

Behaviour and Discipline Policy



September 2019

Implementation date: September 2019

Review date: June 2020

1. Policy Statement

Bunwell Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy aims to ensure that every member of the school community feels valued and respected as well as each person being treated fairly and well. We are supportive and proud of the positive ethos that is reflected in our daily work.

2. Aim of the policy

- To create a culture of exceptionally good behaviour; for learning, for community and for life
- To ensure all learners are treated fairly, shown respect and to promote good relationships
- To build a community which values kindness, care, good humour, teamwork, tolerance and empathy for others.
- To promote an environment where we help our children to learn that they are responsible for their own behaviour
- To ensure that excellent behaviour is a minimum expectation for all

Consistency in our Approach

We believe that developing a consistent approach to behaviour is the key to learners feeling valued as individuals. We will strive to be consistent in our language, follow up, consequences, positive reinforcement, rules and environment so that children have clear boundaries and know what is expected from them. We have high expectations for every child.

The expectation is that all pupils are ready, respectful and safe.

All Staff

1. Meet and greet at the door/gate/playground.
2. Refer to 'ready, respectful, safe.'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use positive reinforcement throughout every lesson.
6. Be calm and take time to go through the steps. Prevent before sanctions.
7. Follow up every time, engage in reflective dialogue with learners.
8. Never ignore learners who are behaving badly.

Senior staff

Senior staff will

- Meet and greet learners at the beginning of the day
- Be visible around school
- Celebrate staff and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff managing learners with more complex behaviours
- Regularly review provision for learners who display negative behaviours

Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. We have many positive reinforcements which help steer children towards good behaviour.

These include:

- ClassDojo point system
- Reporting good behaviour to parents through Dojo messages, face to face or a note home
- Celebration assembly on a Friday
- Having responsibilities around the classroom and school
- Reporting good behaviour to the Headteacher

Sanctions

Engagement in learning is always the primary aim and learners are held responsible for their behaviour. Staff will deal with poor behaviour using the steps. Steps should be gone through with care and consideration taking individual needs into accounts. Praise the behaviour you want to see. All learners must be given time to demonstrate the behaviour you want to see between steps.

<u>Steps</u>	<u>Action</u>
1. Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2. Reminder	A reminder of the expectations ' Ready, Respectful, Safe ' (<i>see appendix 1</i>) delivered privately to the learner. Repeat reminders if necessary. The adult makes the learner aware of their behaviour and the learner has a choice to do the right thing. Praise will be given if the learner models good behaviour as a result of the reminder.
3. Caution	A clear verbal caution, delivered privately where possible, making the learner aware of their behaviour and outlining the consequences if they continue.
4. Last chance	Give the learner a chance to reflect away from others. Give them a final opportunity to engage. Offer a positive choice to do so.
5. Time Out	The learner will be sent to another classroom for the remainder of the lesson. Learners will complete a 'think sheet' during their time out. All think sheets to be kept in class file. Parents should be informed. <i>See appendix 2 for Think Sheet</i>
6. Repair	A restorative meeting should be held between the learner and teacher before the next lesson. The think sheet can be used as the basis for this meeting. The following questions will always be used, <ol style="list-style-type: none">1. <i>What has happened?</i>2. <i>Who has been affected?</i>3. <i>How have they been affected?</i>4. <i>What do I need to do to make things better?</i>5. <i>How could I do things differently next time?</i>
7. Formal meeting	A meeting with the teacher, learner and Headteacher will take place to agree targets if a learner receives more than three time outs in a week. At times there may be the need to put a behaviour plan into place for a period of time.

Depending on the age of the children serious incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred to the Headteacher. Serious incidents will be recorded using CPOMS.

Such incidents include:

- Fighting
- All forms of bullying (as defined by BullyingUK, see appendix 3)
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive or offensive language
- An unprovoked physical attack

Exclusions Policy

In order for children to achieve their maximum academic potential in school they must feel safe from physical and verbal aggression.

