



Behaviour and Discipline Policy

Enfield Academy of New Waltham

Our vision: To nurture our children into well-rounded individuals and enable them to flourish into confident, life-long learners.

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. We are a caring community, whose values are built on mutual trust and respect for all. We celebrate the uniqueness of everyone. The school behaviour policy is therefore designed to support the way in which all members of the school (and in society and beyond) can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.

The aim of the behaviour policy is to promote good relationships, so that everyone within the school community can work together with the common purpose of helping everyone to learn.

Last review: January 2019
Reviewed annually

Role of Adults and Staff within the School

The school believes that children need to know exactly what is required of them regarding socially acceptable behaviour and what is not acceptable. All staff members promote positive behaviour and good behaviour is rewarded and reinforced.

It is recognised that children have individual needs and that unacceptable behaviour may be the result of a far deeper problem, the cause of which may need to be addressed.

It is recognised that some children may present continuing problems. It is the responsibility of all staff to give support to their colleagues over such issues by using the strategies and procedures outlined in this policy.

The school believes that good relationships foster positive behaviour and help all members of the school community to feel valued.

It is important that all members of the school community uphold the values advocated within the school's aims. As adults we value each other, are polite, and show respect for both people and property.

The school aims to ensure that its high expectations of learning, work and behaviour are adhered to as this provides a positive framework within which good behaviour can flourish.

Encouraging Good Behaviour

The school encourages and insists upon:

- a respect and tolerance for each other as individuals within and outside of the school
- a respect for other people's property and for the fabric and equipment of the school
- a positive attitude towards learning
- self-discipline
- individuals, who can take responsibility for their own actions

We develop the language, practice and understanding of fundamental British values, through these six core values:

- Kindness
- Bravery
- Honesty
- Patience
- Curiosity
- Independence

Additional values will be included over time, once the system is embedded.

At our school, our Early Years Class encourages great behaviour through a visual chart, where children start on a 'Sunshine', but can move up or down during the day, according to their behaviour, onto a cloud or a rainbow. The 'Sunshine' behaviours (Appendix 4) of the six core values, are encouraged and discussed with the class.

Across all other year groups, 'Yoimoji' Hero behaviour (Appendix 3) is displayed, encouraged and discussed within each class.

The school views praise as being an integral part of this process. By using a selection of the following strategies the school seeks to develop a framework for positive behaviour:

- Verbal praise/positive reinforcement of fundamental British values (FBV)
- PSHE lessons include respect and manners / Yoimoji characters & values
- Dojo points
- Whole class rewards
- Writing positive comments
- Stickers / sticker charts
- Reading work to class with child's permission
- Table points
- Displaying children's beautiful work
- Showing work to other staff or to the Principal
- Celebration assemblies
- Learning and Yoimoji Hero Certificates (See Appendix 2)
- Yoimoji reward cards (see Appendix 3)

Behaviour Management – Incidents of Behaviour

The school has specific categories for incidents of unacceptable behaviour, linked to the school's emphasis on fundamental British values, which are recorded onto our electronic c-poms system. Red / warning cards are used at lunch-times and strikes are used at breaks and in class time. (See Appendix 1)

These link to the loss of dojo points (-5 for a red card / -2 for a strike/warning).

This system enables us to analyse patterns of unacceptable behaviour across the school and of individual children, and to ensure consistency of approach. This results in us being able to offer support for individuals and / or groups of children.

At the end of each term (or earlier, if necessary) parents are informed if there is an issue emerging and strategies for the future are discussed. Our aim is to work closely with parents and carers to ensure the best possible outcomes for children.

Unacceptable behaviour is categorised as:

Red card:

- Physical harm (including spitting at someone)
- Racist, sexist, gender-related incident (e.g. verbal abuse relating to ethnicity, gender)

Warning cards:

- I forgot to be kind.
- I forgot to be honest.
- I forgot to be brave.
- I forgot to be patient.
- I forgot to be independent.

Reasonable adjustments are made for children with SEN and / or identified conditions, which deem them unable to make choices of an age appropriate manner.

