

Caslon Primary Community School



Good Behaviour and Discipline Policy 2019 - 20

United Nations Convention on the Rights of the Child

Article 29: [Schools] must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Aims and expectations

It is a primary aim at Caslon that every member of the school community feels valued and respected. We believe that pupils learn best in a well-organised, calm and secure environment where outstanding behaviour is expected and that each person is treated fairly and well.

Our school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We have high standards with whole school rules and classroom rules and consequences for breaking them. We use 'Good to be Green' and 'Class Dojo' systems to promote positive behaviour throughout the school. We encourage good relationships between pupils, so we can work together with the common purpose of helping everyone to learn. Our behaviour policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We expect our pupils to behave in a considerate way towards others. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

To fulfil these aims there are certain expectations:

- Every member of the school community should behave in a considerate way towards others.

- All members of the school must be treated fairly and this behaviour policy should be applied in a consistent way.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

School Rules and Class Charters

At the start of the new school year, each class teacher discusses the school rules with each class. In addition to the school rules, each class also develops its own classroom charter linked to the United Nations Convention on the Rights of the Child. These feed into class displays that show clearly what types of behavior should receive a warning, a yellow or a red card.

The charter is developed with the pupils based on an understanding of what every child in the class has a 'right' to. This is agreed by the children and staff in each classroom and they are displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect across our school and the rights that we are to live according to.

Rewards

We pride ourselves on the systems we have in place at Caslon to reward children for good behavior. We aim to draw attention to the positive and reward those who are constantly trying their best.

- Staff congratulate children with verbal praise regularly;
- Class Dojo is used throughout the school to award children with 'Dojo points'. These are communicated directly to parents via the Dojo App. Ten Dojos are rewarded with a Charter Point. Poor behaviour can lead to 'negative dojos'.
- Fortnightly, a selection of children throughout the school are also given certificates in the school achievement assembly in recognition of good work;
- Class Charters are developed between pupils and class teachers at the start of each new academic year with clear expectations for classroom behaviour and conduct.
- 'Charter Points' are awarded in lessons, at break and lunchtimes for behaviour in line with the Playground Charters (based on the United Nations Convention on the Rights of the Child) - these are counted up and celebrated in 'houses' weekly.
 - Fortnightly Celebration Assemblies reward children's learning in curriculum areas as well as a Deputy Head and Head Teachers award.
- At the start of every half term, a dedicated assembly rewards every individual who has remained 'Good to be Green' for the previous half term.

- The school also acknowledges the efforts and achievements of children out of school; trophies and certificates can be brought into Celebration Assembly;
- The attendance trophy and extra play is awarded to the class with the highest attendance over a two week period.

Sanctions:

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Initially, a verbal instruction will be given directly to child if they are not following instructions.
- If a child is repeatedly disruptive in class, the teacher will follow the daily ladder of sanctions as laid out on the 'Good to be Green' flowchart which is displayed in class.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and may have to prevent the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and submits it to the Head Teacher/Deputy Head/Asst Head. If a child repeatedly acts in a way that disrupts or upsets others, the Head/Deputy/Asst contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a pupil receives a red card they will have to fill in a 'Consequence Sheet' at the start of the next available break time to look at why they received their red card and what they would do differently next time. These have been designed by our pupils based on the 'United Nations Convention on the Rights of the Child' to help our pupils understand what they are doing wrong and how they can put their actions right in the future.
- School tracking sheets and report cards are also used to help modify behavior where there are repeated occurrences/patterns identified.
- If the above tracking shows a child's behavior is not improving, the pupil will move to the relevant stage on the good to be green flow chart.
- Our behaviour lead tracks red cards across the school on a weekly basis, meets with children individually and when necessary will exchange phone calls with and meet with parents in order to plan a supportive way to bring about improvement.
- A copy of the 'Good to be Green' flow chart is available upon request.
- A more detailed explanation of rewards and sanctions plus a clear explanation of the procedure which all staff must use, is to be found in the additional "Class management, roles and routines and learning management" one page policy. Playground regulations and expectations are to be found in the Staff Handbook.

We have a skilled Learning Mentor who works closely with those pupils who need support to bring about improvements/better understanding of their own behavior. Programmes are in small groups and 1-1 are set up to meet the needs of individuals when appropriate.

Children in need of additional support may have behavior Contract drawn up which involves parents, pupil and staff. This will clearly define behavioural expectations, rewards and sanctions.

The following sanctions which go beyond the classroom may also be used progressively:

- Child is sent for a short period of time out - in a designated area in a classroom eg 10-15 minutes
- Child is escorted to for time out in another class, eg 1 hour without further disturbances
- Child loses part of their playtime or lunchtime. They will complete a consequence sheet and discuss their actions with a senior member of staff or Learning Mentor.
- Child loses other privileges e.g. club or favoured activity (this should not be a loss of curriculum entitlement) - class teacher contacts parent/carer to discuss concerns and strategies for improvement
- When low level disruption continues, staff should record on CPOMs to allow for effective tracking
- Deputy/Asst Head Involvement which may include contacting parents/carers - targets for improvement being set and reviewed, consider if alternative strategies in form of other agencies or SENDCo are needed
- Head Teacher Involvement. which may include contacting parents/carers, setting a formal contract for improvement that is monitored daily class teacher - weeks by Headteacher/Deputy Headteacher and parent/carer
- Exclusion from school - short fixed term, up to 5 days or permanent
- Governor involvement.

