

Behaviour & Discipline Policy Ings Primary School

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by the Board of Trustees

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Version

V4

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Local Governing Body

Monitoring:

Trust Board

Related Policies

**Safeguarding Policy
Attendance Policy
PSHE Policy**

Where is this policy
published?

School Website

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving* to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

3 Aims

This policy aims to:

- create a framework to support all members of the school community to live and work together to meet the Cooperative Ethical Values values of;
 - Honesty;
 - Openness;
 - Social responsibility;
 - Caring for others;
- foster the positive relationships that enable a learning community to succeed;
- ensure all members of the school community support positive behaviour continuously to improve standards of behaviour;
- fulfil the principles of Restorative Practice;
- reward and recognise positive behaviour wherever possible and manage poor behaviour fairly and consistently;
- apply a system of rewards and sanctions, fairly and consistently to promote good behaviour;
- provide behaviour support mechanisms for staff, parents and pupils where needed;
- ensure a whole school approach to behaviour and discipline from 8am to 6pm, i.e. at Breakfast Club, in lessons, at break times and at the After School Club

4 Objectives

4.1 This policy outlines the way in which all staff and children can work together in a supportive way to promote an environment in which everyone feels happy, safe and secure and to become positive, responsible and increasingly independent members of society. We reward good behaviour as we believe it will develop an ethos of kindness and cooperation in addition to promoting the Thrive Trust values which underpin our curriculum and school life. At Ings Primary, all children and staff have 3 key overarching rights to underpin this ethos:

1. The right to be safe;
2. The right to learn;
3. The right to be respected.

5 Roles and Responsibilities

5.1 All staff work with children to reinforce good behaviour and this should always be expected and valued. This positive behaviour management is based on the principle that recognising and rewarding good behaviour raises self esteem and promotes a positive attitude. Our class charters remind the children of the expectations of the classroom and the wider school. When a reward is given, it is made clear why, so that positive signals are sent to other children besides the recipient. Dojo points will be awarded and linked to the learning muscles;

- Concentration
- Don't give up
- Be cooperative
- Be curious
- Have a go
- Use your imagination
- Keep improving
- Enjoy learning

- 5.2 Whilst it is not always possible to ignore unacceptable or disruptive behaviour, staff always try to acknowledge and praise those children who demonstrate acceptable behaviour. This has a positive and influencing effect on other children and can be achieved in a variety of ways such as verbal praise and dojo points. When dealing with misbehaviour it should be remembered that it is the behaviour not the child that is unacceptable. Staff are fair and consistent and firm rather than aggressive and avoid idle threats. It is important to avoid confrontation, and always challenge the behaviour and not the child.
- 5.3 Where possible, unacceptable behaviour is dealt with immediately by the adult responsible for the child. Behaviour choices are discussed with them and any sanction for minor misbehaviour is immediate and of short duration.

6 What is Good Behaviour?

Good behaviour is treating other people like we want to be treated and using our talents to do the best we can with our lives.

6.1 Encouraging good behaviour

- 6.1.1 Teachers establish clear expectations of behaviour in their classrooms ensuring the children's understanding and compliance with our 3 overarching aims (the right to be safe, the right to learn and the right to be respected) which are displayed in all areas of the school. All staff look for opportunities to praise individuals and groups whenever they are demonstrating appropriate behaviour. This can be in the form of verbal praise, non-verbal such as thumbs up, dojo points and messages home.
- 6.1.2 The school systematically uses www.classdojo.com as its main way of tracking positive behaviour linked to the school's Learning Muscles. Children receive points for positive behaviour and children can see immediate responses and therefore track their own progress. Staff can also use the system to set targets and analyse strengths and weaknesses for individuals, groups and classes.
- 6.1.3 Other forms of encouraging good behaviour include;
- Verbal praise
 - Awarding sticker
 - Awarding a headteacher award (3 dojo points)
 - Receiving a "Special Mention" certificate by being nominated by an adult
 - Receiving a "Class Dojo" award for the most dojo points each week
 - Receiving Termly "Good Conduct" Awards

6.2 Well-being and Safeguarding officer

Promoting good Mental Health & Emotional Wellbeing amongst all our children is a central part of our school. As such, the school employs an Emotional Well-being Officer whose role is to support children and families in the promotion of positive behaviour and to support children and families in the use of positive discipline and the principles of Restorative Practice.

6.3 PSHE Curriculum (Jigsaw)

At Ings, our Jigsaw Programme for Primary PSHE gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw equips schools to deliver

engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness, allowing children to advance their emotional awareness, concentration and focus.