Dealing with Unacceptable Behaviour

Sanctions may be required when the positive approaches favoured throughout this document have failed. All staff should deal fairly, but firmly, and as soon as practicably possible with unacceptable behaviour; bearing in mind there may be extenuating circumstances.

Within the classroom, teachers and TAs should apply sanctions to unacceptable behaviour in a fair and consistent manner. The teacher should:

- be sensitive to the child
- listen to conflicting reports of the incident
- take relevant factors into account
- be vigilant for deterioration in work, behaviour or physical appearance, and discuss any problems with the child
- focus on the act rather than the child e.g. 'You are not unkind, your behaviour is unkind'.
- Be aware of medical issues and additional needs

When dealing with a child, the teacher should:

- give effective punishment in proportion to the offence
- emphasise the positive behaviour expected, not the negative behaviour occurring
- emphasise that if they 'make the wrong choice' there will be a consequence
- discuss what the right choice would have been
- discuss how to help the child choose a different response / strategy, if the same situation arose again.
-

Sanctions within the classroom include:

- time out
- the use of Cloud, Sun, Rainbow (EYFS) behaviour charts, where children move up and down linked to their behaviours, followed by written strikes entered onto the c-poms system if they move to the cloud end of the chart repeatedly
- the withdrawal of privileges e.g. playtime, lunchtime, clubs
- the use of temporary separation from other children within the classroom
- withdrawal of a child from an activity if his/her behaviour is a danger to other children or themselves
- removal of dojo points

When a teacher has used the positive methods of dealing with unacceptable behaviour as set out in this document, and if the child has received a red and/or warning card twice in any one week, then he/she should be referred immediately to the Principal or in her absence to a member of the senior management team.

One or more of the following sanctions will be used when the child's behaviour reaches the stage above:

- The child will be kept in / isolated during break or lunchtime (and possibly class time), away from peers for anything from one to all remaining sessions that week
- The child's parents/carers will be informed. Parents will be asked to attend an interview with the Principal and class teacher to discuss the child's behaviour if the behaviour continues.
- The Principal, the class teacher, the child and the parents/carers will agree certain targets to be met in an attempt to modify the child's behaviour in school
- Individual Behaviour Plans

The Role of the Class Teacher / Teaching Assistant

It is the responsibility of class teachers and teaching assistants to ensure that the school code of conduct and the classroom rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour and they strive to ensure that each child works to the best of their ability.

The class teachers and teaching assistants treat each child fairly and enforce the classroom rules consistently. The teachers and teaching assistants treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the teacher keeps a record of such incidents, through the c-poms system. In the first instance the class teacher deals with incidents him/herself in the normal way through the Charts, loss of dojo points etc but if misbehaviour continues the teacher seeks advice and help from the Principal.

The class teacher may also contact a parent if there is a concern about the behaviour or welfare of a child, having first liaised with the Principal and any other involved adults.

The Role of the Principal

It is the responsibility of the Principal to implement the school's 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 Principal to ensure the health, safety and welfare of all children in the school.

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

The Principal keeps a record of all reported serious incidents of unacceptable behaviour, including racist, sexist and gender-related incidents.

The Principal 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 Principal may permanently exclude a child. Both these actions are only taken after the school governors / Trust have been informed.

The Role of Parents

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

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

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 after discussions with the class teacher and the Principal, they should then contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of 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 Principal in carrying out these guidelines.

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

Fixed-term and Permanent Exclusions (See Exclusion Policy)

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

If the Principal excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal 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 Principal informs the LA, the Trust and the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis.

The school keeps records of incidents of unacceptable behaviour - mainly through the c-poms system. The Principal records incidents where a child is sent to her on account of serious unacceptable behaviour. We also keep a record of any incidents that occur at break times and lunchtimes through the red / warning card system, which is entered onto c-poms. The Senior Supervisor hands in any red cards to the classteacher, unless it is serious, unprovoked physical harm, in which case it is reported directly to the Principal (or other senior member of staff, if the Principal is unavailable). The Principal checks c-poms on a daily basis for recurring patterns or incidences. Where they occur, an investigation is undertaken and consequences and / or support is put into place.

