BIRCH COPSE PRIMARY SCHOOL
BEHAVIOUR AND DISCIPLINE POLICY

Version
Version: 2.2

Introduction
The Governing Board seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process for the pupils.

Aims
All staff should aim to:
- a) create an environment which encourages and reinforces good behaviour, and an awareness of the difference between right and wrong.
- b) define acceptable standards of behaviour
- c) encourage consistency of response to both positive and negative behaviour
- d) promote self-esteem, self discipline, responsibility and positive relationships, respect for others, honesty and fairness.
- e) ensure that the school's expectations and strategies are widely known and understood by all children, staff and parents
- f) encourage the active involvement of home and school in the implementation of this policy
- g) promote a proper regard for authority
- h) promote equal opportunity for all

Acceptable standards of behaviour
The pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitude and parenting skills. At school we must work towards standards of behaviour based on the principles of honesty, respect, trust, consideration and responsibility towards persons and property. It follows that acceptable standards of behaviour are those which reflect these principles.

Bullying
See the school's anti-bullying policy for information regarding the school's views and procedures on bullying

School ethos
The climate of the school is central to establishing and maintaining high standards of behaviour. It applies to all members of the school community and permeates all the activities of the school.

It is based on honesty, courtesy and respect and has as its key components:
- a) the example set by teachers, support staff, and all other adults in school for fairness, courtesy and respect for all
- b) the expectations of teachers for hard work and commitment
- c) the promotion of fair treatment for all regardless of age, gender, race, ability and disability
- d) an appreciation of the efforts and contributions of all
- e) the provision of a caring and effective learning environment.

The Curriculum and Learning

An appropriately structured curriculum and effective learning contribute to good behaviour. Effectiveness depends on the following:

a) thorough planning for the needs of individual pupils
b) clear objectives for all learning activities, understood by the pupils, and differentiated to meet the needs of pupils of different abilities
c) active involvement of pupils in their own learning
d) up-to-date marking and record keeping, providing feedback to the pupils on their progress and achievements, emphasising that pupils' efforts are valued and that progress matters
e) promoting respect, tolerance and good behaviour in implementing all aspects of the curriculum
f) The promotion of good behaviour and attitudes towards personal and social education, health education, sex education, and education on drug misuse are particularly relevant to this policy.

Classroom management

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to pupils about the extent to which they and their efforts are valued. The following are a necessary pre-requisite to promoting good behaviour:

a) classrooms should be organised to develop independence and personal initiative
b) furniture should be arranged to provide an environment to promote on-task behaviour
c) materials and resources should be arranged to help accessibility and reduce uncertainty and disruption
d) displays should help develop self-esteem through demonstrating the value of every individual's contribution
e) the classroom should provide a welcoming environment
f) teaching methods should encourage enthusiasm and active participation for all
g) activities should aim to develop the skills, knowledge and understanding which will enable all pupils to work and play in co-operation with others
h) praise should be used to encourage good behaviour as well as good work
i) individual criticism should be a private matter between adult and child to avoid resentment.
j) encouraging lively and attractive displays for celebration and information
k) storing shared resources carefully for accessibility
l) encouraging pupils to use books, materials and equipment responsibly, including efficient tidying and returning borrowed materials and resources to their proper place
m) providing opportunities for pupils to take responsibility through extra-curricular activities

Rules and procedures

Rules and procedures should be designed to make clear to the pupils how acceptable standards of behaviour can be achieved by:

a) keeping rules and procedures to a necessary minimum inside and outside classrooms including break/play times
b) being positive, telling pupils what they should do (rather than what they should not)
c) encouraging pupils and adults to be part of the development of the rules and procedures
d) ensuring rules and procedures are made explicit to all

e) displaying classroom rules prominently, both as a reminder and a reference point; school rules will be displayed in every class, and other rules added by the teaching staff as appropriate for particular year groups.
f) ensuring rules and procedures are consistently applied and enforced
g) promoting the idea that all members of the school community have responsibilities towards the whole school
h) In our school we:
- are kind and helpful
- listen to others
- work hard and let others work too
- tell the truth
- look after things.

Rewards and Sanctions

A detailed breakdown of Rewards and Sanctions steps/stages can be found in Appendix 1. A formalised record should be maintained of incidents and actions taken in cases of severely anti-social behaviour.

