

# Caslon Primary Community School



## **Behaviour and Discipline Policy 2021-22**

### **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. All members of staff strive for visible consistency and visible kindness following an inclusive and restorative practice approach.

Our school behaviour policy is therefore designed in line with Dudley Local Authority Inclusive Pathways and a Paul Dix approach. We aim 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.

Caslon's inclusive approach is to ensure that all children have access to support that meets their needs and results in improved outcomes.

Through engagement with the inclusive approach and applying Dudley's Inclusive Pathways, Caslon will develop a whole-school planned approach to identifying and meeting the needs of children who may be struggling in the areas of relationships, regulation and resilience, and in supporting the wellbeing of all.

To fulfil these aims there are certain expectations:

- Every member of the school community should behave in a considerate and consistent 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.

### **Class Management and Behaviour Philosophy**

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress." (Dudley Inclusive Pathway 2021)

This policy aims to ensure Caslon is promoting a relationship-based approach to behaviour and inclusion and is based on the following elements:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Taking a non-judgmental, curious and empathic attitude towards behaviour
- Putting relationships first in a restorative practice approach
- Maintaining clear boundaries and expectations around behaviour
- Understanding not all behaviours are a matter of 'choice'
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's behaviour and Social, Emotional and Mental Health (SEMH)

At the start of the new school year, each class teacher discusses the school rules with each class under the headings Ready, Respectful and Safe. 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. In order for a consistent approach, the following steps should be taken by all adults across the school and in any setting.

	<b>Steps</b>	
<b>1</b>	<b>Reminder</b>	<b>A reminder of school rule (Ready, Respectful, Safe)</b>
<b>2</b>	<b>Conversation</b>	<b>A clear verbal conversation delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the next steps if they continue. Offer a positive choice to do so and refer to previous examples of good behaviour.</b>
<b>3</b>	<b>Last Chance - (Yellow Card)</b>	<b>Speak to the child privately and give them the final opportunity to engage.</b>
<b>4</b>	<b>Thinking Space - (Red Card)</b>	<b>This will be a short time out within the room, on a thinking spot (EYFS) or to the side of the field or playground at play.</b>
<b>5</b>	<b>Restore and Repair</b>	<b>Restorative discussion - with the member of staff that dealt with the incident at the earliest appropriate occasion.</b>

## 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.

- Class Dojo is used throughout the school to award children with 'Dojo points'. These are communicated directly to parents via the Dojo App.
- Staff congratulate children with verbal praise regularly and stickers are given in Early Years.
- A consistent approach to Dojo points is ensured by each class having the same types of positive behaviour and points allocated to them.
- Dojo's can be awarded in lessons, at break and lunchtimes for behaviour in line with school rules. They should be reset to zero each half term to re-incentivise all children.
- Children will be incentivised to accrue Dojo's with class-based rewards as they achieve 25, 50 and 100 dojos.
- Classes will have a recognition board and this will also feed into positive Dojo points.

"The recognition board is not intended to shower praise on the individual. It is a collective strategy: we are one team, focused on one learning behaviour and moving in one direction. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically." Paul Dix, (When the adults change, everything changes)

- Weekly, classes will nominate a child for Star of the Week.
- When appropriate, Celebration Assemblies will reward children's learning in the curriculum areas as well as a Deputy Head and Head Teachers award. At the end of each half term, a special Deputy and Head Teacher award will be acknowledged with a badge.

### **Behaviour Intervention:**

- 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 reminder 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 steps outlined in the policy. Reminder, Conversation, Last Chance, Thinking Space, Restore and Repair.
- 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 pupil requires Thinking Space - at the start of the next available break time, have 10 minutes reflection time with the member of staff that dealt with the incident to conduct the Repair and Restore discussion. This aims to help our pupils understand what has gone wrong and how they can make their actions right in the future.
- This restorative approach is focused upon building relationships, maintaining relationships, and repairing relationships when something has gone wrong.
- All incidents of behaviour which require steps 3,4 and 5 are recorded on CPOMS. SLT continuously tracks CPOMS across the school on a daily basis and meet with children individually and when necessary will exchange phone calls with/meet with parents in order to plan a supportive way to bring about improvement.
- Repeated incidents may result in a Behaviour Support Plan to help modify behaviour where there are repeated occurrences/patterns identified.
- Children in need of additional support may have a Behaviour Support Plan drawn up which involves parents, pupil and staff. This will clearly define behavioural expectations, rewards and sanctions.
- If the above tracking shows a child's behaviour is not improving, the school will refer to Dudley's Inclusive Pathways and continue to assess, plan, do and review.

### **Nurture**

It is widely evidenced that nurture supports the building of resilience through a sense of belonging, and can have positive impacts on children's wellbeing, attendance and attainment along with reducing the risk of permanent exclusion.

