



BLAYDON WEST PRIMARY SCHOOL **BEHAVIOUR, DISCIPLINE AND EXCLUSIONS POLICY**

INTRODUCTION

This policy is a statement of the aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform pupils, staff, parents, governors, LA officers and inspectors. The policy is based on the principle of respect: for each other, adults, property, equipment and ourselves. Reference should be made to the Child Protection Policy.

RATIONALE

We believe that each individual has the right to feel and be safe, to learn, and to be treated with respect. We have adopted a whole school approach to implementing the SEAL Programme in order to develop a consistent approach to positive discipline and the development of high self-esteem through a nurturing ethos. We will work in partnership with parents and carers to help our pupils to become well-adjusted, responsible citizens able to form and maintain healthy relationships.

EQUAL OPPORTUNITIES

Blaydon West Primary School supports the principles of Equal Opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability or social circumstances.

This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

AIMS

- To build a school ethos that encourages positive nurturing attitudes
- To increase self-esteem and motivation through praise and encouragement to enable each individual to achieve their potential
- To develop positive attitudes to learning and behaviour through a consistent and fair approach
- To provide teaching that is inclusive to enable all pupils to achieve well
- To promote positive relationships at all levels and in all aspects of school life
- To influence the spiritual, moral, social and emotional development of our pupils

- To engage pupils in understanding their own personal power as a means of protecting themselves
- To encourage children to develop self-discipline, make positive choices, take responsibility for their actions and recognise consequences
- To promote self respect and respect for others

PRINCIPLES

- We recognise that children learn in different ways and this can effect their behaviour
- We believe that children mirror the attitudes of the adults caring for them: children who feel valued will learn to value themselves and to value others too
- Even children who have spent their first and most formative years believing they are no good can be helped to revise this view if an adult offers a different and more positive one
- We will apply our Child Protection procedures where we suspect a child may be at risk

To Implement the Policy Effectively

Pupils need to:

- feel safe and secure,
- be valued and appreciated,
- be involved and feel ownership of the school,
- have stability through consistent clearly defined expectations,
- know what their boundaries are and the consequences of not staying within these boundaries,
- be offered an appropriate, well balanced curriculum which meets individual needs,
- be presented with good male and female role models,
- develop an understanding of right and wrong.

Staff need to:

- be able to teach without disruption,
- be supported by the clear and consistent implementation of the behaviour policy,
- work in partnership with parents,
- be supported by school staff, governors and other agencies,
- be valued, consulted, listened to and informed.

Parents / Carers need to:

- know that their child is safe and is going to be treated fairly and consistently,
- know that their child is receiving high quality teaching,
- be welcomed into school as partners in their child's education,
- be well informed and involved with their child's life at school,
- know that they will be expected to share the responsibility for the behaviour of their child both inside and outside of school

Inclusion

We are committed to providing an inclusive school where all children have the opportunity to maximise their potential. Staff should respond appropriately to children's diverse needs and

be aware of the needs of children with differing: genders, special educational needs, disabilities and cultural and ethnic backgrounds. Teachers are aware of the need to overcome potential barriers to learning and of the importance of behaviour management as an aspect of this. We are committed to the principle of equality of opportunity and this will be reflected in the conduct of staff, pupils and how behaviour is managed within the school.

Role of Governors

Governors determine, support, monitor and review school policies. They are actively involved in the annual review of the policy and guidelines. If required, governors attend a termly discipline committee meeting to review exclusions within the school and to determine guidelines for school procedures. Governors are committed to being proactive and supportive of discipline within the school. Governors ensure that parents have access to a copy of the school's behaviour policy and that school rules are made explicit.

GUIDELINES

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE, drawing on good practice. The Jigsaw Programme forms the basis of our Personal, Social, Health Education and Citizenship curriculum.

Our programme also addresses cross-curricular requirements:

- commitment to and respect for others
- behaviour desirable to the wider community; good citizenship
- expressing our feelings and responses in a creative way through various media
- the development of language, literacy and social skills
- learning to respect others by listening to them
- learning to respect others by hearing about different attitudes, beliefs and cultures
- addressing equal opportunities issues
- exploring the wonder of the world by increasing self-esteem and developing positive attitudes to concentration, discovery and learning

The key behaviour management techniques outlined in the SEAL Programme are applied consistently to create positive discipline and a positive learning environment. These are:

- PRAISE AND ENCOURAGEMENT
- REWARDS
- PENALTIES
- CHOICES AND CONSEQUENCES
- IGNORING
- RIGHTS AND RESPONSIBILITY

We have agreed the following systems and routines to promote a fair and consistent approach to behaviour and discipline in our school:

RULES AND BOUNDARIES

Each teacher agrees 'positive' classroom rules with pupils during the first week of the school year and these are clearly displayed and used as a point of reference. Our "Golden Rules" have been drawn up based on children's rights and responsibilities, which are:

RIGHTS

- The right to learn
- The right to be happy
- The right to be valued
- The right to be safe

RESPONSIBILITIES

- To arrive on time
- To dress appropriately
- To be prepared for the school day. PE kit, homework etc.
- To follow the "Golden Rules"

OUR "GOLDEN RULES" ARE:

- We are respectful - we value everybody and their possessions.
- We are always kind - we do not say or do things that hurt others
- We always work hard - we never waste time.
- We always listen to adults and follow instructions.
- We are polite - we show good manners.
- We are honest - we always tell the truth.
- We keep our hands, feet and objects to ourselves

