

Behaviour and Discipline Policy

Written by: Ms Howard

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Introduction

At Longney CE Primary Academy, children and adults are part of a community built on respect and trust underpinned by our Christian Distinctiveness as a Church of England Academy. This policy is underpinned by our Living Values: Respect, Courage, Perseverance, Friendship (our core values), Forgiveness, Compassion, Trust, Truthfulness, Thankfulness, Joy, Hope, Generosity, Service, Justice and Love and our Vision statement:

“Building Community, Enriching Lives”

Behaviour Management is seen as an integral part of the curriculum that teaches social skills to all children. Every child is made to feel that they have a vitally important role to play in the life of the Academy where their achievements are recognised and acknowledged.

Aims and objectives

- To encourage mutual respect between both pupils, their peers and adults.
- To ensure all members of the Academy community feel valued.
- To build a relationship of trust between staff and adults.
- To teach pupils to have self-control and take responsibility for their actions.
- To teach pupils that actions and choices have consequences.
- To build a shared responsibility between parents/carers, children, staff and governors to work in partnership.
- To allow each pupil to develop and demonstrate positive abilities and attitudes.
- To enable all children to feel safe and secure.
- To ensure all children can enjoy and achieve at school.

The Academy provides an environment in which pupils are encouraged to:

- Show self-discipline and self-control.
- Develop strong self-esteem.
- Take ownership and accountability for their behaviour.
- Have the right to learn.
- Be independent
- Co-operate in learning.
- Be honest.
- Recognise, share and celebrate their own achievements and those of others.
- Be confident to talk to an adult about any concerns.

The whole Academy works together to create a positive atmosphere, a sense of community and shared values.

Rights and Responsibilities

At Longney we believe that everyone in the Academy community has:

A right to learn

A right to teach

A right to respect

A right to safety

Related to these rights is the one responsibility which we **all** share, which is to uphold these rights.

In order to protect these rights, a set of rules has been drawn up by the Academy community and agreed by the children (see appendix 1). Those who break these rules are reminded of the rights of others. In addition, each class has a set of classroom rules which are designed and agreed to by everyone in the class.

This policy to be read in conjunction with:

Anti –bullying, Inclusion, PSHE, Racial equality policies

The promotion of the Academy's Christian ethos and behavioural expectations forms an integral part of the Academy's curriculum, both overt and 'hidden'. Collective Worship, takes place daily, and is an obvious vehicle for highlighting aspects of behaviour and also provides an excellent forum for discussion or for praise for groups and individuals. Work in the classroom also provides opportunities for highlighting good behavioural attitudes, Circle Time being one. Discussion and explanation, coupled with praise and encouragement, are the tools which our Academy uses to promote our behavioural expectations.

Non-negotiable behaviour expectations

These are not rules as such but agreed expectations. It is the responsibility of all staff members to ensure children adhere to these expectations at all times. Children who are not adhering to these expectations should be reminded they may be moved on the traffic light system.

Moving Around:

- Pupils are required to walk at all times in an orderly and quiet fashion.
- Pupils should enter the hall silently.
- There should be no eating in corridors.

In the Classroom

- Children should not leave the classroom without permission.
- Children should give attention to the member of staff when they are talking.
- Children may get a drink or use the toilet only when the teacher is not talking/teaching.
- Children should not disturb others.
- Children should respect equipment and keep the classroom tidy and safe.
- There should be an appropriate working tone in the classrooms.

