

Eastry Church of England Primary School



Policy for Children's Behaviour and Discipline

Our Behaviour and Discipline Policy helps us create a caring, stimulating and secure environment in which staff and pupils can safely work and play and to encourage the involvement of parents and carers in the development of their child.

Our behaviour Policy reflects the School's Christian Anglican Values, is fully inclusive, reflecting the school's SEN policy, and promotes equality of opportunity for all pupils and staff regardless of their sexual orientation, race, religion or disability.

Our school family is committed to sustaining and growing a nurturing, learning community. We strive to promote a welcoming and open ethos to ensure all feel happy, safe and respected. We value each member of our community as unique individuals where all are encouraged and inspired to fulfil their potential as God intended.

Learning and growing, side by side in God's love.

School Expectations

We expect that our pupils will show outstanding behaviour at all times, reflecting our school Christian Values:

- Joy
- Welcoming
- Compassion
- Respect
- Perseverance

And will reflect the principles of Every Child Matters

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution
- Achieve economic well-being

It is important that there is good communication between children, staff and parents so that everyone is aware of the school's expectations in terms of behaviour and discipline.

It is expected that parents and pupils will sign and return the Home, School Agreement.

Behaviour and discipline is the shared responsibility of all adults working with children within our school. This will include students on work experience or teaching practice and any voluntary assistants in school.

The following principles of our school behaviour policy are:

- To raise pupil's self-esteem
- To promote/ develop empathy and respect for self and others

- To develop in pupils a sense of self-respect and an acceptance of responsibility of responsibility for their own action
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To encourage pupils to value the school environment and its routines
- To ensure that pupils are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that positive behaviour is always recognised
- To work within a positive, proactive, reflective approach to behaviour management
- To ensure the policy is fully understood and is consistently implemented across the school
- To ensure that effective mechanisms are in place for monitoring and evaluation of this policy
- To ensure the rights and responsibilities of all members of the whole school community to work in a safe, calm environment.

How do we implement The School Behaviour Policy?

1. School Ethos
2. Expectations of the school community
3. Curriculum
4. Rewards
5. Sanctions
6. Support systems for individual pupil needs
7. Support systems for parents/ carers

Acknowledging our responsibilities for children with SEN (Equality Act 2010)

At Eastry Church of England Primary School, we recognise the need to make adjustments for pupils with disabilities. Please refer to our SEND Policy.

A high standard of behaviour is expected in all aspects of the school.

It is the responsibility of all staff to ensure that children behave safely at all times. Everyone should walk in and around the building unless taking part in PE.

Violent or aggressive play (eg copying TV/films) will be discouraged and toy (or real) knives and guns are not to be brought into school.

Social aspects of a child's education are as important as academic aspects. Relationships that are kind, gentle, honest and friendly, as well as polite and courteous are to be encouraged.

Members of staff should talk to children in a friendly but firm way so that the children are left in no doubt what is expected of them.

Children will be encouraged to be tidy and organise their work and preparation. Children should be attentive and listen carefully, always giving of their best.

The quality of education of the many must not be impaired by the unruliness of the few.

Positive Reinforcements

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour and raise self-esteem and pride, rather than merely to deter anti-social behaviour. We praise and reward pupils

for good behaviour, social skills and work throughout the school day in a variety of ways including:

- Verbal praise
- School/ class reward system
- Stickers/ certificates
- Special privileges- eg extra playtime, which can be earned as a whole class
- Gold point system for academic effort- leading to certificate for 10 gold points and medal for 100 gold points. Awarded by the Head teacher and presented in Key Stage worship.
- Values cards
- Feelings board/ worry box in classroom
- Star of the week certificate, which is presented in whole class worship.
- Class certificates, class cup, class teddy- to be used as decided by the class teacher

Playground/lunchtime rules

The School Values apply for lunchtime and play time as well. Hard balls are not allowed for health and safety reasons. The picnic benches are to be used for sitting at and playing quiet games.

Lining up

On hearing the bell ring, children are expected to stand still. The teacher on duty will ask the children to walk to their lining up positions on the playground and wait quietly for their teacher to bring them to class. Staff will collect children promptly from the playground.

Sanctions:

The use of sanctions must be clearly explained and it should be the behaviour rather than the person that is sanctioned.

- In the first instance of misbehaviour the child will receive a verbal warning. If the behaviour continues the child will receive a second verbal warning. On the third occurrence the child may lose 5 minutes of playtime or privileges. Other sanctions may include rewriting/ completion of work.
This system is slightly modified in year R and KS1 by the use of a sun to promote good/expected behaviour and a cloud for poor behaviour.
- More serious misbehaviour that is not so easily managed or persistent low level behaviour may require a more immediate sanction such as instant loss of playtime along with the possible need for removing the child from class or situation for a 'cool down period'. This will be discussed with SLT. A target sheet focusing on good behaviour and positive outcomes will be drawn up with the child. This will be shared with parents and monitored on a daily or weekly basis depending on the level of need.
- Continuous behaviour occurrences that will be recorded on My Concern and will be reviewed by SENCo/ FLO and Inclusion governor 3 times yearly.
- Very serious misbehaviour will result in involvement of the Head Teacher and parents with a formal written record being kept. A formal behaviour plan PSP will be developed by the HT/ SENCo and reviewed weekly until it is no longer required. Those children subject to a behaviour support will be dealt with on an individual basis with their sanctions planned for

different situations.

- Additionally outside agencies may be involved

External agencies could include:

Specialist teaching and learning service

Exclusions officer

AEN

Educational psychologist

Educational welfare officer

Social services

Partnership with parents

As a last resort possible short or longer term exclusion will be applied.

- Internal exclusion (This would involve working in a separate room with a Teaching Assistant on work set by the Class Teacher). Internal exclusion would be followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will already be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- Lunchtime exclusion to be followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- Managed Moves Protocol/In fair access
- Fixed term exclusion. Followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will already be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- Permanent exclusion. Followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will already be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- The GOVERNING BODY'S PUPIL DISCIPLINE SUB-COMMITTEE will consider representations from parents following exclusions (see the specific terms of reference in the Governors Handbook)

Staff have been trained in Positive Handling strategies and techniques via the Team Teach programme (see positive handling policy).

Bullying

It is implicit in our School Values that bullying will not be tolerated. It is unacceptable that children or adults will be hurt verbally, physically or emotionally. Children are actively encouraged to tell a member of staff if there is any concern about bullying taking place. The Headteacher and staff will be closely involved in resolving these incidents. (Refer to the Anti-bullying Policy)

Prejudicial Behaviour

This can be a factor in radicalisation and extremism. It is unacceptable that children or adults will

be subject to this. Children are actively encouraged to tell a member of staff if there is any concern about this taking place. The Headteacher and staff will be closely involved in resolving these incidents. (Refer to the Tackling Extremism and Radicalisation Policy)

Review

This policy document will be reviewed in 3 years or as appropriate in response to local or national initiatives, evaluations of monitoring procedures and as detailed in the school development plan

Policy agreed	October 2019
Review Date	October 2022