



Beechwood Primary School **Behaviour and Discipline Policy**

1 Rationale

1.1 The purpose of this document is to establish what constitutes appropriate behaviour and to make clear the strategies that the school uses to ensure that those expectations are achieved. In consultation with children, staff and parents/carers we aim to establish a system of rules, rewards and sanctions at the centre of which safeguards each child's right to learn undisturbed by disruptive behaviour and to nurture the children's sense of responsibility for each other, their school and the wider community.

2 Purpose

- 2.1 To ensure that we provide an environment where children can learn and teachers can teach without disruption.
- 2.2 To ensure that we provide an environment free from bullying, where all children can learn without anxiety (see Anti-bullying Policy)
- 2.3 To actively involve the children in devising and upholding the school rules.
- 2.4 To reward positive behaviour and to recognise in concrete terms the contribution the children make to the ethos of the school.
- 2.5 To have a consistent approach from all members of staff towards the children in their care.
- 2.6 To open up clear lines of communication between home and school so that shared expectations are realised and home and school work together for the child's benefit.
- 2.7 To have a clear policy for steps to raise positive behaviour.
- 2.8 The ultimate consequence for persistent and severe behaviour issues is exclusion see Appendix C, mainstream and Appendix D Resource Base provision.

3 Guidelines for behaviour in the classroom

- 3.1 At the beginning of the school year, each class will discuss and agree upon a set of 5 or 6 classroom rules which are age appropriate. These rules will be displayed prominently in the classroom. Rules are positive rather than negative. E.g. "talk quietly" rather than "do not shout".
- 3.2 It is the responsibility of the class teacher to ensure that all teaching assistants and supply teachers are made aware of the classroom rules. Rules are prominently displayed in each class to ensure all adults & children adhere to them.
- 3.3 Class teachers will refer to these rules throughout the school year, reinforcing when children are upholding them.
- 3.4 All staff will reward appropriate behaviour through the use of house points/class dojos.
- 3.5 Class teachers develop a system of rewards and sanctions appropriate to the age of the children in their class. These are to be linked with the whole school House Points system so that totals can be collated on a weekly basis in order to reward the winning house and build a sense of community amongst the children. This system is displayed alongside the classroom rules. The use of rewards outweigh consequences. The focus is on rewarding those children who are following the classroom rules.
- 3.6 Rewards or sanctions are not removed once they have been issued. Parents will be informed of the classroom rules for their child's class once they have been established. We aim to involve parents in supporting our school policy. Contact will be made with parents should any pattern appear in a child's behaviour.

4 Guidelines for behaviour at break times and lunch times

- 4.1 A set of whole school rules and playtime rules have been devised by the children. These are displayed prominently in the hall, the library, the corridors and the playground windows (see Appendix A).
- 4.2 All staff will reward appropriate behaviour through the use of house points.
- 4.3 The school has adopted a yellow and red card system for dealing with persistent inappropriate behaviour or severe behaviour (see Appendix B).

5 Guidelines for general behaviour around school

- 5.1 The children are expected to walk around the school calmly and sensibly, paying respect to all members of the school community.
- 5.2 All staff will reward appropriate behaviour through the use of house points.

6 Guidelines for behaviour outside of school

- 6.1 Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- 6.2 Or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or

- could adversely affect the reputation of the school.

6.3 In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

7 Guidance on use of reasonable force

7.1 This section is written in line with the 'Use of Reasonable Force Guidance 2013' further information/full details can be found by visiting:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed

7.2 In the first instance, school staff will use de-escalation techniques/strategies. Only if these strategies are unsuccessful will staff use reasonable force.

7.3 Reasonable force may be deemed appropriate to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

7.4 All staff who use reasonable force, will be appropriately trained in TEAM TEACH in order to ensure they can support the children effectively.

8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by Mrs Snell, who reports to governors about the effectiveness of the policy on request.

Signed: (Headteacher / Chair of Governors)

Date: September 2020

Date for Review: September 2021

APPENDIX A

Whole School Rules

- Ready
- Safe
- Respect

Whole School Playtime Rules:

- Ready
- Safe
- Respect
- Have fun!

The agreed consequences are:

Closer supervision at playtimes which might involve walking with the adult on duty for 5 minutes (particularly with younger children)

Standing away from the situation for a set time (e.g. 5 minutes)

Yellow / Red card system

Loss of playtime under supervision

APPENDIX B

Yellow and Red Card System:

Persistent or severe failure to follow the whole school rules results in a yellow card.

We follow this procedure:

Yellow cards, once issued to a child, should be given to the headteacher (or Mrs Snell the head's absence) - this MUST happen on the day the card has been issued (parents are not notified at this stage)

Receiving two yellow cards in a five day period leads to a red card, which results in letter home.

After two letters home in one half term, the parents are asked to come into school and spend dinner time with their child.

For severe failure to follow the school rules, a red card may be issued without a yellow card.

For some children alternative behaviour systems may be needed. This will be set in accordance with the needs of the child.

APPENDIX C

Exclusions Mainstream Children: Reasons for exclusion are in line with Halton's Policy.

The ultimate consequence of inappropriate behaviour is exclusion. This will usually be for a fixed term. The length of the exclusion will depend on factors leading up to the incident and is at the headteacher's discretion with governor agreement. A child is excluded when his or her behaviour puts other children at risk, or is a serious repeated breach of school rules or could adversely affect the reputation of the school. Occasionally, it may be appropriate for a child to be excluded at lunchtimes because his or her behaviour is unacceptable.

Exclusions are always a last resort and a difficult process. In order to assist a young child (primary age) to understand the link between their behaviour and the exclusion we ask parents to support their child and the school by coming immediately. This also helps to keep everyone safe.

In situations relating to exclusion, the welfare and educational entitlement of the majority of children who may be adversely affected by the behaviour of the child to be excluded would be the prime consideration.

Exclusion will never come "out of the blue". Only in very exceptional circumstances, e.g. when the safety of others is compromised, would this happen. Parents will be warned before the event that further inappropriate behaviour on the part of the child will result in exclusion.

APPENDIX C

Exclusions - Lewis Carroll SEMH Resource Base Classroom

Consequences for Inappropriate behaviour in Lewis Carroll class

In Lewis Carroll Resource Base Provision we understand that children may make inappropriate behaviour choices at times of crisis. All staff are trained to ensure that they can meet the children's needs and keep everyone safe.

At the time of transition to Lewis Carroll Resource Base Provision class, it was agreed by various professionals that:

- the child is cognitively and/or physically able to benefit from at least aspects of a mainstream curriculum
- the severity and frequency of the incidents could be managed in a Resource Base sited in a mainstream school

However, there may be times when a child's behaviour is considered to be unacceptable.

At Beechwood Primary, we do not accept:

- Planned attacks on a member of staff or pupil
- Serious damage to school property or personal belonging
- Causing serious injury to another pupil or staff member
- Using weapons to cause serious injury

The consequence for this action could be:

- Seclusion from their peers
- A reduced timetable in Lewis Carroll class (with parental responsibility to arrange alternative transport if the times are not at the time of arranged transport with escort and driver)
- Exclusion at home

The actions are at the Head teacher's discretion in discussion with Mrs Snell (Deputy Head teacher, Resource Provision) & Mrs Forshaw (Resource Base teacher).