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 interventions are set up to meet the needs of individuals when appropriate.

Children will have access to Lego therapy, Drawing and Talking therapy, Zones of Regulation, play therapy, water play, Circle of Friends, anger management, mindfulness approaches linking to self-regulation and yoga, in order to support development of self-awareness and in making appropriate choices about how to behave.

**Exclusion:**

We believe that putting early intervention into practice via use of Dudley's Inclusive Pathway, will ensure that the risk of fixed term or permanent exclusion is minimized.

Exclusion will not be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for exclusion:

- Serious breach of the school's rules
- Serious risk of harm to the education or welfare of the pupil/adult or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team.

**Fixed-Term exclusion**

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst being mindful of the seriousness of the breach of policy.

**Permanent exclusion**

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of Governors as soon as possible in such a case.

If the Head teacher decides to exclude a pupil they will:

- Ensure that there is sufficient recorded evidence to support the decision,
- Explain the decision to the pupil if the pupil is in the state of mind to listen to the decision,
- Contact the parents, explain the decision and ask that the child be collected,
- Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion,
- The length of the exclusion and any terms or conditions agreed for the pupil's return,
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked,
- Plan how to address the pupil's needs and integration back into their class on his/her return,
- Plan a reintegration meeting with parents and pupil upon their return to be conducted by a suitable senior member of staff.

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.

**Use of Reasonable Force**

It may be necessary to use reasonable force to control or restrain a child for their safety and the safety of others, to prevent them from hurting themselves or causing disorder. We have the legal power to use reasonable force in these circumstances. Control means passive physical contact i.e.

standing between two children or taking a child's arm to guide them.

Restrain means to physically hold back. Any circumstances of reasonable force **MUST** be detailed in writing immediately after the event and a member of the Senior Management **MUST** be informed. The Head will decide if the child's parents need to be informed.

### **Anti-Bullying**

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.

### **What is Bullying?**

DFE guidance (2017) defines bullying as "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority.

### **Cyberbullying**

When responding to cyberbullying concerns, the school will:

Act as soon as an incident has been reported or identified. Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to try to ensure that it does not happen again. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation. School staff can confiscate and search pupils' electronic devices, such as mobile phones, in accordance with the law. The head teacher will inform the police if it is believed a criminal offence has been committed.

### **Why is it Important for School to Respond to Bullying?**

Bullying hurts. No-one deserves to be a victim of bullying and everybody has the right to be treated with respect. Adults or pupils who are bullying need to learn different ways of behaving. As a school we have a responsibility to respond promptly and effectively to any issues of bullying.

### **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, following the steps and processes explained in this policy 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 school rules consistently. The teacher treats all children in their class with respect and understanding.
- 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 is appropriate.

### **The role of all Staff**

- To make clear our expectations of good behaviour
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant, stimulating environment, physically and emotionally
- To use rewards, rules and sanctions clearly and consistently
- To be a good role model
- To develop a class charter with children so that children are very clear about how they are expected to behave
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents when necessary
- To recognise that each child is an individual and to be aware of his/her needs
- To offer a framework for social education.

### **The role of parents**

At Caslon we work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support the school in this by:

- Making children aware of appropriate behaviour in all situations, both in and out of school,
- Encouraging independence and self-discipline,
- Showing an interest in all that their child does in school,
- Fostering good relationships with the school,
- Being aware of the school rules and expectations and to support the school in the implementation of this policy,
- Alerting the school as soon as there are any concerns.

**Signed:**

**Date: 15/7/2021**

**Review 20/4/2022**

## Appendix 1 - School Rules

### School rules:

At Caslon, we expect everyone to be **ready, respectful** and **safe**.

Ready...	To learn To listen To move around school With my equipment
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Respectful...	With our words With our actions Of school property Of learning time Of school staff To our peers
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Safe...	In my seat Moving around the corridors/school/grounds Use of my equipment
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## Appendix 2 - Behaviour Script

### Step 1: Reminder of school rules.

### Step 2: Conversations: Assertive Sentence Stems

You need to...

I need to see you...

I expect...

I know you will...

Thank you for...

I have heard what you said, now you must...

We will...

**These do not need to be used in isolation.**

### Step 3: Last chance: 30 second script

I noticed you are....

It was the rule about.....that you broke.

You have chosen to...

Do you remember last week when you...

That is who I need to see today...

Thank you for listening.

**Say it and walk away.**

### Step 4: Thinking Space: Reroute a power play

I understand...

I need you to...

Maybe you are right...

Be that as it may...

I've often thought the same...

I hear you...

### Step 5: Restorative five (choose 5 for KS2/3 for KS1):

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

**This is not about getting an apology.**



## Appendix 3

### Inclusive Pathways (IP) Screening Protocol