Lunchtime /Breaktime

- Children are expected to be outside unless they have a genuine reason to be in the building
- Children are expected to conduct themselves in an orderly manner whilst at lunch

Generally

- Children should not involve themselves in or interrupt adult conversations
- Children should not comment on decisions made by staff/other adults

Traffic Light System

Each class has a set of traffic lights that range from gold to red and children's name cards displayed clearly in the room. All children start the day on the gold circle. There will be five steps to this system:

1. Initially, children will receive a warning for behaviour that disrupts the class and warned that if their behaviour continues they will move their name from the gold and put it onto green.
2. The child continues to misbehave; they move their name to green.
3. The child continues to misbehave, they will move their name to amber. If it remains on amber for the session, the sanction will be 5 minutes deducted from their playtime.
4. Disruptive behaviour continues, the child's name will be asked to move their name to red and they will be sent to another classroom for time out for five minutes, they will then return to their learning. At this point, it is the responsibility of the class teacher to discuss the behaviour with parents at the end of the day/as soon as is convenient.
5. If the child returns to the classroom and continues to misbehave, the head teacher will be informed, or in her absence Mrs Price. The head teacher will meet with parents to discuss the behaviour and to find a way forward. The child will miss the next lunchtime. They will eat their lunch then spend time with a member of staff completing a handwriting task. They will be accompanied by a member of staff for a walk outside before the end of lunchtime.

Immediate Contact with Parents

In some rare cases it may be necessary to move straight to Step 5. This may include:

- More serious physical contact/injury to another person.
- Deliberate aggressive swearing at someone.
- Backchat or rudeness to a member of staff
- Racism (please ensure the LA guidelines for racist incidents are followed)
- Serious intentional vandalism
- Bullying
- Any other serious incident that causes upset or distress to others as deemed appropriate by the head teacher.

If the behaviour results in moving straight to Step 5, then a courtesy call will be made to the parents of the injured or insulted child with the purpose of defusing and reassuring and a phone call will be made to inform the parents of the child that carried out the misbehaviour to inform them of the seriousness of the incident and to request their support. If they would like to have a meeting about this, this should be facilitated. This phone call can be made by the class teacher or head teacher.

- Adults will always refer to the consequences when reprimanding children and act accordingly.
- Each child has the right to reflect and take responsibility for their own behaviour. Therefore, all children start each day in the gold regardless of the previous day's behaviour and consequences even if there is a 5-minute sanction to still carry out. If the behaviour takes place at the end of the day, it is important the sanction still takes place the following school day.
- If a child refuses to move their name, then the class teacher may do it for them but it is a useful kinaesthetic experience for the child to do it if possible.
- Teachers will keep a record of the position each child reached that day. This is vital as it acts as a low level disruption log and can be used as evidence for talking to parents, AfA structured conversations and SEND reviews. Teachers can liaise with the school counsellor to evaluate these logs. Serious incidents logged are dealt with by the head teacher and parents are consulted.
- If a child refuses to leave the room, co-operate or becomes violent, the member of staff will call Ms Howard, Mrs Price or Mrs Tranter.
- Remember, in all discussions with children about their behaviour, don't ask them to do something, tell them politely. In other words, if you say "Will you come and move your name?" that gives them the choice to say no whereas "You need to move your name now" or "Your behaviour means you have brokenrule, please move your name" does not give them this options. Do not enter into a discussion with the child in the classroom in front of their peers, simply request the move and tell them why. You threw a pencil, please move your name." "You are calling our and that is not being respectful, please move your name."

Rewards

At Longney we encourage good behaviour by:

- Making our expectations clear through the SPLAT student project.
- Praising the children when they have behaved well or set a good example to others.
- Letting parents know how well they are doing.
- Awarding stickers, smiley faces, certificates, house points and other classroom-based incentives.
- Giving the children responsible and interesting jobs around Academy.
- Reminding them of correct behaviour, rights and responsibilities.
- Sharing their achievements with the whole Academy and parents in weekly Celebration Collective Worship
- Class time rewards e.g. Golden Time, chosen treat

This policy to be read in conjunction with:

Anti –bullying, Inclusion, PSHE, Racial equality policies

Lunchtimes

The same rules and expectations apply at lunchtime. Time is served outside but the child's name will be moved on the class chart.