When the behaviour of a learner falls below our expectations we have a clear and consistent system for trying to turn this around.

Exclusion is the last resort when we have exhausted all the strategies and a child has been unable to demonstrate an acceptable level of behaviour.

Children will normally be excluded in the first instance for a fixed period of time. If the child continues with serious or persistent misbehaviour, then the exclusion length will become longer. On their return to school an appointment is always made for the child's parent/carer to meet with the Headteacher to discuss reintegration. Exclusions will be recorded using Pupil Asset.

Examples of incidents which may result in a fixed term exclusion are below:

- Cases of persistent bullying. When all the facts have been gathered, those responsible may be excluded for a fixed period of time in the first instance.
- If any member of school staff is verbally or physically assaulted, the child will be excluded from school for a fixed period of time.
- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In all cases of fixed term exclusions, the parent/carer will be informed and targets set at the reintegration meeting to help prevent reoccurrence of similar behaviour.

The school will usually set work for the fixed term exclusion and a letter explaining the fixed term exclusion will be sent out to the parent/carer.

Positive Handling

All staff are trained in the 'Norfolk Steps' training programme.

Norfolk Steps is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas, including conflict de-escalation, calm body language, debriefing and positive handling techniques.

(see Physical Intervention and Restraint policy)



The Bunwell Way



Rewards

We recognise and reward learners who go 'over and above'.

Restorative Conversations

1. *What has happened?*
2. *Who has been affected?*
3. *How have they been affected?*
4. *What do I need to do to make things better?*
5. *How could I do things differently next time?*

Stepped Sanctions

Redirection	Refocus behaviour
Reminder	Reminder of the expectations - 'ready, respectful, safe'
Caution	Warning about the next steps
Last chance	A final opportunity to improve
Time Out	Time out in another class to complete a think sheet
Repair and restore	A meeting to put discuss what went wrong and how to put it right
Meeting	Agree targets

Ready, Respectful, Safe

All staff and learners are ready, arriving on time, fully equipped and ready to learn.

All staff and learners are respectful in their actions and what they say to each other.

All staff and learners work as a team to create a safe learning environment.

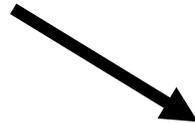
Think Sheet

Name: _____

Date: _____

Reasons for my behaviour

Consequences of my behaviour



My behaviour



How do I feel?



How do others feel?



Anything else?

What do I need to do next?

Appendix 3

What is bullying?

Anti-bullying advice

Bullying affects lots of young people and happens in many schools but it's the way it's dealt with which makes the difference between life being tolerable or a misery for many.

A definition of bullying

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- teasing
- making threats
- name calling
- cyber bullying

Bullying includes:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you
- posting insulting messages or rumours, in person on the internet or by IM (cyberbullying)
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive phone texts
- bullies can also frighten you so that you don't want to go to school, so that you pretend to be ill to avoid them

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams.

What is cyber bullying?

Cyber bullying is bullying through a mobile phone or online (eg by email, instant messenger or on social network sites).

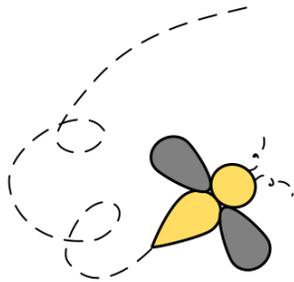


Is it Bullying?



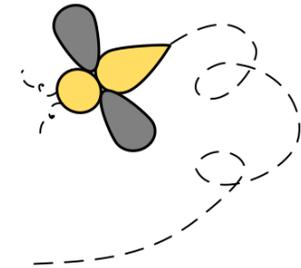
When someone says or does something unintentionally hurtful and they do it once.

That's RUDE



When someone says or does something intentionally hurtful and they do it once.

That's MEAN



When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you're upset.



That's BULLYING

