

Barford



Primary School

Positive Behaviour and Discipline Policy

This policy forms the basis for positive, assertive behaviour management at Barford Primary School. It is intended to provide a clear structure for teaching and reinforcing positive behaviours, raising self-esteem through reward systems and achievable behaviour targets and outlines a hierarchy of sanctions. The policy has been drawn up with staff, pupil and parental involvement and in consultation with Governors.

Aims

- To create a caring, happy disciplined school community based on our school aims and values.
- To ensure that children are able to behave in an appropriate way that allows both themselves and others to learn successfully.
- To encourage respect for and tolerance of others.
- To develop honesty and a sense of personal responsibility.
- To enhance the development of positive relationships between children and adults working in school.
- To be fair, consistent and collaborative.
- To emphasise the rights and responsibilities of children, staff and parents.
- To teach children what inappropriate behaviour is so they know that it will not be tolerated.
- To teach children that it is their responsibility to make good behaviour choices.

Strategies

1. Our expectations – Barford’s Behaviour Agreement

The school has drawn up a Behaviour Agreement which primarily takes into account the views and ideas of pupils. This is a whole school agreement which will be reviewed every year by the School Council, with consultation open for a designated period for input from all pupils. The Behaviour Agreement outlines the expectations of behaviour at the school and is presented as a set of positively worded instructions. Time is taken at the beginning of each term to discuss the agreement and explain how each instruction should be demonstrated in everyday school life.

Teachers will display the Behaviour Agreement in their classrooms. On some occasions, depending on the age of the children in the class, the wording may be explained in a different way or represented pictorially. This is agreed by the teacher and the pupils in the class.

The Behaviour Agreement is the set of whole school rules, which all pupils must follow and uphold.

Teachers and support staff will teach the rules through modelling examples and responsible behaviours using assertive techniques. Children exhibiting desired behaviour will be regularly rewarded with team points and the agreement will be referred to directly when rewarding pupils. Assertive techniques will be used to restate rules and set limits, so that pupils make the right choices to avoid sanctions.

2. Individuals working within a team

At Barford Primary we value a collaborative, team approach towards learning and developing. To underpin this, we have a reward structure which promotes acquiring points as part of a defined team or group.

Individual pupils will receive team points for good behaviour for learning, including effort, perseverance, focus and contributions during lessons. There will also be points awarded for showing good manners around the school, team work, enthusiasm and supporting others.

These team points will be added to Buddy Group (team) totals daily.

There are 4 Buddy Groups in the school; Hawk Owls, Barn Owls, Tawny Owls and Eagle Owls. Individual pupils will be allocated to a team when they join the school.

Each week the total of team points awarded to each Buddy Group will be announced in Celebration Assembly on Fridays. A visual display in school will show how each team is progressing.

Team Point Captains in Year 6 will collate the scores each week to be shared with the Headteacher before the assembly.

At the end of each term, the winning Buddy Group will receive a reward as a group. These rewards will be agreed by the School Council early in each term, after suggestions for the rewards have been shared via Class Circle Time.

At the end of the school year, the Buddy Group with the highest overall score will receive the Owl Group Trophy and this achievement will be displayed within the school.

3. Rewards

Every child needs to experience praise, have their achievements recognised and enjoy successes at school in order to enhance his/her self-esteem. A child with good self-esteem will be able to accept learning challenges and failures and will move forward as a learner. With this ethos underlying our positive praise and reward system at school, we will use clear procedures to give rewards to deserving pupils – these are outlined in detail in Appendix 1 which is attached to this policy.

4. Choosing Time

In the Foundation Stage and Key Stage 1 there will be a timetabled session each week in which children can choose an activity. This will last for 45 minutes. Pupils will have a range of activities to choose from. Teachers will keep a record of choices so that a variety of activities are chosen by individual children over time. The choice of activities will be negotiated by the children in the class at the start of each half term.

5. Consequences/Sanctions

When a pupil makes a behaviour choice which contravenes our Behaviour Agreement then we will follow a clear and consistent process of sanctions. These will be discussed at the start of each term with the children so that they are aware of the steps that will be taken. A full breakdown of the steps is included in the appendices attached to this policy.

6. Lunchtime/FAB

Lunchtime and FAB (Fun at Barford) staff will operate the team point system of rewards, keeping a log book of those given. This should be passed to the class teacher at the earliest opportunity (see Appendix 1).

Sanctions for inappropriate behaviour will follow the same protocol as in Appendix 2. MSA's and FAB staff will record reminders in a book. Information must then be passed onto the class teacher or in more persistent or serious cases directly to SLT.

Children will be made aware that they must keep their hands and feet to themselves at all times. Choosing to ignore this instruction will lead to an immediate sanction.

Aggressive or abusive behaviour at playtime or during FAB sessions, will result in immediate 5 minute time-out for those involved. This behaviour will be recorded and reported to the SLT after the session. If the aggressive or abusive behaviour continues after a time out, then the MSA's or FAB staff will refer to the SLT immediately.