1. Warning about chosen behaviour.
2. 5 minutes out by a member of staff or by the wall.
3. 10 minutes out.
4. Refer to class teacher or senior staff.

To assist the Midday Supervisors in promoting and recognising good behaviour at lunchtimes the Academy has developed the Values Award Scheme. This involves the presentation of badges in the Celebration Worship every Friday to children who demonstrate our Living Values through their behaviour at lunchtime or around the Academy.

Outside of School

In line with the Education and Inspections Act 2006, the same sanctions will apply outside the school gates for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school;

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Sanctions

We investigate incidents of misbehaviour thoroughly. We treat all children fairly, following the consequences logically, and take account of individual children's needs acting in accordance with our Equality Policy. We identify vulnerable children in advance and use SEND processes to identify barriers that may make it difficult for them to follow and understand particular Academy rules. We plan how to overcome these barriers working with all staff and the parents of the child.

Internal exclusions

When a child repeatedly disrupts the learning and teaching in their classroom, having been given warnings and the consequences alongside the traffic light system have been used, they may be given an internal exclusion. This is where the child will be removed to a senior member of staff or the head teacher, away from their peers, and work for a fixed period of time. This could include missing break or lunchtime play, or any special activity that their class teacher may have arranged.

Formal fixed-term and permanent exclusions

At Longney we believe that teachers have the right to teach and that children have the right to learn. If a child seriously breaches the Academy's behaviour policy and if the pupil remaining in Academy would seriously harm the education or welfare of the pupil or others in the Academy, the head teacher may take the decision to exclude for a fixed period. If this decision is taken, work may be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the head teacher to discuss the pupil's reintegration to Academy. If appropriate, an individual Behaviour Management Plan or a Pastoral Support Plan (PSP) will be drawn up for the pupil. The pupil may also be referred to the Academy's learning mentor or advice sought from another outside agency. For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process of permanent exclusion from the Academy. Further DCFS guidance on fixed and permanent exclusion can be found on www.teachernet.gov.uk.

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Anti-bullying, Inclusion, PSHE, Racial equality policies

Raising Self-esteem

At Longney we realise the part that self-esteem plays in the child's health and well-being. The staff, therefore, undertake activities which enable children to recognise their successes in whatever part of the curriculum they occur. All contributions to the life of the class and Academy are recognised. Children are encouraged to take on responsibilities and to look after and consider the needs of younger children. The Year 6 children in particular are encouraged to undertake more responsibility by applying for jobs within the Academy environment. Children are encouraged to listen to and consider the views of others by taking part in Class Council sessions, Circle Time and Reflection time in Class Worship.

The Academy School Council and Collective Worship team aim to increase children's self-esteem and confidence by debate and action. They also assist in promoting positive behaviour throughout the Academy, as well as encouraging mutual respect and concern for one another. The Councils allow the children to begin to understand the process of democracy and gives them the opportunity to be involved in decisions about the future of Longney CE Primary Academy and the wider community.

Each Year 6 pupil is a buddy with a pupil in Reception to help foster responsibility and care towards others. Through our Positive Playtime and Sports Leaders projects, Year 6 pupils organise activities at lunchtime which encourages teamwork, the ability to listen to the views of others, responsibility and organisational skills as well as providing a range of activities for younger pupils.

All children are in one of four houses, with team captains/ sports captains chosen annually from Year 6. Brothers and sisters are always placed in the same house. This reinforces the sense of 'family' and 'belonging'. Children are very loyal to their team and avidly count the team points before the ribbon is awarded and placed on the Team Cup every half term. The gaining of team points is an important part of Academy life and provides excellent motivation to work hard and behave well.

Approved: (*signatures are proof of approval*)

Signed: _____ Headteacher Date: _____

Signed: _____ Chair of Governors Date: _____

Appendix 1

LONGNEY ACADEMY RULES as agreed by Academy Council September 2018

Our School Rules

We use our school motto to help us remember how to choose the correct behaviour:

Love your neighbour as yourself and treat others as you wish to be treated.

