

BEHAVIOUR AND DISCIPLINE POLICY

Issue 18

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Approved by:



Head Teacher
Bailey's Court Primary School

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Authorised by:



Chair of Full Governing Body
Bailey's Court Primary School

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Behaviour and Discipline Policy

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CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	March 2003	Original policy document.	W Davey
2	March 2008	Document reviewed and updated.	M Telfer
3	June 2010	Document reviewed; text messaging added.	M Stephens
4	June 2011	Document reviewed; no changes required.	D Hickson
5	September 2012	Document reviewed; no changes required.	M Telfer
6	September 2013	Document reviewed; no changes required.	M Telfer
7	June 2014	Document reviewed; changes highlighted in the left hand margin.	M Telfer
8	Nov 2015	Document reviewed; no changes required.	M Telfer
9	Oct 2016	Document reviewed; minor changes made to lunchtime section	A Lynham
10	Sept 2017	Document reviewed; no changes required.	A Lynham
11	Sept 2018	Document reviewed – no changes made	A Lynham
12	Sept 2019	Document reviewed – no changes made	A Lynham
13	Sept 2020	Document reviewed – no changes made	A Lynham
14	Sept 2021	Document reviewed – no changes made	A Lynham

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15	Sept 2022	Document reviewed – no changes made	A Lynham
16	Sept 2023	Document reviewed – no changes made	A Lynham
17	Sept 2024	Reviewed – No changes	A Lynham
18	Sept 2025	Reviewed – No changes	A Lynham

SUMMARY

This policy has been drawn up in accordance with Sections 2 and 3 of the Education Act, 1997 [Reference 6]. The purpose of this policy is to offer a constructive code of conduct for all at Bailey's Court Primary, adults and children. It has been put together after discussion amongst the staff and with the children and reflects the values and principles that we consider to be important for the school.

If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

This policy will be reviewed annually.

MAIN DOCUMENT

1 AIMS AND VALUES

- 1.1 To provide a happy, caring, secure, calm and purposeful learning environment for all within the school.
- 1.2 To acknowledge that each and every person within the school community has a personal part to play in achieving the above.
- 1.3 To encourage a positive approach to behaviour and discipline which respects and celebrates diversity within the school, recognising and valuing each individual.
- 1.4 To promote a consistent approach to acceptable behaviour by all adults within the school with parental co-operation and involvement.
- 1.5 To emphasise the home/school partnership thereby helping pupils, staff and parents have a sense of common purpose.

2 GUIDELINES

2.1 Children's Responsibilities

To be aware of and comply with the school rules which have been agreed in consultation with children and staff. These are:

- (a) Think of others and treat them kindly.
- (b) Be polite, listen to others and help them whenever you can.
- (c) Always move around the school safely and sensibly.
- (d) Leave other people's property alone unless they share it with you.

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(e) Look after the school and its environment.

(f) Work hard at whatever you do.

2.2 Staff Responsibilities

2.2.1 To respect and value all children and treat them fairly; bearing in mind their particular needs and listening to their views and opinions.

2.2.2 To raise children's self-esteem and develop their full potential, encouraging self-discipline and a sense of responsibility to the whole school community.

2.2.3 To provide a challenging, interesting and relevant curriculum, including a framework for social education.

2.2.4 To help create a friendly, welcoming and safe environment within the school.

2.2.5 To be a good role model honouring the school rules in their approach, thereby helping children understand what is considered satisfactory behaviour.

2.2.6 To use rules, rewards and sanctions clearly and consistently, identifying the nature of the behaviour with an appropriate reward/sanction.

2.2.7 To ensure that children understand that all adults within school, teachers, LSAs, lunch break supervisors, administrative staff, have equal status and can apply relevant rewards and sanctions.

2.2.8 To form good relationships with parents so that all children can see that key adults in their lives share a common aim.

2.3 Parental Responsibilities

2.3.1 To foster good relationships with the school staff.

2.3.2 To be aware of the school rules and expectations and support the school in the implementation of this policy.

2.3.3 To show an interest in all that their child does in school.

2.3.4 To offer a framework for social education for their children, building self-confidence, awareness of appropriate behaviour and encouraging self-discipline and responsibility to others.

2.3.5 To inform the school in confidence of any situation in the home which may be having an effect on the social and emotional well-being of the child in school.

3 HOW WE ENCOURAGE GOOD BEHAVIOUR AT SCHOOL

3.1 General

3.1.1 We make clear from the outset our expectations of good behaviour.

3.1.2 We regularly refer to the school rules which are developed by all.

3.1.3 We encourage children to take responsibility for their own actions.

3.1.4 We present ourselves as positive role models thus setting high standards of behaviour by example and helping the child recognise what is satisfactory in any given situation.

