**Ashdon Primary School**

**Behaviour and Discipline Policy**

**Date adopted by Governing Body**: 12th October 2023

**Review date**: October 2026

# **Safeguarding statement**

Ashdon Primary School takes seriously the responsibility to protect the welfare of the children in its care, believing that “The welfare of the child is paramount” Children Act 1989.

This policy plays an integral part in this aim to safeguard our children and ensure their well-being in order to promote their optimum development.

**Aims**

* To enable effective teaching and learning to take place.
* To aid the personal and social development of each child.
* To promote good behaviour through a system of praise and reward.
* To ensure the smooth running of the school.

**Principles**

* That every member of the school community is valued and respected so that all can live and work together in a supportive environment in which everyone feels happy, safe and secure.
* That every member of the school community will behave in a considerate way towards others.
* That children will become positive, responsible and increasingly independent members of the school community.
* That adults should have a positive approach when dealing with children.
* That good behaviour should be taught and learnt, as is any other subject.
* That this policy will be applied in a fair and consistent way.

This policy will be applied in conjunction with the school’s anti-bullying, physical intervention, exclusion and harmful sexual behaviour peer-on-peer abuse policies.

**Rights and responsibilities**

In our school everyone associated with the day to day running of the school has the following rights:

* The right to learn.
* The right to be safe.
* The right to be respected by others.

With these rights come the following responsibilities:

* To help others learn.
* To ensure the safety of others.
* To respect others.

**Encouraging the behaviour we would expect**

In our school we adopt a positive behaviour management approach which encourages team work, self-regulation, self-correction and reflection. The children are secure within clearly defined limits and are aware that their choices carry sanctions and rewards. Staff have clearly set out for them clear expectations with a system of rewards and consequences. This underpins the children’s right to learn and the teacher’s right to teach.

The following statements have been agreed upon by staff and taken from Jenny Mosely’s Golden Rules training.  They set out the standards of learning behaviour expected of the children throughout the school.

When in school the rules are:

***WE ARE GENTLE*** *We don’t hurt others*

***WE ARE KIND AND HELPFUL*** *We don’t hurt anybody’s feelings*

***WE LISTEN*** *We don’t interrupt*

***WE ARE HONEST*** *We don’t cover up the truth*

***WE WORK HARD*** *We don’t waste our own or others’ time*

***WE LOOK AFTER PROPERTY*** *We don’t waste or damage things*

*The rules are supplemented with “We are Safe”*

A copy of these statements will be displayed in each classroom and will be discussed and reinforced at the start of each school year.

At break time and lunchtime these same rules will apply except that additionally the children may only leave the playground with permission. These rules will be displayed on the playground and will be discussed and reinforced at the start of each school year.

All the rules above will be supported by school wide rewards and consequences.

**Rewards**

We praise and reward children informally for good behaviour in a variety of ways:

* Adults congratulate children during class visitations
* Assemblies – Star of the week; other awards announced and celebrated
* Work published in the weekly newsletter
* Work published in the Local Magazine or Local Newspaper
* Stickers and stamps are awarded
* Special postcard from the teacher
* Hot chocolate with the head
* Class Dojo points awarded for achievements; efforts; tenacity and personal progress
* House points are awarded, which encourages team work as well as recognising the individual
* Additional playtime as reward for attendance and winning various challenges
* We acknowledge effort, showing respect or acts of kindness in school.

Children who have produced good work or behaved well will also have the opportunity to share their efforts with another adult such as a teacher or the Headteacher. The Headteacher has a many special stickers and stamps that he/she will use on the child’s work to indicate that the work has been seen by them. The child also has the option to have the stamp on one of their hands, or a sticker so they can show their parent or guardian at the end of the school day.

During our weekly Celebration Assembly children have an opportunity to share with the whole school work they are proud of that week. Each week we nominate children from each class for a ‘Star of the Week’ award. Each ‘Star of the Week’ has their achievement written in the ‘Roll of Honour’ book. We distribute ‘Star of the Week’ certificate to children either for consistent good work or behaviour, or to acknowledge effort or acts of kindness in school. We also publish a photo of our ‘Stars of the Week’ each week in our newsletter.

**Consequences and sanctions**

There will be a set sequence of consequences applied to children who choose to break the above rules. These do not have to be severe to be effective, as, for most children a warning is sufficient.  Prior to any warnings being given, children should be notified that their behaviour is causing concern. When children are given a warning, it is essential that the reason for the warning is given. This must **always** relate to one of the Golden Rules.

Our verbal reminders/warnings use the agreed ‘Magic Script’. This script is found on the rear of each staff member’s name badge for quick reference. The ‘Magic Script’ says:

*I noticed that …* (brief description of what has been seen)

*Which Golden Rule have you broken?*

*How can you make things better?*

*Do you remember last week when you …* (referring to a time when the child behaved in a more positive manner)

Alternate – *I know you can behave better than this.*

*That is what I need to see today.*

*Thank you for listening.* – then depart

After the verbal warning staff should allow time for the child to adjust their behaviour.

If the child’s behaviour does not improve following the verbal warning, the child might be warned through losing a ‘Dojo Point’. This usually helps the child to regulate their incorrect behaviour and make better choices. If the child’s behaviour continues to cause a concern, the member of staff will put the child into ‘Time Out’. This may be within their own classroom, by asking the child to sit elsewhere, or in another supervised space within the school.