7 Inappropriate behaviour

7.1 In the classroom

1. Children who are not conforming to classroom expectations should be reminded firmly and calmly of the need to conform to the rights and responsibilities and a **verbal warning** given;
2. If a pupil continues to behave inappropriately, his/her **name should be written on a list on the teachers' desk**. If the pupil stops behaving inappropriately, the teacher should praise the correct behaviour and remove the name;
3. If a pupil continues to behave inappropriately, the teacher will move the child away from the group for a **short period of 'calm time' to reflect upon his/her actions** (This should be within the classroom);
4. If the behaviour continues, children then need to be **sent to their partner classroom** for the remainder of the lesson. At the end of the lesson, the child will return to their class teacher, be welcomed warmly and have the opportunity to make a fresh start for the next lesson. The class teacher will also talk restoratively with the child about their behaviour at a suitable opportunity. **If a child refuses to move to a partner classroom, the Assistant Head will be called for and removed and dealt with in a restorative way;**
5. Children who continue to demonstrate inappropriate behaviour when they are in the partner class, are then **sent to the Assistant Headteacher** to be dealt with in a restorative way. This will be only on a rare occasion. The child will then return to the classroom, be welcomed and given a chance to show good behaviour and praised for their effort to behave well. If the child continues with inappropriate behaviour the assistant head will determine further sanctions as appropriate. This may be that the Head of School or Executive Headteacher will be involved.

7.2 Around the School

7.2.1 Behaviour around the school should be consistent with the school policy. Verbal praise will be given wherever examples of good behaviour are seen. All staff are responsible for noticing good behaviour and responding to poor behaviour.

7.2.2 We have a system for whole class behaviour around school to promote cooperation. Green tokens will be handed out by staff - this could be for tidy cloakrooms, politeness at lunchtimes etc. The senior leadership team will hand out gold coins which have a trading value of 5 green coins. These can be given during learning walks, assemblies etc. On a Friday the class with the most coins will receive a small reward, to be decided by the class teacher.

7.2.3 Restorative Practice

All Incidents will be dealt with in a restorative way, using the restorative questions. Beginning with the question 'what happened?' all parties get to share their stories. After establishing 'what happened' further questions explore who has been affected by the actions, what feelings were involved and what can be done to make the matter right. This ensures that the school community is working 'with' each other rather than doing things 'to' each other.

7.3 Playtimes and lunchtimes

- 7.3.1 At playtimes and lunchtimes, staff are expected to lead the children in playing games and support children in playing positively with one another. Any minor playtime infringements can be dealt with restoratively or by requiring a child to spend a short period of their breaktime walking with a member of staff on duty.
- 7.3.2 For serious playtime infringements, staff on playground duty will send for a member of SLT who will speak to the child restoratively about their behaviour away from the playground. Staff on duty will also record the name of the child and make a note of the incident on CPOMs (an online Safeguarding, Welfare and Pastoral system). The class teacher will be informed of the incident at this point and then the parent/carer will be informed either by the class teacher or a member of SLT.

7.4 'Success Cards'

- 7.4.1 If serious infringements for a child are logged on CPOMs three times, the child will be placed on a "Success Card". Parents/Carers will be informed and the details of how the Success Card will support their child will be shared with them.
- 7.4.2 If a child is placed on a "Success Card", they will remain with a staff member on duty whilst outside at playtimes and lunchtimes. During this time, the child will talk/play with the adult to address their behavioural challenges.
- 7.4.3 When on a "Success Card", the class teacher will assess the child's behaviour against success targets linked to the things they need to do to improve their behaviour. At the end of each day, the child will report to the Head of School or Assistant Headteacher to discuss their progress restoratively. If the child has had a successful day, the child will receive a certificate for their improved behaviour.
- 7.4.4 Once the Head of school/ Assistant headteacher and class teacher feel that progress has been made by the child (three successful days) the child will no longer require a "Success card".
- 7.4.5 If a child is on a "Success card" but doesn't show improvements in their behaviour, the child will have a Behaviour Support Plan (BSP) created for them. For some pupils a BSP may be used sooner.

7.5 Behaviour Support Plan (BSP)

- 7.5.1 Those requiring a BSP will meet the Head of School, Class Teacher and their parent/carer to consider the following:
- How the BSP will help to improve the quality of the child's own school experience;
 - How the BSP will help the child improve the quality of other people's school experience;
 - How the BSP will allow the child to be more positive and fair to everybody at school.
- 7.5.2 The Head of School, Class Teacher, Parent/Carer and pupil will then agree on three strategies designed to improve behaviour. The pupil and parent/carer will then meet with the Head of School every two weeks to discuss progress made and adapt the strategies as necessary;
- 7.5.3 Parent/Carer involvement and support is vital to the success of the BSP and if, after 4 weeks, satisfactory progress has not been made by the child towards meeting their targets, it may be necessary to refer to outside agencies.

