



Behaviour and Discipline Policy

Edenham C of E Primary School

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Policy Owner: Executive Head Teacher

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Excellence Exploration Encouragement

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Aim

- To develop a whole school approach to behaviour management, creating an atmosphere where children and adults feel safe, happy and are able to learn.
- To encourage consistency of response to both positive and negative behaviour, by use of rewards and sanctions.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Our Christian Ethos

We seek to serve our families by offering children a caring and rich learning environment in which they may flourish as individuals and become valuable members of our local, and the wider world, community.

Inspired by the life of Christ, and living in his love, we aim for each person to reach their full potential in body, mind, heart and spirit by working together - pupils, parents, staff, governors and all other friends of our school.

Our Values

The core values we believe are essential to living and learning in the Edenham School community are:

- Respect
- Honesty
- Curiosity
- Compassion
- Caring
- Love and Friendship
- Faith
- Forgiveness
- Perseverance

These values are intended to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a set of guidelines through which we can supply a challenging curriculum that is accessible to all and contributes to the development of effective, flexible and independent learners
- Develop the academic, social, moral and spiritual understanding and skills that will equip each pupil for their current and future learning
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all.

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Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Each class (both teacher and pupils) will be responsible for generating and agreeing their own rules, specific to their needs, at the start of the school year. All classes will review them throughout the year.

Rules and procedures should:

- Be kept to a necessary minimum
- Be positively stated, telling the children what to do rather than what not to do
- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced
- Promote the idea that every member of the school has a responsibility to follow the agreed school rules, whenever they are in school, whoever they are with.

We believe that it is essential that all procedures should be consistently applied and referenced by everybody who works with children in the school – for example, teachers, teaching assistants, mid-day staff and administration staff.

We expect and encourage all members of our school community to ask for help with managing behaviour if and when they need it.

Golden Time

All children in school are awarded 30 minutes of 'Golden Time' to be enjoyed at the end of the week. Activities for Golden Time are chosen or suggested by the children – for example, reading, arts, games, football, use of laptops – and are intended to be fun and motivational.

We also organise a bigger Golden Time treat, three times a year. Those who have lost no Golden Time get the full benefit – those who have lost some minutes during the preceding weeks will miss a certain amount of this treat. The purpose of this is to provide a motivation for all pupils to behave well as often as possible whilst acting as a reminder that they can work on and improve their behaviour. These treats generally take the form of activities such as Street Dance, Circus Skills, visiting Archaeologists etc and generally take place after the end of Term 1, Term 3 and Term 5.

Children can lose Golden Time for behaviours described in Appendix 1.

At Level 1 – behaviours such as fidgeting, distracting others, talking during teaching time or careless physical behaviour mean a child will have 1 warning displayed on a board in the classroom. After warnings, 3 mins of Golden Time are lost if the same thing happens again.

At Level 2, children may automatically lose 5 minutes – for example, for fighting, kicking, pushing, swearing.

At Level 3, the incident will be referred to the Head Teacher or other senior teacher in school. Loss of Golden Time will be at the discretion of the Head Teacher or senior teacher.

We will make every endeavour to ensure that Golden Time sanctions will be applied at the end of the same week in which it was lost.

If only a warning was issued, with no loss of time, the warning will be removed from the board at the end of that day. This gives everyone the chance to start afresh on the next day.

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Other sanctions may be applied at all levels depending on the context of the incident. Children will be supervised safely during the time other children are having Golden Time in an area away from activities.

If children are regularly missing Golden Time, this will be investigated and addressed. This may for example, include planning for additional behavioural rewards/ sanctions designed to better meet an individual's needs.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Praise for learning should be the priority although praise for positive behaviour is also valuable.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

The use of sanctions should be characterized by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is the focus.

Sanctions may range from expressions of disapproval, through withdrawal of privileges, to referral to the Head Teacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Additional specialist help and advice may be necessary. This possibility would be discussed by the class teacher with the Head teacher and SENCO (Special Educational Needs Co-ordinator) before proceeding.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required. The SENCO may also be involved in this discussion.