3.2 How We Deal with Misdemeanours

3.2.1 We always try to understand the reasons for the behaviour so that it can be dealt with effectively. This may mean that the adult needs to take time to discuss the issue with the child.

3.2.2 Where appropriate children should be encouraged to take responsibility for resolving their own conflicts without resorting to violence, swearing or abuse (see below).

3.2.3 When dealing with a problem we label the behaviour and refer to 'choices' (e.g. "That is not the right sort of behaviour." or "Do you think that you made the right choice today?") **not** the

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child (e.g. “You are a very naughty boy.”). We aim to avoid damaging a child’s self-esteem through the use of sanctions.

- 3.2.4 Through a hierarchy of sanctions appropriate to the misdemeanour. The severity of the misdemeanour will determine at what level the member of staff enters the list detailed in Section 3.3.

3.3 Hierarchy of Sanctions for Use by Teaching Staff

- 3.3.1 On the first occasion the child will be spoken to about inappropriate behaviour and reminded of the behaviour expected of him/her. This may involve a conversation where the child will have an opportunity to explain what might have taken place. It may be necessary to talk with other children to establish accurately the details of any incident.
- 3.3.2 It is expected that any child’s behaviour will improve at this point. Further poor or inappropriate behaviour may be followed up by moving a child to different seat or with a yellow card.
- 3.3.3 A yellow card would result in a loss of privilege, for example, missing part of playtime (e.g. to complete unsatisfactory work or to reflect on their choices/behaviour).
- 3.3.4 If a child’s poor behaviour continues, they would be given a red card. This would result in an immediate referral to Head Teacher/Deputy Head.
- 3.3.5 If, in the same term, a child’s behaviour warranted a second red card, the child’s parents would be contacted to arrange a meeting in school with the Head/Deputy Head.
- 3.3.6 Persistent and serious misdemeanours may result in the involvement of external agencies, such as the Pupil Referral Service, Educational Psychologist, Educational Welfare Service and Social Services. Such interventions are made via the Special Needs Co-Ordinator (SENCO) with the knowledge of the parents and a behaviour plan is formulated. For children who have needs already known to the school that may affect their behaviour, the school will be proactive in working with parents to establish an appropriate and meaningful strategy to support the child.
- 3.3.7 As a last resort, persistent, serious behaviour may result in a child being excluded from school on a temporary or permanent basis. In these situations the school follows the exclusion procedures as directed by South Gloucestershire Local Authority.

Note: Involvement of parents may occur earlier if unsatisfactory behaviour is exhibited on a regular basis.

3.4 Praise

- 3.4.1 We praise both privately and publicly, formally and informally, both for the maintenance of good standards as well as for particular achievements.
- 3.4.2 We praise appropriately, with due consideration of our expectations of individual children.

3.5 Rewards

Listed in Paragraphs 3.5.1 to 3.5.9 are a suggested hierarchy of rewards for use by teaching staff, although not all may be appropriate for every child of year group.

- 3.5.1 Verbal praise, publicly or privately, by any member of staff.
- 3.5.2 Through comments and stamps/stickers within the normal marking of work (see Marking Policy [Reference 2]).
- 3.5.3 Sharing achievements with parents, for example, during parents’ evenings, through the child’s home/school communication book in reception, or more informally at the beginning or end of the school day.
- 3.5.4 Sharing a child’s achievements with the rest of the class.
- 3.5.5 Allowing a child to share their achievements with another “significant” adult within school (e.g. LSA, Class Teacher, Head Teacher). In the case of exceptional achievement or effort, a child will be sent to the Head/Deputy Head, who will write a sticker, with an appropriate comment and gold star, which will be stuck on the child’s sweatshirt.

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- 3.5.6 As a result of a Head's/Deputy Head sticker, a text message will be sent home to share child's achievement with parents as appropriate.
- 3.5.7 Offering children opportunities for greater responsibility in school.
- 3.5.8 At the beginning of each school year, teachers within parallel classes might develop a class reward system to which all children can contribute. The reward can be achieved within a reasonable length of time and is a whole class activity reward agreed across the age range and will be shared with the Head/Deputy Head.
- 3.5.9 Occasionally it is necessary to establish an individual reward system for a specific child, usually one who has significant emotional and behavioural problems. This is done after discussions between the class teacher, support staff, SENCO and the child's parents and is reviewed on a regular basis.