A child put in ‘Time Out’ should meet with the class teacher at the next break to undertake a restorative meeting. This will be a brief meeting to clarify behaviour expectations. There should be a conversation which explores what happened and attempts to find a solution.

Staff should use questions from the list below:

* What happened?
* What were you thinking at the time?
* What do you think now?
* How did your behaviour make children feel?
* Who has been affected?
* How have they been affected?
* What are we going to do to put things right?
* How are we going to do things in the future?

If a child does something violent, abusive or totally unacceptable in some other way, they will be sent to the Headteacher immediately and bypass the other stages of the warnings system. These incidents will be recorded using our behaviour form format (see Appendix 1) and the parent/guardian will be informed at the end of school by either the class teacher or the Headteacher. If the parent does not pick up the child directly from school, then the class teacher or Headteacher will phone them on the same day of the incident.

The behaviour form will also specify the consequence or sanction in response to the unacceptable behaviour. For example, the child may have to miss some of a subsequent break time play and/or lunchtime play.

In exceptional cases, where unacceptable behaviour is persistent and/or severe, the Headteacher will formally exclude the child in line with the statutory procedures. Further information regarding sanctions procedure can be found in our Sanctions Policy.

**Behaviour support**

If a child is finding it difficult to conform to the school behaviour system, their class teacher and the SENCO will devise a separate behaviour management plan which will enable them to achieve success with regard to behaviour expectations. The child’s parents will be involved in the implementation of this plan, and where appropriate, the school may involve the Local Authority Behaviour Support service.

**Harmful Sexual Behaviour Child-on-Child Abuse**

Our school has a zero tolerance to inappropriate or abusive behaviour between peers or towards staff. Our approach is set out in our Harmful Sexual Behaviour Child-on-Child Abuse Policy, so please read this for further details.

**Transitions**

We are following the non-verbal cues in order to transition between classes and places in school. Children will be expected to do the following when non-verbally instructed:

Show 1 on your fingers – Children will stand behind chairs or on the spot in the hall

Show 2 on your finger – Children line up to transition to the hall or class or they transition to the carpet or to their chairs

Show 3 on your fingers – Children sit down

Transitions form one area to another should be completed in silence.

**The role of all staff**

It is the responsibility of all staff to:

* Encourage and model good behaviour from all children through praise and reward
* Ensure that the rules are enforced in their class so that learning is optimised
* Staff must model high expectations and expect this from our children
* Treat each child fairly and enforce the classroom rules consistently, using the school ‘Magic Script’ when dealing with low level disruption
* Ensure that children follow our Jenny Mosely School Rules at school as well as away from school (sporting events; educational visits; workshops; swimming lessons; transitions; assemblies etc.)
* Contact a parent if there are concerns about the behaviour of a child and also to convey positive messages regarding behaviour to parents, to ensure contact is positive as well
* Liaise with staff in school such as the SENCO/Headteacher where initial difficulties arise, then if necessary, with external agencies to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service.

**The role of the Senior Management**

It is the responsibility of the senior teachers:

* To support class teachers in maintaining high standards of behaviour in the school
* To monitor the use and effectiveness of the behaviour policy
* To fulfil their role as part of the behaviour management hierarchy
* In the absence of the Headteacher, to assume responsibility for implementing the school Behaviour& DisciplinePolicy. (Only the Headteacher has the authority to sanction a child)

**The Role of the Headteacher**

It is the responsibility of the Headteacher:

* To implement the school Behaviour & Discipline 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
* To support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy, including as part of their induction process
* To organise training for staff, when required, to support pupils effectively
* To keep records of all reported serious incidents of misbehaviour. These are files in the child’s pupil record folder
* To sanction children as necessary

**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
* 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 endeavour to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s behaviour
* We would ask that parents with concerns regarding their children’s behaviour inform the school immediately

**The role of governors**

* The Governing Body has the responsibility of setting down these guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
* It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently

****Appendix 1

****

***Ashdon Primary School***

***Behaviour Incident Form***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School:** |  |  | **Date:** |  |  | **Time:** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pupil Name:** |  |  | **Year Group:** |  |  | **Staff Name:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pupil Name:** |  |  | **Year Group:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pupil Name:** |  |  | **Year Group:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pupil Name:** |  |  | **Year Group:** |  |

|  |  |
| --- | --- |
| **Antecedent:** | *What events / actions took place before the disruptive behaviour? By whom?* |
|  | |

|  |  |
| --- | --- |
| **Behaviour:** | *Describe the disruptive behaviour as precisely as possible. Include details of any damage to property / injuries to members of the school community.* |
| *Continue overleaf if required …* | |

Do you need to fill out a separate ‘Accident Form’ for any injured people? Yes / No

|  |  |
| --- | --- |
| **Consequence:** | *Please detail any action taken by any member of staff, except for the Headteacher, as a result of this behaviour, e.g. missed 15 mins of lunch / moved to a room using physical intervention/restraint techniques.* |
|  | |

Inform the class teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Class teacher’s signature) Date: \_\_\_\_\_\_\_\_\_\_

Parent / Carer informed by class teacher? Yes / No

|  |
| --- |
| **Action taken by Headteacher (including fixed-term and permanent exclusion):** |
| Headteacher’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| **Behaviour cont …:** | *Describe the disruptive behaviour as precisely as possible. Include details of any damage to property / injuries to members of the school community.* |
|  | |