



Booker Avenue Junior School

2021

Behaviour and Discipline Policy

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1. Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The 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.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. Any action taken through this policy will be done with due consideration of the schools' responsibilities under the Equality Act 2010 and will take account of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them

This 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.

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.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE):

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

And:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Our School Rules

We have agreed a simple set of rules which act as our code of conduct or school charter. They are as follows:

- Follow all instructions at the first time of asking
- Always try your best
- Respect everyone and everything

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

We aim to support both the bullied and the bully.

When incidents take place between members of the school, the teacher will deal with the issue initially but once it becomes a 'bullying' issue it is to be referred on to the Child Protection Officer.

Incidents of bullying may involve counselling and support for the victim of the bullying, and sanction and support for the child who has carried out the bullying in order to change their negative behaviour traits.

Time is spent talking to the child who has bullied: explaining why their action was wrong, and that child is encouraged to change their behaviour in future. We will attempt to develop empathy between aggressor and victim.

If a child is involved in the bullying of other children we will liaise with their parents to discuss the situation.

The school may involve external support agencies if necessary.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers will use a range of professional methods to develop a positive atmosphere which will in itself help prevent bullying and to establish a climate of trust and respect for all.

PSHE and assembly time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6. Rewards and sanctions

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

- teachers congratulate children and praise them;
- teachers give children team points. Each half term, the winning team receives extra playtime.
- each week we nominate a child from each class to be 'star of the week';
- each 'star of the week' receives a certificate and Headteacher's award in the school assembly;
- children have an opportunity to demonstrate achievement in assembly where they are able to show examples of their best work.

In addition, each class is free to recognise positive behaviour and teachers agree rewards through consultation with the children. Classes use systems such as 'Dojo Points' to enable children to work towards tangible rewards.

The school acknowledges all the efforts and achievements of children, both in and out of school. There is great pride in the school regarding pupil achievement out of school, for example, music or swimming certificates and these will be celebrated wherever and whenever possible e.g. in the school newsletter or in assembly

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

An escalating tariff of sanctions is in place to support members of staff in responding appropriately to incidents of misbehaviour. (Appendix 1) It is important to note that this is intended as a guide and will be implemented with regard to the context of any given situation. It does not attempt to cover every type of behaviour which may occur.

Members of staff should follow the procedures for sanctions in the agreed order:

- If a child becomes involved in unacceptable behaviour, they are first spoken to by the 'finding' member of staff; they are told why the behaviour is unacceptable and which rule they have broken. The member of staff will follow the strategies and consequences for Step 1 behaviour
- If the behaviour is repeated or is of a more serious nature, strategies and consequences for Step 2 behaviour are implemented
- More serious incidents or continued Step 2 behaviour will result in Step 3 being followed
- Persistently unacceptable behaviour and one-off incident of a very serious nature will be dealt with under Step 4
- If an extreme breach of the behaviour policy occurs, this will be considered to be Step 5 behaviour and the child may be excluded from school. All exclusions follow the agreed procedures from the Local Authority.

The tariffs of sanction and reward are displayed in all classrooms and other areas around the school. Visiting (supply) teachers and coaches are made aware and asked to follow the same procedures.

When a sanction is applied that involves a pupil missing playtime, they will be supervised by a member of staff. At morning or afternoon break, this will usually be the class teacher. Each lunchtime, a senior member of staff is on duty and members of midday supervision staff may refer children to them.

7. Behaviour outside school

Staff have the authority to discipline children for any misbehaviour when the child is:

- Travelling to or from school
- Wearing the school uniform
- Taking part in any activity organised by or relating to the school
- In some way identifiable as a pupil at the school

Or for misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public

- Could adversely affect the reputation of the school

8. Roles and responsibilities

The role of the class teacher

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. 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. (see Restraint of Pupils Policy)

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.

Incidents, which meet the 'Stage 2' threshold or higher, are recorded by the class teacher in the year group files.

In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the colleagues / CPO / Deputy Head / Headteacher.

The Headteacher will liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENCO before moving to outside agencies on advice.

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.

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 head teacher 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 keeps records of all reported serious incidents of misbehaviour and will deal with all allegations/incidents of 'racism' and/or bullying.

The Headteacher has the responsibility for imposing fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action can only be 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.

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 the home and the 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 remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through contact with the school governors.

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.

9. Fixed-term and permanent exclusions

Only the Headteacher (or in their absence, 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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, the parents are informed 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 LA 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.

The governing body shall have 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 an 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.

10. Monitoring

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

The school keeps a variety of records of incidents of misbehaviour. Class teachers record incidents according to the tariff of sanctions in year group files. There is a record of any incidents that occur at lunch times. Lunchtime supervisors give written details of any incident in the incident files that are kept in upper and lower school.

The Headteacher 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 exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body should review this policy every years. They 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.

This policy is available in other formats upon request.