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Strategies may include:

- A home-school contract, perhaps in the form of a behaviour record book
- Evaluation against the Behavioural Audit (see appendix 1)
- Tracking of behaviour against the contents of the audit or using a STAR grid to identify patterns of behaviour where possible.

We believe a positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parental participation in many aspects of school life is encouraged. We are committed to the view that this participation maintains positive relationships with children and their families. As a result, school and home can deal with issues of unacceptable behaviour more quickly and effectively. The school will communicate policy and expectations to parents and the wider school community. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation and further disciplinary action if required.

Fixed-term and Permanent Exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances after further investigation, warrant this. If the Head Teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Head Teacher will always seek guidance and advice in every case of exclusion at the point of considering exclusion for a pupil and throughout the process however long it lasts, from the LA support team. At the point of exclusion and afterwards, the school will follow the LA guidelines and processes.

Further information can be found here:

<https://www.lincolnshire.gov.uk/parents/schools/at-school/exclusion/36683.article>

Inclusion and Equal Opportunities

Age-appropriateness of Policy

Whilst we emphasise that consistency is crucial in the implementation of this policy for the vast majority of pupils as they move through the school, we recognize that there are individuals or groups of pupils who will need special consideration and possibly, alternative or additional strategies.

For example, pupils entering into the school in the Foundation Stage and those who are less mature moving into Y1, will need to learn that their actions have consequences, the expectations of behaviour and routines in school etc. This will mean that the adults working with the children will offer additional opportunities to make improvements and additional rewards or sanctions that are more immediate.

Some pupils of all ages with additional needs may require flexibility within this policy – it may be that adults in school agree strategies informally together, or a behaviour plan may be put in place.

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Linked Policies

This Policy can be read in conjunction with, for example; the school's:

- Safeguarding Policy
- Positive Handling Policy
- SEND Report and Policy

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Behaviour Audit

	Types of behaviour	Strategies to minimise poor behaviour	Sanction
Level 1 Behaviour.	<ul style="list-style-type: none"> • Inappropriate attitude to work or staff. • Fidgeting/moving about /disrupting/interrupting. • Chatting/calling out on the carpet/in assembly. • Deliberately very slow to respond to instructions. • Talking/changing places when lining up. • Distracting other children. • Deliberately being noisy by singing, humming, tutting. ♣ Wanders around the classroom or enters school inappropriately. • Winding up or inappropriate attitude to other children. • Non-deliberate swearing. • Physical 'carelessness' towards others – eg. pushing, snatching, barging. 	<ul style="list-style-type: none"> • Identification of behaviour & reminder of rules. • Whole class discussion of problem although it may be one child who is causing the problem. • Teacher/child discussion. • Rewarding good behaviour. • Use other children's good behaviour as a positive example. 	<ul style="list-style-type: none"> • Losing choice of where to sit/stand. • Loss of playtime/Golden time. • Loss of privileges. • Time out' in classroom or other supervised area. • Informal discussion with Parents.
Level 2 behaviour. Behavioural chart opened at this stage. A record of	<ul style="list-style-type: none"> • Continued Level 1 behaviour. • Being significantly off task. • Leaves classroom without permission. • Persistently (over a longer period of time) ignores instruction and fails to correct behaviour when asked. 	<p>Ongoing strategies as listed above and</p> <ul style="list-style-type: none"> • Targets to be set on individual behaviour chart. 	<ul style="list-style-type: none"> • Referral to Key Stage Coordinator with support from Head/Deputy as necessary. • Following discussion with KS Coordinator - formal contact with parents if misbehaviour