Persistent inappropriate behaviour at FAB will lead to discussion between the child in question, their parents/carers and the SLT. If this behaviour continues then the school has the right to withdraw the pupil from a set number of sessions. This could ultimately lead to permanent exclusion from before and after school provision if behaviour issues persist. This will only happen with the authority of the Headteacher.

The school reserves the right not to enrol individual children into FAB, where there are known behaviour concerns in the extended school provision.

All sanctions should be applied consistently and as calmly as possible. There must always be a clear reason for the sanction, which the child is made aware of. Staff should avoid over-zealous or aggressive sanctioning e.g. shouting at a child or acting in any way that will humiliate a child in front of their peers.

7. Behaviour away from the school premises

When children are away from the school site during the hours of the school day but are participating in school led activities/events, the behaviour protocol remains consistent with that outlined in Appendix 1 and 2. There may be occasions when a pupil is prevented from taking part in an activity whilst off-site, if the teacher leading the activity feels that this would compromise the individual pupil's safety or the safety or learning potential of other pupils or adults. The school will ensure that there will always be an appropriate ratio of adults to children on any excursion or event away from the school premises to enable this action to be taken – whereby a withdrawn pupil can be monitored by an appropriate adult away from the activity.

Persistent or serious breaches of the school's behaviour agreement by any pupil when on an off-site visit, day trip or residential will result in the lead teacher requesting that parents/carers of the pupil withdraw the pupil from the activity, by coming to the off-site location and collecting them. If this action is taken, thus removing the pupil from the event, the behaviour that led to this action will be followed up at school on the following day by the SLT and will also involve parents/carers.

8. Meeting individual children's needs

There will be a very few children for whom the above procedures do not work and they will need extra help. In general, these children will normally have specific needs and difficulties for a variety of reasons. They will usually already be part of the school's special needs systems with their own Individual Education Plan which will include a behavioural target.

Extra procedures to follow:

- Monitoring behaviours on a weekly sheet including break times. Use a simple sticker/ shorthand system; the detail can be in individual diaries. These should be discussed with class teacher daily at home

time and weekly with the Headteacher. Parents will also be kept informed.

- 1:1 conference with teacher and child to talk over why the behaviour is happening, what the teacher can do to help, what the child can do and child to agree on individual targets for a behaviour plan.
- Monitor the consistency of all staff involved with child and use of procedures.
- Seek support from senior management and learning support teams.
- Internal exclusion in another class for a half day session or longer.
- Support colleagues who deal with children 'beyond'.
- Refer to Anti-Bullying Policy for further support relating to persistent incidents that could be classified in this way.
- Refer to the schools Safeguarding Policy for support with individual pupils whose behaviour may be influenced by external factors, which should then be taken into consideration and appropriate steps taken to ensure the safety and wellbeing of that individual pupil.

Containment

On occasions even these extra procedures will not yield positive results and the child will need to spend time away from class and normal teaching and learning while advice is sought. This will be down to the Headteacher's discretion and records will be kept of the time the child has spent away from the classroom environment, along with evidence of work completed and support given. Parents/carers will be fully involved in this process, through regular contact with the Headteacher, which will also be documented. The Chair of Governors will also be informed if this action is taken. Daily reviews will take place involving the pupil, class teacher and SLT, with feedback being given to parents/carers. Phased return to class will be put into place at the earliest opportunity and ongoing reviews will continue until the behaviour reaches an accepted standard for that individual pupil.

Cases of total refusal to comply with school discipline and/or repeated violence or verbal abuse could be grounds for fixed or permanent exclusion. In such cases the school will follow Norfolk County Council protocol for temporary or permanent exclusion. Further information can be found at: <http://www.schools.norfolk.gov.uk/Behaviour-and-safety/Exclusions-from-schools/index.htm>

Positive Handling Strategies

All staff should attempt to de-escalate a conflict situation. If these attempts are exhausted then it may be necessary to physically guide or restrain a child to prevent the child injuring themselves or someone else or causing significant damage to property or if they are seriously disrupting the running of the lesson or the school and have not responded to verbal instructions (for example an

instruction to leave the room. Any physical intervention will be reasonable, proportionate and necessary to prevent harm and will only be carried out by appropriately trained staff.

Where a child has known behaviour difficulties a specific Behaviour Care Plan will be drawn up for a child, with advice from outside agencies where appropriate.

A list will be maintained of Barford School Staff authorised to use Norfolk Steps techniques in accordance with specific training given. All staff having contact with children have been trained in the Step-On programme and the school will ensure that their training will be kept up to date. Where physical intervention is required, it will be recorded on an incident form, fully investigated and reviewed by the Headteacher with the involvement of all individuals involved and the parents/carers of the pupil.

Monitoring

The Headteacher should be informed of all serious incidents. There will be staff discussion annually to discuss effectiveness of general procedures and individual cases of concern will be reviewed frequently to ensure that the best approaches are used.

Review

This policy will be reviewed annually.

Review Agreed by Governors: July 2016

Next review date: July 2018