REWARDS AND SANCTIONS

As a school we make every effort to promote positive behaviour and to diminish behaviour that is unacceptable. We use a consistent whole school approach to reinforce high standards of behaviour. Good behaviour is rewarded, celebrated and reinforced. The following systems are in place across the school in order to support this:

- Positive behaviour is recognised and rewarded through praise, stickers, certificates and direct contact with parents.
- In EYFS children use a happy sad face chart - of which they can move throughout the day.
- House points can be used to reward good behaviour and manners
- In each classroom we use a 'Good to be Green' system. This is a system for promoting good behaviour and monitoring negative behaviour. A graded system will be used as appropriate to age group. All children start each day with a green card. Initially, low key verbal reminders, distraction of child, change of activity strategies should be used to modify unacceptable behaviour. A Yellow card is issued if the above strategies are not sufficient. This card can be returned to green if the child then changes their behaviour appropriately. If however, their behaviour does not improve, they are given a red card. This will result in a loss of break time or 15 mins of lunchtime if needed (yellow card may also result in the loss of 5 minutes of a break or playtime.) This is

logged within CPOMS with details of the incident and the action taken. If a child receives three red cards within a half term the head teacher should be notified and parents could be contacted (discretion is used where appropriate.)

- Some serious incidents (as classified in the section entitled 'Behaviour which is never acceptable') will lead to the incident being reported to the Head teacher or a senior member of staff immediately.
- If a class teacher has concerns about a particular child they should seek advice from the SENCO or Head Teacher. The incidents will be logged on CPOMS to support discussions with parents, Head Teacher and SENCO. At this stage teachers may informally discuss any concerns with parents. If, in doubt, seek advice from the SENCO or Head Teacher. At the end of this monitoring period the class teacher should arrange a meeting with the SENCO or Head Teacher to discuss appropriate action. However, if there are any major incidents of unacceptable behaviour, or behaviour causing concerns, those should be referred to the Head Teacher immediately.

Teacher's responses need to be appropriate to the level of seriousness of the behaviour. The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule. Impositions of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect. It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child. This enhances rather than reduces the likelihood that the pupil will want to co-operate with the teacher in future. There may be a small number of pupils who give cause for concern and who may need more specifically focused, individually based, programmes of behaviour and learning management. For these children it is also likely that external agencies will become involved as part of this provision. Where this is necessary, parents will be consulted throughout the process. The teacher should record information which will be useful if external agencies become involved. In addition, any behaviour which leads to further action should be logged on CPOMS.

- A formal behaviour monitoring system is available for those pupils who find it difficult to conform to our school rules. This is implemented in partnership between the class teacher, pupil, parent and Head Teacher, with regular input from the Head Teacher as required. Those pupils who require long-term support are reviewed half-termly with teacher, parent/carer and Head Teacher. Behaviour handling plans may be drawn up for a child.
- From time to time challenging behaviour is experienced. There is a plan to manage such behaviour - see Appendix 1.

BEHAVIOUR WHICH IS NEVER ACCEPTABLE

- Bullying (this can be violence or verbal abuse)
- Violence of any kind (eg hitting, kicking, biting, pushing, spitting)
- Racial or verbal abuse (eg swearing, name calling, 'winding up', teasing, being cheeky, threatening)
- Leaving the premises or classroom without permission
- Stealing (from the school or others)

- Preventing other pupils learning and persistent disruptions
- Stopping other children learning and persistent disruptions
- Refusing to learn or ignoring instructions (including going in huffs)

Emergencies

- If a difficult or dangerous situation arises, send immediately for the Headteacher or Deputy Headteacher. If possible a teaching colleague may also give assistance.
- In some circumstances, children may be removed from the class on a longer term basis to work with a member of staff in isolation.

EXCLUSIONS

- Exclusions are available as a sanction but at Blaydon West we only use them where all other strategies are inappropriate
- Exclusion guidance is based upon current *GMBC* and DFE guidance and current legislation which sets out the responsibility of the Head teacher, governing body and LA
- Exclusions will not be used if there are alternative solutions available
- Only the Headteacher, or Deputy Headteacher in the absence of the Head teacher has the authority to exclude and will notify parents/carers within one school day by telephone and letter
- Detailed records of incidents are kept and exclusions reviewed by the governing body
- Exclusions will only be used for serious breaches of school policy
- Parents will be required to attend a re-integration meeting upon the child's return to school.
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented.

Lunchtimes

- Midday staff are supported by a member of the senior leadership team
- Midday staff give House Points to children with good and or helpful behavior.

Implementation date: November 24

Review date: November 27



CHALLENGING BEHAVIOUR

- Refusals, running out of the class or building without permission.
- Keep calm!
- Alert member of staff; get Mr Brown or Mrs Bowdler, or in their absence, a member of the SLT.
- Make sure other children are safe. It may be necessary to remove the children from the class to somewhere safe.
- Make sure an adult can see the child. Don't run after the child. Try to keep within sight.
- Let the child have time to calm down.
- Mr Brown or Mrs Bowdler, or a member of the SLT to approach and talk to the child.
- If this does not work then phone for the parents to come to the school.
- If the parent is unable to come to be contacted, or to come to the school, it may be necessary, if the child is in danger, to contact the police.