The Principal keeps a record of any child who is excluded for a fixed-term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

To be reviewed annually

Next review: Spring Term 2020

Appendix 1

Behaviour Management Sanctions - Warning card categories

Warning Card	Date:
Name:	
I forgot to be kind	
I forgot to be honest	
I forgot to be brave	
I forgot to be patient	
I forgot to be independent	
Staff member:	

Red Card	Date:
Name:	Time:
Physical harm/racist/sexist/gender-related incident:	
Staff member:	

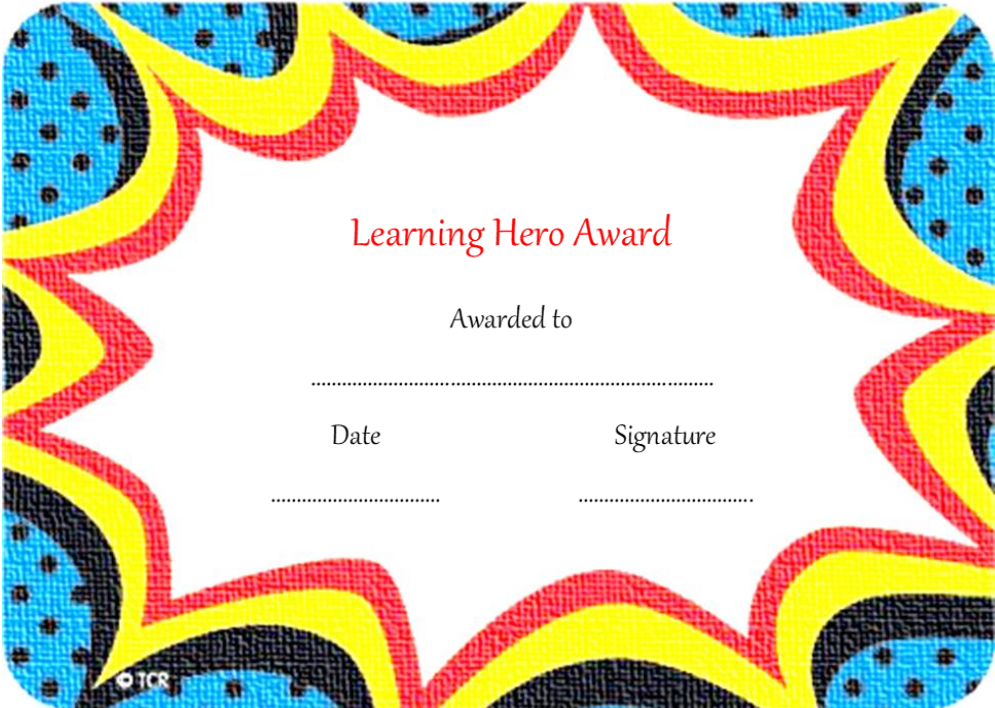
Appendix 2

Behaviour Management Rewards - Learning and Behaviour Hero Awards

The school has two specific categories of award certificates issued weekly, linked to the school's emphasis on fundamental British values, which are recorded in a filing system. This system enables us to record positive behaviour of individual children to ensure a balanced approach.

The Award categories are: Learning Hero and Behaviour Hero

Example certificate:



Appendix 3

Yoimoji Hero Behaviour looks like this:

I am kind.

I am brave.

I am honest.

I am patient.

I am curious.

I am independent.

Appendix 4

Sunshine behavior is when:

I am kind.

I am brave.

I am honest.

I am patient.

I am curious.

I am independent.

Appendix 5

What are fundamental British values (FBV)?

They are defined by Ofsted as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Key Principles of the Yoimoji

Each Yoimoji represents a value that, over time, helps build children's understanding of the fundamental British values.

The Yoimoji characters are not defined by age, race, religion or gender, which means they are appropriate for all schools.

Yoimoji combines the Japanese word 'Yoi', which means 'good', and 'emoji', which is slang for 'character'.

So, Yoimoji stands for 'good character'.