3.6 Lunchtime Reward Hierarchy (for use by Lunch break Supervisors)

Listed in Paragraphs 3.6.1 to 3.6.3 are a suggested hierarchy of rewards for use by Lunch break Supervisors.

- 3.6.1 Immediate verbal praise.
- 3.6.2 Informing child's class teacher of notable behaviour at the end of lunch session
- 3.6.3 Informing the Head/Deputy for a reward sticker/text home

3.7 Lunchtime Sanctions Hierarchy (for use by Lunch break Supervisors)

Listed in Paragraphs 3.7.1 to 3.7.6 are a suggested hierarchy of sanctions for use by Lunch break Supervisors.

- 3.7.1 Verbal warning clarifying with the child the behaviour which is considered unacceptable.
- 3.7.2 Time out from any given situation for a maximum of five minutes (Thinking bench to be used).
- 3.7.3 Where appropriate, the child will be sent to discuss the misdemeanour with the senior Lunch break Supervisor, who will in turn decide on any further action where appropriate.
- 3.7.4 If the senior Lunchbreak Supervisor decides an incident is of a serious nature, and requires immediate attention by the Head/Deputy Head, the child will be sent to stand outside the Head's office and the Head/Deputy Head will be informed. In the absence of the Head/Deputy Head, the Assistant Heads will be informed.
- 3.7.5 Where appropriate, poor behaviour will be reported (by the lunchtime supervisor) to the class teacher at the end of lunchtime who will decide on the appropriate further action.
- 3.7.6 Misdemeanours witnessed by other Lunch break Supervisors will be reported to the class Lunch break Supervisors who will inform the class teacher at the end of lunchtime as appropriate.

3.8 Points to Remember when Using Sanctions

- 3.8.1 The adult should always make it clear that it is the behaviour which is unacceptable and not the child.
- 3.8.2 Adults should always protect themselves against any accusation of abuse by making sure that when dealing with a child on a one to one basis, they do so in a public location or in the presence of another member of staff.
- 3.8.3 Unfair sanctions tend to be counterproductive.
- 3.8.4 Adult responses need to be appropriate to the level of seriousness of the behaviour.
- 3.8.5 Imposition of a sanction should be done in an appropriate way which should be consistent with the school expectation that all people should be treated with respect.
- 3.8.6 The aim of the sanction is to discourage future misbehaviour. The real power of sanctions is in the child having a clear picture, and understanding, of the progression through the hierarchy.

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- 3.8.7 Adults should endeavour, if possible, not to loudly rebuke a child from across the room which can have the effect of leaving everybody told off and affect the self-esteem of the individual.

4 UNACCEPTABLE BEHAVIOUR

There is no place for **violence, bullying, harassment (racial or sexual), vandalism, rudeness to adults, or bad language** in our school and these must always be discouraged. All occurrences of this nature are considered “Red Card” offences and will be dealt with accordingly.

5 POTENTIAL PROBLEMS

Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We should all be aware of the potential for problems and try to minimise them. Such times include:

- When waiting in line and moving around school (e.g. for assembly, PE, dinner times).
- When going out or returning from play.

6 PLAYTIMES

- 6.1 With less formality compared to other times of the school day, playtimes can be problematic for some children. We do however expect children to continue to follow the school rules during these times and to respond to the supervision of the staff on duty at playtimes and Lunch break Supervisors at lunchtimes with the same respect as other adults in the school. This should regularly be made clear to children through their class teacher and whole-school mechanisms.

- 6.2 Staff should also be aware of ways of defusing potentially “high risk” situations by removing children from a likely source of conflict (e.g. playground) for a short time. The child needs to see that this is not a punishment but is in order to prevent a problem occurring. Teachers and learning support staff need to advise staff on playtime duty of any potential issues that may occur and place into their care any child who is normally supervised during playtime if the supervisor is not in school at the time.

7 RESOLVING CONFLICT

- 7.1 Children need to be encouraged to sort out their differences in a reasonable and rational manner. This means that adults need to model conflict resolution strategies and to see that children carry them to and reach a successful conclusion.

- 7.2 The following is a suggested strategy for resolving conflict:

All involved children listen without interruptions. They are encouraged to maintain eye contact. Each child has a turn to say:

- (a) What the other(s) has/have done to upset them.
- (b) How they feel about it.
- (c) How they would like them to behave in future.

No-one is allowed to interrupt or argue.

They go on taking turns until everyone has finished.

The role of the adult is that of a mediator, not as part of the discussion. She/he makes sure that the turns are taken, that the children stick to the three steps, that they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable length of time, then the adult can then decide to make a judgement and take appropriate action.