Examples of more serious, unacceptable behaviours include:

- Repeated disobedience or serious opposition to staff or refusal to cooperate with a reasonable instruction
- Deliberate physical actions such as hitting, kicking, spitting, biting/inflicting pain
- Fighting and/or encouraging others to do so or forming 'gangs'
- Use of foul language, swearing or language deemed inappropriate
- Derogatory remarks of any sort (that affect any characteristic of equality agenda) including racist remarks - including via social networks. Encouraging others to make derogatory remarks.
- Spreading malicious rumours about others in school - including via social networks
- Harassing or intimidating others → Deliberately damaging property
- Carrying knives (or any object deemed an offensive weapon), drugs

- or alcohol in school
- Behaviours that put themselves or others at risk of harm.
- All incidents to be recorded on CPOMs and tagged appropriately. It is the responsibility of the member of staff that observed the incident to record it on CPOMs unless otherwise directed to.

This list is by no means exhaustive.

The Governing Body may determine 'unacceptable' any other behaviour that the Headteacher feels necessary to bring to their attention.

Issues of a more serious nature:

Incidents which warrant fixed term exclusion are at the discretion of the Head/Deputy Headteacher. The child will be provided with work throughout any period of exclusion. All incidents of a serious nature are logged on CPOMS.

A behaviour log will be kept by all staff involved and shared with the Head/Deputy/Headteacher. The log is used to recall previous incidents/past history of a child. If a child is to be excluded from school then he/she will be spoken to/interviewed by the Head Teacher. At least one other adult should be present.

Their parents will be informed immediately of the decision and be given reasons for the exclusion.

Caslon Primary Community School is committed to working with parents and carers to find solutions to behaviour issues.

We believe that by putting early intervention into practice, this will ensure that the risk of fixed term or permanent exclusion is minimized.

Exclusion:

The Headteacher (or Deputy Headteacher in the Headteacher's absence) will decide if a child is to be excluded from school- either on a fixed term or permanent basis. It is possible that a fixed term exclusion can convert into a permanent exclusion if, after further investigation behaviour warrants it. This will be dependent upon the severity of the incident, the child's behaviour history, and upon any other information eg pastoral or safeguarding information available at the time.

Any decision to exclude should be balanced, reasonable, proportionate and fair. It should balance the welfare and best interests of the child against that of the whole school community.

Questions that will influence the decision will include:

- Does the action breach the school behaviour policy/expectations or code of conduct? If so - what other sanctions have been imposed and what has been the impact?

- Has/does the child receive pastoral support of any sort from the school? For example:
 - Does the child have any recognised behaviour problems?
 - Are there any SEND needs? Is an IEP, ECHP or a behaviour plan in place?
 - Are there any welfare concerns?
 - Can a risk assessment be put in place to eliminate risk to others and prevent exclusion?
 - Would allowing the child to remain in school with a risk assessment and appropriate sanction still cause serious harm to the education and welfare of others?

- Is this the child's first recorded serious incident? If not - what makes this one different to others?

- Does the child's behaviour give cause to suspect that they may be suffering or be at risk of suffering significant harm? If this were the case, school safeguarding procedures would be followed.

- Is persistent disruptive behaviour a result of unmet educational needs? Is this is likely the matter should be further explored e.g. via SENDCo, Early Help etc.

After all considerations have been made, if a permanent exclusion remains necessary, Local Authorities are notified, DfE and relevant legal guidelines will be adhered to. If a child is excluded, parents will be notified, given reasons for the decision and details of how, if they wish to appeal (process detailed in appendix a)

The Governing Body has a discipline committee which considers exclusion. A committee of the Governing Body considers appeals. The school informs the LA and Governing Body about any permanent exclusion and any fixed term exclusion beyond 5 days in any one term.

Positive Handling

The school wishes to avoid use of any kind of physical intervention with pupils. We emphasise and use other means to resolve disputes such as positive verbal reinforcement, repeated instructions and follow our behavior sanctions as listed above.

In extreme cases however methods may be employed to maintain the safety of pupils and staff. This should only be used if a child fails to follow all reasonable instruction to stop a particular behaviour when the behaviour may cause harm to self or others or to property.

If positive handling is used by our 'Team Teach' trained staff, parents are informed and a meeting/face to face discussion arranged as soon as possible.

A log of any incidents is kept in the bounded book and retained by the behavior lead and where appropriate a plan to prevent a further occurrence will be prepared in the form of an individual risk assessment.

Bullying

Please also see the separate anti-bullying policy

United Nations Convention on the Rights of the Child

Article 19: *[schools] must do all that they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by [anyone].*

At Caslon we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Outside every classroom are 'Worry Boxes' into which children may place their worries and concerns so that an adult can respond as quickly as possible.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves in class, the class teacher uses Class Dojo to award negative Dojo's and a verbal warning. However, if misbehaviour continues, the class teacher seeks help and advice from his/her line manager and Learning Mentor. The management structure of the school

is used to support teachers when dealing with incidents of varying severity. Parents are involved if the behaviour of any child gives cause for concern over time.

- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child but should first speak to his/ her line manager to ensure that this appropriate.

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Role of Learning Mentors

- A solution focused approach is used within the weekly Case Meetings, led by the Learning Mentor, with setting a positively phrased small target for improvement. This is then monitored and reviewed weekly, or within a shorter time scale if needed.
- For serious cases of misbehaviour a system of Seclusion within school will be used prior to a system of Exclusion.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher and behavior lead monitors all reported incidents of misbehavior on CPOMs and will add or request actions when required.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehavior. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them. Leaflets are also sent home which explain rewards and sanctions at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a

supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern is not easily explained, the teacher should suggest a meeting with the Head. If the concern remains, parents should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school Behaviour and Discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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 Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

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The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: 19/6/19

Review 1/6/19