

The Breck Primary School Behaviour and Discipline Policy 2014-2015 Incorporating the Kool Kidz Club and Breck Beans Nursery

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We aim for our pupils to become resilient learners, motivated by their natural curiosity about the world in which they live. We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

Aims

- To create an ethos that makes everyone in the school community feels valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- ensure all staff work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;

- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- ensure staff work with all pupils and with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with governors and the S.L.T. (senior leadership team)
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Senior Leadership Team

The Senior Leadership Team will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community
- All adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. Older pupils are encouraged to care for and support younger ones in the playground and in the classroom, just as they would in a family at home. The Breck School aims to have a positive, caring ethos and provide challenging well-planned education. The goal is to produce caring, successful pupils with a high self-regard and self-belief, positive esteem and an awareness of appropriate behaviour in all social and academic contexts.

Role of Pupils

Pupils are expected to:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- make suggestions about school behaviour via the School Council;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- listen carefully
- ask for further help
- treat others, their work and equipment with respect;
- talk to others without shouting and use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;

- work in partnership with school;
- support / encourage good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Sanctions

Sanctions which must be applied fairly and consistently have been devised:

- by the School Council and the Governing Body;
- not to be degrading or humiliating to any pupil

Rewards and Sanctions

- The rewards and sanctions have been determined considering existing school practice and itemised for clarity and consistency between staff members. They follow a hierarchical pattern, and particularly where sanctions are concerned, they should be seen as progressive steps.
- **We love being proud and positive. We notice and celebrate good behaviour**
For Key Stage 1 some consideration should be given to the immediacy of consequences and /or sanctions although these may follow on from one day to the next. For Key Stage 2 pupils, consequences or sanctions may be applicable over a longer period of time.
- Positive behaviour is noted and rewarded by merits; letters to parents, team points and praise.
- Unacceptable behaviour is challenged and criticised.
- Children are taught (from a young age) to take responsibility for their own actions and to recognise that their actions have consequences.

Procedures to follow

Children are expected to maintain the high standards of behaviour promoted by the school both within the classroom, on the playground and whilst representing the school in the wider community.

Staff will spend time and effort to ensure that incidents are dealt with restoratively. We will listen and respond so that 'justice' prevails.

- Our aim is to ensure that children recognise that incidents are dealt with appropriately and fairly and therefore will develop a deep trust to take forward with them as they develop. Staff may seek support from colleagues or senior managers to respond to situations that arise.
- Staff will always discuss incidents with children aiming to calm and resolve the situation. They will provide verbal reminders of how to behave, reminders of class or playground rules, prompts to apologise or make amends.
- **Subsequent incidents –**
The child may be given a Yellow Card signalling clearly to the child that the behaviour is

unacceptable. The yellow card must be signed by a supervising adult whilst the child is playing outside. **It effectively means that the child is monitored more closely and is praised for establishing appropriate behaviour.** The yellow card is not retained.

- A more serious incident will result in the child receiving a Red Card. **This means that the child will need to stand with or near a supervising adult during a break time until they have discussed their actions and the consequences of their actions**
- **Red cards are recorded and parents are contacted.**
- There may be instances when a child needs a short period of 'time-out' of their class. In this case, time-out will be for 10 minutes and the child will go to an agreed alternative class with work set by the teacher. At the end of 'time-out' they will return to class with a 'new start'.
- **Reporting Bad Behaviour at Playtime**
It is important that if bad behaviour occurs during a playtime, the observing lunchtime assistant/supervising adult will deal with the matter and may inform a) the headteacher (or other SMT) on duty b) the class teacher if necessary.
- Supervising staff may use the yellow and red card systems.

Injuries

If a child is injured as a result of bad behaviour (their own or another child's) their injuries must immediately be: Treated, and recorded in the First Aid book

- If a child needs emergency treatment the Senior teacher will always consider calling an ambulance/paramedic support. Serious incidents will be recorded on Form HS1.
 - **Injuries will be:**
 - reported to the class teacher and if appropriate the headteacher
 - reported to their parents by a member of staff verbally, by phone or by a text message
- In summary: Any child deliberately responsible for injuring another child must be dealt with according to the guidelines in this behaviour policy.

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Each case will be considered on its merits.

- If a child is violent a fixed term or even permanent exclusion may be considered.
- All people who are professionally involved with the school in any capacity have been asked to observe confidentiality regarding individual children's behaviour.

- Nb. If the child behaving inappropriately is on the school's special educational needs register, it would be useful to include a photocopy of the behaviour report in the pupil file.

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

- Playground Pals systems are run throughout the school
- All members of Year 6 are Prefects or Senior prefects
- The School Council places a large emphasis on pupil support throughout the school

Celebration of Good Behaviour

- Overwhelmingly, the behaviour of pupils at The Breck is very good. This was noted by Ofsted and judged 'outstanding'.
- Many children come from the surrounding areas and because of the size and nature of the school, have a regard and concern for each other.
- There are close relations between all members of the school and its wider community and communication links are positive and effective.
- Teacher and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil relationships with their peers must be built upon respect, trust, friendship and tolerance for each other's wishes.
- The school believes in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- Educational Psychologist;
- Clinical Psychologist
- Behaviour Support Team
- Educational Welfare Officer;
- School Health Team
- Social Services

- **Persistent Inappropriate Behaviour**
We are committed to supporting children and families. We will engage positively with other agencies wherever possible. We are committed to all safeguarding and child protection procedures and to the CAF process.
- One of our goals is to recognise and support the development of potential and this can best be achieved by developing a sense of co-operation, deep trust and mutual respect.
- If there is no improvement in the behaviour causing offence, the parents will be invited to meet with the Headteacher to discuss the matter further. The pupil will be invited to give his/her comments. The Headteacher and parents together with the class teacher, and other

professionals if involved, will discuss and agree a programme to improve the child's behaviour. At this stage, if this is not previously the case, the child may also be recorded on the school's Special Educational Needs register at School Action.

Incidents

- All incidents of bad behaviour are recorded in each classes Cohort File
- All staff thoroughly investigate all incidents and will report to a member of the S.L.T. or Headteacher.

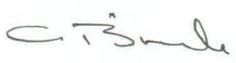
Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Home School Agreement
- the Staff Handbook
- meetings with parents such as meet the teacher evenings, transition, parents evenings and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters
- Headteacher reports to the Governing Body

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Headteacher:		Date:	21.02.2015
Chair of Governing Body:	CP Raynor	Date:	21.02.2015