Our core values of Respect, Courage, Perseverance and Friendship also help us as we remember to:

1. Speak kindly and politely to everyone.
2. Listen to other people's point of view.
3. Stand still and be silent when the bell rings in the playground.
4. Walk quietly and sensibly around the school.
5. Keep our hands and feet to ourselves.
6. Look after our school environment and put litter in the bin.

Follow these rules, be the Best You Can Be and smile.

This policy to be read in conjunction with:
Anti-bullying, Inclusion, PSHE, Racial equality policies

In the Classroom

- We respect the right of other pupils to learn
- We will work together, listening to each other
- We will share the resources in our classroom
- We will move around the classroom sensibly

In the Hall at lunchtime

- We line up and wait for our lunch quietly.
- We sit on our chairs correctly, stack our dishes carefully.
- We sit with our friends and enjoy our dinner.
- We show respect for the Midday Supervisors and each other.

In the playground

- We play safely and fairly.
- We use all the equipment sensibly.
- We stop games when the bell rings and line up quietly and quickly.
- We care for our friends when they are hurt.

Our Laptops

- We take care of the computers and use them correctly.
- We have permission to use the Internet.
- We push chairs in after use and sit on them correctly during lessons.
- We always shut down the computers correctly.

Appendix 2

Class Councils

All pupils must be actively engaged in pupil councils if they are to acquire the knowledge, skills and understanding outlined in the PSHE and citizenship curriculum. This can be best achieved through a system of class councils. These provide a regular time each week for pupils to solve problems in their everyday life at Academy. This could include practical difficulties, such as not having enough space for coats and bags or behavioural problems in the classroom, dining-room or the playground.

Class councils provide:

- An inclusive, structured forum for children to raise issues for discussion and decision-making in which all pupils in the class take part.
- A means for children to talk about issues and concerns relevant to everyday classroom life.
- A means for the Academy council to consult all pupils.
- A positive experience for pupils, enabling them to find their own solutions to daily difficulties and problems, often by consensus.

At Longney every class apart from Reception organises a class council to:

- Help children develop responsible attitudes towards concerns that affect everyone. Pupils learn to listen to each other's points of view and help pupils who have special difficulties. The experience helps them to develop self-confidence.
- Improve behaviour of the class. Pupils with positive attitudes, who usually make up the majority, are able to influence attitudes generally.
- Give children a hands-on experience of taking part in a democratic decision making process.
- Create the feeling of belonging to a caring pupil community.
- Improve pupil/teacher relationships.
- Prepare pupils to become useful Academy council members.
- Enable pupils to acquire skills in reasoning for and against an argument, committee procedures, negotiation and self-expression.

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At Longney class councils can be organised in the following ways:

- Pupils lead the meetings.
- The class agrees on the layout of the room. The options could include the following alternatives:
 - Sitting in a circle
 - Pushing all the tables together so that the pupils, including the chairperson can sit round them.
 - The chairperson standing in front of the class while everyone else stays in their place.
 - Conventional committee procedures are used. The class agrees on how to indicate that they want to speak, such as putting their hand up.
 - Class representatives may take issues to the Academy council.
 - Key stage 1 children will need more support in leading meetings, but a regular class time to discuss issues is important for them too.

Academy Council

Longney CE Primary Academy Council consists of two elected members from each class (apart from reception) and the House Captains.

The Council meets regularly throughout the year with the head teacher. Meetings are run following a similar format to class council meetings and the Year 6 representatives take the role of chairperson, vice chair, secretary and treasurer. Issues raised in class council meetings are discussed and pupil's suggestions are always welcomed. This proves a good forum for the pupil voice, whilst giving the council members an opportunity to play a leading role in the Academy. New members are elected each year.

Signed: _____ Chair of Governors Date: _____

Signed: _____ Headteacher Date: _____