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11. See also School Policies on:

- Anti-Bullying
- Equality
- Restraint
- School Handbook
- School Brochure

Appendix 1 : Tariff of Possible Sanctions

STAGE 1		
Examples of behaviour	Possible responses / consequences	Support offered to the child to modify behaviour
<p>Calling out or interrupting</p> <p>Wandering about in class</p> <p>Disturbing other children's learning</p> <p>Making noises or fidgeting</p> <p>Talking while the teacher is or when the class should be working silently</p> <p>Play fighting</p> <p>Failing to complete an acceptable quantity of work</p> <p>Pushing in the line</p>	<p>Low level behaviours such as these should be eliminated through clear expectations, routines and classroom management implemented by class teachers and support staff.</p> <ul style="list-style-type: none"> ▪ Parallel praise (for children who are displaying the correct behaviour) ▪ Reminder of the rules and expectations ▪ Non-verbal signals (eye contact, frown, gesture etc) ▪ Planned ignoring ▪ Change of seat or position in line ▪ Verbal warning 	<ul style="list-style-type: none"> ▪ Individual discussion with the class teacher ▪ Praise for correct behaviour ▪ Dojo points / Certificates / stickers / team points for improvement

STAGE 2

Examples of behaviour	Possible responses / consequences	Support offered to the child to modify behaviour
<p>Persistent Step 1 behaviour</p> <p>Ignoring a repeated request from an adult</p> <p>Minor intentional harming of someone or something</p> <p>Misusing resources eg throwing small objects</p> <p>Lying or making untrue claims about someone</p> <p>Mild name calling</p> <p>Minor deliberate damage to property such as books</p> <p>Swearing (not aggressively)</p>	<p>Possible responses:</p> <p>Incidents of Step 2 behaviour should be recorded by the class teacher</p> <p>Behaviour letter 1 for repeated incidents</p> <p>Possible consequences:</p> <p>Loss of some playtime or lunchtime in order to complete a reflection sheet, supervised by the class teacher</p> <p>OR</p> <p>Unfinished work to be completed at playtime / lunchtime</p>	<p>Individual discussion with the class teacher</p> <p>Praise for correct behaviour</p> <p>Dojo points / Certificates / stickers / house points / phone call home for improvement</p>

STAGE 3

Examples of behaviour (more serious)	Possible responses / consequences	Support offered to the child to modify behaviour
<p>Persistent Step 2 behaviour</p> <p>Swearing aggressively</p> <p>Name calling, including references to someone's family</p> <p>Fighting</p> <p>Intentional damage to property including graffiti</p> <p>Throwing objects in temper</p> <p>Stealing</p>	<p>Possible responses:</p> <p>Incident to be recorded by the class teacher</p> <p>Senior member of staff to be informed</p> <p>Parents to be informed and may be invited into school to discuss the matter (Behaviour letter 2)</p> <p>Possible consequences:</p> <p>Loss of one day's playtime and lunchtime</p> <p>OR</p> <p>Work in another class for one session (am / pm)</p>	<ul style="list-style-type: none"> ▪ Individual discussion with the class teacher ▪ Praise for correct behaviour ▪ Dojo points / Certificates / stickers / house points / phone call home for improvement ▪ In class support from an additional adult ▪ Pastoral support

STAGE 4

Examples of behaviour (very serious)	Possible responses / consequences	Possible support offered to the child to modify behaviour
<p>Persistent Step 3 behaviour</p> <p>Throwing dangerous objects</p> <p>Severe challenge to authority</p> <p>Dangerous acts of vandalism</p> <p>Refusal to comply (defiance)</p> <p>Bullying (Physical, verbal or cyber)</p> <p>Leaving school grounds without permission</p> <p>Unprovoked physical aggression and outbursts</p> <p>Actions which endanger the safety of other children or adults</p>	<p>Possible responses: Incident to be recorded</p> <p>Headteacher or Deputy Headteacher to be informed</p> <p>Parents to be informed and invited in to discuss the matter. (Behaviour letter 3)</p> <p>Home-school communication book to be implemented for a period of time</p> <p>Positive handling plan and risk assessment to be in place</p> <p>Possible consequences: Loss of two days playtime / lunchtime</p> <p>Fixed term exclusion</p> <p>Withdrawal of privileges such as clubs or trips</p>	<ul style="list-style-type: none"> ▪ Individual discussion with the class teacher ▪ Praise for correct behaviour ▪ Certificates / stickers / house points / phone call home for improvement ▪ In class support from an additional adult ▪ Behaviour targets established and monitored regularly ▪ Individualised rewards system

STAGE 5

Examples of behaviour (extremely serious)	Possible responses / consequences	Support offered to the child to modify behaviour
<p>Persistent Step 4 behaviour</p> <p>Extreme aggression or violence towards children or adults</p> <p>Extreme damage to or destruction of property</p>	<p>Possible responses:</p> <p>Incident to be recorded</p> <p>Headteacher to be informed</p> <p>Parents to be informed immediately and invited in to discuss the matter.</p> <p>Positive handling plan and risk assessment to be in place</p> <p>Possible consequences:</p> <p>Internal exclusion from classroom and playground for a fixed period followed by phased reintegration</p> <p>Fixed term or permanent exclusion</p>	<p>Individual discussion with the class teacher</p> <p>Praise for correct behaviour Certificates / stickers / house points / phone call home for improvement</p> <p>In class support from an additional adult</p> <p>Behaviour targets established and monitored regularly</p> <p>Individualised rewards system Referral to outside agencies</p> <p>All staff to be made aware of de-escalation strategies</p> <p>Parents may consider a negotiated transfer to another school</p>