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<p>behaviours is kept by class teacher and KS coordinator</p>	<ul style="list-style-type: none"> • Being aggressive – pinching/ fighting/ hitting/ kicking/ pushing in the playground through 'Play Fighting'. • Continued inappropriate verbal or non-verbal noises. • Lying • Inappropriate/disrespectful verbal responses. 		<p>keeps re-occurring (Head teacher to be informed before Parents asked to come in).</p> <ul style="list-style-type: none"> • Home-school contract established . • Time out' in another class ♣ Withdrawal of privileges/ playtime. • Time out' on playground at playtime in a place designated by teacher.
<p>Level 3 behaviour. School Action or School Action+ on SEN Code of Practice. A record of behaviours is kept by Head teacher/ deputy and class teacher.</p>	<ul style="list-style-type: none"> • Continued Level 1/2 behaviour. • Unwilling to respond to instruction. • Bringing in dangerous objects. • Making rude comments or gestures about another child or their family. • Being very aggressive e.g, threatening another Child/member of staff. • Fighting/hitting/pushing/spitting/biting/kicking persistently • Unprovoked attacks. • Extreme rudeness to, or about, adults. • Swearing at adults/child. 	<p>Ongoing strategies as listed above and:</p> <ul style="list-style-type: none"> • Head teacher/child discussion of inappropriate behaviour (a note explaining circumstances must be sent with the child to the Head). • Behaviour IEP to be completed and used. • Daily home/School book to monitor behaviour. • Liaison with other agencies e.g. Primary Outreach Team. 	<ul style="list-style-type: none"> • Behavioural Chart/diary of events to be continued. • Formal interview with Parents. • Time out' from School dinner time (going home). • Removal from activity or visit. • Separate eating area at lunchtime in designated place. • Possible redress for damages. • Temporary or permanent exclusion at discretion of the

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	<ul style="list-style-type: none"> • Stealing/damaging other children's or school property. • Racist comments. • Very violent/dangerous/damaging behaviour e.g. throwing furniture. • Refusal to cooperate, creating a danger. • Disobeying/ignoring instructions (defiance). • Running out of School. 		<p>Head teacher with Behaviour Contract to be agreed between School, child and parent at reinstatement interview.</p> <ul style="list-style-type: none"> • Parents and child to meet with a panel of Governors.
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STAR Observation Form

A STAR analysis is a helpful way of assessing what happens before, during and after an episode of unacceptable behaviour, and is similar to an ABC (Antecedents, Behaviour, Consequences) chart. The STAR framework was set up by the National Autistic Society to reduce the behavioural problems that so many parents of children with an autistic spectrum disorder face. The STAR approach focuses on those with an autistic spectrum disorder but it can be very helpful for children with general behavioural difficulties. The basis of the STAR approach is that all episodes of problem behaviour need to be seen as actions by the child are carried out with an intent to receive a specific response.

The STAR record chart can be used for an identified period of time (ie. a 6-week term) before being reviewed by class teacher(s)/ SENCO/ HT. Any patterns should be identified and next steps identified and actioned as appropriate. A decision may be taken to continue with the chart, or repeat again in the near future following next steps.

STAR stands for:

- Setting Trigger Action Response

Setting

This is something critical but often underestimated. These are the contexts in which the unacceptable behaviour takes place. Considering, and if needed adjusting, the setting where the behaviour takes place is important, and can also work as a way of preventing particular behavioural difficulties.

Trigger

These are the signals or stimuli that 'set off' a specific action, occurring immediately before the episode of unacceptable behaviour. Reasons that trigger sets of the behaviour may include:

- Expressing a need – for example, smelling dinner cooking might signal food to a hungry child
- Expressing something the child does not want – for example, seeing a spider nearby triggers a wish to avoid it, going into a new environment, transition between lessons
- Emotional overload – something relatively insignificant triggers the feeling that this is 'the last straw'
- Sensory overload – large groups of children, noise levels, (also, LACK of sensory stimulation, for example, quiet times)

Action

Action is the behaviour that actually happens and is a very important part of the chart. See Annex A for Behaviour Audit Level 1-3 guidance.

Response

These are the events that follow an action, and are often the part of the process that can be controlled. The record of the response should make a brief note of who responded, what sanctions if any and next steps if it needs to be followed up (for example, additional record in the Incident (racial, harassment, bullying book held in the office, phone call to parents etc.)

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