-5, if children, after a warning, choose not to follow the Springmead Way they lose a minute of their privilege time. A child should never lose more than 16 minutes in a week.
- In Year 6, in view of their responsibilities as an ambassador, if children, after a warning, choose not to follow the Springmead Way they lose 6 minutes of their privilege time.
- From Year 2-6, in more serious situations, or where a warning could not be issued it may be appropriate to issue a detention. At Springmead these are a serious but mild sanction, lasting no longer than ten minutes, during morning playtime. Wherever possible they are held the day after the incident. Detentions are held in a Key Stage 2 classroom with a senior teacher. The pupil will discuss the reason for the detention with the teacher and think about their actions. Detentions are a thinking time for pupils. We do not contact parents about detentions unless a pattern of misbehaviour emerges, rather they are a non-draconian short reminder.
- We put people in a position to succeed, so it may be necessary to ask a child to move places
- We expect children to try their best in all activities. If they do not do so, after appropriate warnings, we may ask them to redo a task.
- We do not expect children to be disruptive in class. If a child misbehaves repeatedly, despite appropriate warnings, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others, repeated misbehaviour may lead to talking to the principal, a detention, going on report for a period of time or working in isolation with the principal.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from joining in the activity, until s/he calms down, and is in a position to work sensibly again with others.
- If a child threatens, hurts or bullies another pupil the member of staff will act to intervene to prevent the child from causing further harm. The teacher may need to restrain, with regard to the use of reasonable force (July 2014). The

class teacher records the incident on the personal file of the affected child/ren and will speak to the parents involved.

- Further details of handling bullying situations are detailed in the Anti-Bullying Policy.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- All children need to feel safe in school in order to learn effectively. Serious acts of misbehaviour which could include swearing, fighting, bullying and gross rudeness will not be tolerated in school. Any of the above may constitute a serious act of misbehaviour and may lead to the child being suspended from school for a day, usually the next school day after the incident. The decision to suspend a pupil will only be taken by the principal. The principal will initially speak to the parent who will then receive a follow-up letter. At all stages the staff and principal will work closely with the parents. In today's society children come into contact with bad language all too regularly, school should be a place where our youngsters are protected from it. Every day we use our professional judgement to decide on the appropriate course of action in different situations. For example, a four year old using a strong swear word they have overheard is very different to a nine or ten year old using the same word in the full knowledge of the inappropriateness of their bad language. We ask parents for their support over this issue. For the benefit of all of our pupils we cannot accept bad or inappropriate language in school from children. For repeated or very serious acts of misbehaviour, the principal may terminate the contract with the parents to provide educational services for the child.
- We will exercise professional judgement when setting our disciplinary action against pupils who are found to have made a malicious accusation against school staff. This may include being excluded from the school.

**2.4** The school **does not** use corporal punishment, nor threaten it.

### **3 The role of the staff**

**3.1** It is the responsibility of the staff to ensure that the Springmead Way is fully embraced and they act as good role models.

**3.2** The staff 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 staff treat each child fairly and consistently. The staff treat all children with respect and understanding.

**3.4** If a child misbehaves repeatedly in class or out of class, the teacher will seek help and advice from the Principal or her deputy.

**3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

**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 or Principal may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **4 The role of the principal**

**4.1** It is the responsibility of the principal, Madeleine Taylor, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to review the effectiveness of the policy. It is also the responsibility of the principal to ensure the health, safety and welfare of all children in the school.

**4.2** The principal supports the staff by implementing the policy, by setting the standards of behaviour, by setting a good example and by supporting staff in the implementation of the policy.

**4.3** Children are supported with challenging behaviour, records are kept of incidents using an ABCC (Antecedent, behaviour, consequence, communication) form. These are reviewed half termly by the Deputy Principal and class teacher to identify patterns of behaviour and put support in place where required. The principal keep records of serious incidents of misbehaviour in the serious incident book.

**4.4** The principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour this may include:-

- swearing or inappropriate language
- aggression
- malicious accusations against staff or peers
- fighting
- bullying
- gross rudeness
- and other serious inappropriate behaviour

These sorts of behaviour will not be tolerated in school. Any of the above constitutes a serious act of misbehaviour and may lead to the child being suspended from school for a day, usually the next school day after the incident. The principal will speak to parents concerned and then follow up the conversation with a letter to the parents (wherever possible on the same day); a letter is also put on the child's personal file and entered into the serious incident book. Separate books are held for nursery and the main school.

**4.5** For repeated or very serious acts of anti-social behaviour, the principal may terminate the contract with the parents to provide educational services for the child.

**4.6** Similar steps will be taken for racist incidents. In addition these will be put into the racist incident book and refer to Somerset Guidance for Racial Incident Reporting (refer to Equality Policy).

**4.7** Online Safety incidents will be handled in a similar way/refer to online safety policy. Serious incidents are recorded in the online safety incident book.

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

**5.3** 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 principal.

## **6 Monitoring and Review**

**6.1** This policy is the Principal's ongoing responsibility and they review its effectiveness annually in consultation with the staff.

**Signed:**

**Date:**