Communication and Parental Partnership

The school gives high priority to clear communication within the school, and to a positive partnership with parents. Both are crucial in promoting and maintaining high standards of behaviour and work from the pupils.

a) **Communication**
    Where the behaviour or work of a pupil is giving cause for concern, communication of the concerns is vital so that all adults working with the pupil are made aware of the problem, and of the steps which are being taken in response. After initially ensuring that all staff involved have been consulted, early warning of concerns should be communicated to the parents so that strategies can be discussed and agreed before more formal steps are required. If problem persists, refer to HT for next step.

b) **Parental Partnership**
    Positive partnership with parents is crucial to building trust and developing a common approach to behaviour and work expectations, and to strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. Through this participation parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour or work.

c) The Home / School Agreement is an important document to encourage positive and supportive dialogue between home and school in areas of behaviour and discipline.

The school will communicate policy and expectations to parents. Where behaviour or work is causing concern, parents will be informed at an early stage, and given opportunities to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the pupil, parents and staff.

Use of force or restraint

All staff employed at the school can use reasonable force to control or restrain pupils. There is a wide variety of situations in which reasonable force might be appropriate which fall into three main categories:
- Self defence
- Averting injury or significant damage to property

- Dealing with a pupil who is behaving in a way that is compromising to good order and discipline

Force is only reasonable if the circumstances warrant it and staff should always use the minimum amount necessary to deal with a particular situation. This can take several forms, and will usually include:

- Physically interposing between pupils
- Blocking a pupil's path
- Physically removing children from potentially dangerous situations
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- In extreme circumstances, using more restrictive holds

It is generally common practice to inform parents if use of reasonable force has been used.

Date of last review: 14th February 2019

Dates of amendments: 7th June 2010, 2nd February 2012

Date of next review: February 2022

Rewards and Sanctions

Rewards

Rewards should reinforce good behaviour and work to celebrate success and achievement. They should be earned for the maintenance of good standards as well as particularly noteworthy achievements.

Sanctions

There is a need to register disapproval of unacceptable behaviour and work in order to protect the security, stability and ethos of the school community. Punishments should not be humiliating or degrading and should enable pupils to see the difference between appropriate and inappropriate behaviour and to modify their accordingly.

To ensure consistency, the following system of hierarchical steps should be followed:

Rewards/Registering approval	Sanctions

Informal praise
 	
    - smile
    - gesture
    - hand on shoulder
    - verbal – 1:1
	Informal disapproval
	
	    - facial expression
	    - pause & eye contact / gesture
	    - hand on head / shoulder
	    - say name / direct question at
	      daydreamers
	    - verbal – 1:1

Formal / public praise
 	
• verbal – in front of whole class
• merit stickers
• stickers - small
• larger stickers / house points
• give opportunities for extra
• responsibility (where possible) at
• appropriate times
• reading work to class / explaining
• good behaviour
• show work to another teacher or tell
• them of good behaviour
• copying work and sending home /
• parents in to tell of good behaviour,
• send home note
• Stickers to take home
• certificates
• Good work display
• send to Deputy / Head for good
• work / behaviour
	Sanctions
	
	• Warning – name will go on orange
	• Move name to orange
	    • Children are able to move back to green for good behaviour here
	    • If still on orange at the end of the day – miss 5 minutes of Golden time (celebration afternoon in UJ)
	• Move name to red – miss 5 minutes of Golden time (celebration afternoon in UJ) AND miss 5 minutes of next break (on thinking wall in the juniors, on thinking bench in infants, in Foundation, they have 5 minutes thinking time straight away.
	• Name moved to red twice in one week or name needs to be moved and child is already on red that day – sent to a team leader
	• Name moved to red three times in one week – sent to deputy or headteacher
	
	Additional sanctions – dependant on the behaviour
	• sent straight to team leader
	• sent straight to deputy headteacher
	• write apology or write / illustrate what has been done wrong
	• informal meeting with parents
	    • monitoring behaviour (to last for max ½ term)

	- incentive star chart - home school book - weekly verbal progress chart - increase to daily if required - behaviour I.E.P set up, meeting with parents, Headteacher and SENCO, supported by weekly report - break/ lunchtime exclusions - internal exclusion - fixed term exclusion according to the recommended guidelines