7.6 Outside Agencies

In order to best meet the needs and support the child with their behaviour, it may be necessary to seek advice and support from outside agencies via referral. Referrals may be made to local Pupil Referral Unit providers, Early Help, Educational Psychologists, Education Welfare Officers, Social Care, Anti-Bullying agencies, BEST and Health Services.

7.7 Suspension and Exclusion

In rare instances where behaviour has become violent or completely unacceptable, despite all our efforts, a suspension from school will be considered. Assurances as to future conduct will be sought. If further exclusions were required and if every initiative tried has failed (and if assurances as to the future conduct of the child were not attainable) then exclusion is a possibility. As a school we would aim to avoid exclusion wherever possible. Parents/Carers have the right to appeal these decisions to the Governing Body and will be given this information along with the exclusion letter.

7.8 Recording Serious Infringements of Key Rules

7.8.1 More serious infringements of school rules, including persistent minor infringements will be recorded on CPOMS by members of staff and contain details of:

- Name of the child who has broken the rule;
- A brief description of the incident(s);
- Name of the staff member who witnessed the incident(s);
- Details of the Restorative Practice that has taken place;
- Action required e.g contacting parents.

7.8.2 These entries will be brief and factual without an emotional response to the situation in the note made.

7.9 Positive Handling

7.9.1 In some circumstances, it may be necessary for staff to move children using Positive Handling techniques. 'Positive Handling' is usually used either to control or hold and can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent injury to themselves or others. We would always aim to de-escalate any situation verbally first.

7.9.2 All members of staff are aware of the regulations regarding the use of force by teachers, Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including themselves); or in very rare circumstances;
- prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise.

7.9.3 There is no legal definition of when it is reasonable to use force and each case must be judged on its

circumstance and those exercising the power to use force must also take account of any particular SEN and/or disability. Staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil.

7.9.4 All staff will always exhaust all other strategies before making physical contact with a pupil and before using Positive Handling. However, in some situations immediate intervention is needed.

8 Pupils with Special Educational Needs and Exceptions

8.1 This policy is designed to meet the needs of the vast majority of children in the school. For a very small minority of children, the school may need to vary its approach in terms of the rigour with which the policy is applied. These children will be those with recognised behavioural needs, or specific diagnosed conditions or who may be experiencing significant trauma out of school which influences their ability to control their behaviour. The school will come to alternative arrangements with these pupils in order to meet their specific needs.

8.2 If a child appears on CPOMs regularly and has reached the point where parents/carers have been invited to speak with the Senior Leadership Team, then the child may have exhibited the criteria necessary for his/her special needs to be identified and a relevant intervention programme implemented. The Individual Programme will reflect the child's personal needs and be individually tailored. Possible strategies include;

8.3 Target Sheets

An archery target that defines a continuum of behaviour over 3 levels. At the end of a lesson, break time etc, a tick is placed to indicate how the child has performed. At the end of the day the sheet goes home. Ticks in the centre receive rewards, ticks on the outer sanctions at home.

8.4 Stars and Stickers

A grid sheet designed in collaboration with the child. Stickers are stuck on at agreed time intervals if targets are met. The sticker card is shared with home each evening.

8.5 Pupil Contracts

An agreement drawn up with an older child that identifies strategies to enable the child to manage their behaviour more successfully. The contract would also identify ways of avoiding poor behaviour.

8.6 Success Cards

Individualised target cards, linked to children's interests, Children earn smiley faces for desired behaviours and if a target number is reached, a certificate awarded. For example, a child may have a space themed target card.

8.7 Individual Educational Plans

IEPs may have targets linked to behaviour on them, In which case, the IEP should also state the strategies and support to be used to help achieve this target.

9 Parents/Carers

9.1 The school works collaboratively with parents and carers so that children receive consistent messages about how to behave at school and at home. We expect Parents/Carers to support the efforts of the school

in promoting good behaviour and in sanctioning poor behaviour.

- 9.2 Parents/Carers will be regularly informed about their child's behaviour, both good and poor, through incidental conversation as children are dropped off or collected, informal meetings and at parent/carer consultation meetings. Parents/Carers will be informed when their child starts using a Success Card and when the school deems the child no longer needs one.

10 Monitoring

The procedures set out in this policy aim to allow children, class teachers, school leaders and families to all work together to support all children to make the right choices for their own behaviour. The procedures also allow all stakeholders to monitor standards of behaviour on an on-going basis.

11 Public Sector Equality Duty

- 11.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:
- eliminating discrimination
 - advancing equality of opportunity and
 - foster good relations across all characteristics
- 11.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation.
- 11.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Ings Primary School adheres to these statutory regulations.

12 Person Responsible

Updated Spring 2 2023

Head of School

To be reviewed Spring 2 2024