



DISCIPLINE AND BEHAVIOUR POLICY

Policy creation: July 2021
Policy review date: July 2022

"Jesus came to give fullness of life" John 10:10

IDLE C.E. (A.) PRIMARY SCHOOL DISCIPLINE & BEHAVIOUR POLICY

VISION STATEMENT:

At Idle CE Primary School we celebrate being part of God's family. We inspire our children with a love of learning in a safe, caring environment, which enables: 'All to discover and develop their God-given gifts and talents to flourish in the fullness of life Jesus came to give (John 10 v 10).'

RATIONALE:

As a Christian school, the Staff and Governors recognise the crucial role that an effective Discipline and Behaviour policy can have on all aspects of school life. Furthermore, this policy is in line with the Equality Act which ensures discriminations (direct and indirect), harassment and victimisation are challenged to ensure equality. This policy, along with the Anti-bullying Policy, SEND Policy, Equal Opportunities Policy and Equality Policy, is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty.

AIMS:

Idle CE Primary School recognises an effective Discipline and Behaviour policy will:

- Give children, parents and staff clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour sanctioned.
- Play a vital role in ensuring that all children achieve their academic potential.
- Help children's moral and social awareness, including that of citizenship.
- State clearly the procedures for exclusion.
- Outline roles and responsibilities for pupils, parents & staff.
- Ensure the Schools commitment to Safeguarding its pupils can continue to be achieved.

CULTURE:

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values as reflected in the Every Child Matters agenda. It is crucial that all members of a school community recognise the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

GOVERNORS:

The Governors have a high level of expectation regarding behaviour and the special Christian nature of our school ensures that all persons are required to put Christian principles into practice.

SCHOOL RULES:

All persons are expected to manifest behaviour which reflects and supports the following school rules which are displayed throughout the school.

At Idle CE Primary School we expect all children and adults to be:

Respectful
Careful
Honest
Attentive
Polite
Hardworking

PUPIL VOICE:

The overriding aim of our school is to help children operate with self discipline in all aspects of their lives. We recognise that for most children, this is a growing process and that this invariably requires considerable nurturing.

This process involves pupils taking ownership and responsibility of their discipline and behaviour rather than having it imposed upon them or done to them, therefore every year the school council conducts surveys to give pupils a voice regarding the discipline and behaviour procedures and expectations and to gain useful feedback on the effectiveness of the related school policies.

INCIDENT MANAGEMENT:

When serious accidents or incidents occur that may require reporting to the Local Authority Health and Safety department it is important:

- **communication** is clear between pupils, staff, parents (of both victim and perpetrator) and the SBM by staff completing the incident management form below (see appendix 1) which forms the basis of the report the SBM submits to the LA.
- **consistency** of application of the discipline and behaviour policy is achieved by the sanctions and/or actions put in place being discussed by several SLT/SMT staff resulting in an agreeable shared decision being implemented.
- **closure** of the incident emphasising restorative actions between pupils, staff and parents to ensure lessons are learnt, relationships are restored and apologies are sincere.

MONITORING AND REVIEW:

The effectiveness of our discipline & behaviour strategies are monitored by the Senior Management Team on an ongoing basis and the head teacher provides a written report to the governing body identifying behaviour issues on an annual basis in the form of a Discipline and Behaviour annual report in the summer term. This is minuted by the governing body and forms part of the evidence base for the effective implementation of the Equality Act.

IDLE C.E. (A.) PRIMARY SCHOOL - REWARDING CHILDREN'S WORK & BEHAVIOUR

As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class's attitude and behaviour.

These strategies include:

ON-GOING INDIVIDUAL PUPIL AWARDS:

Achievement of personal targets, Good work, Effort, Positive attitudes, A weeks completed homework task etc are rewarded with a smiley face on the class record chart.

.....They also:

- Receive a sticker for good behaviour or work.
- EYFS & KS1 wear an appropriately coloured badge for every 10 smiley faces.
- KS2 are rewarded in class with a prize for every 20 smiley faces on the class chart.

INDIVIDUAL ASSEMBLY AWARDS:

- Certificates are given at celebration assembly, for good work, effort & attitude, to at least six children from each class.
- Teachers keep a register to ensure all children receive at least one certificate each term.
- EYFS & KS1 'Star of the Week' certificates are awarded in class.
- 'PE Star of the Week' is awarded in KS2.

WHOLE CLASS AWARDS:

...Special achievements by the whole class are rewarded with a bead. Eg:

- Achievement of weekly class target
- Exceptional behaviour on a visit,
- Class assembly or performance

.....When the class has collected 10 beads they can choose a whole class treat.

HALF TERMLY AWARDS

- Three children from each class are awarded a 'most improved' achievement prize after assessment week. (Bi-annually)
- Independent Study awards are given to ~5 pupils from Y3-4 class completing exceptional independent studies. (At the end of Autumn and Spring terms)
- Interclass sports competition cups are awarded to Y1-6 winners.

IDLE C.E. (A.) PRIMARY SCHOOL - AWARDING SANCTIONS FOR MISBEHAVIOUR

Breaking of school rules:

- We give consideration to SEND & other identified children who require an individual approach.
- We recognise that in the EYFS the implementation of the sanctions in this policy is incremental.
- We identify 'why' behaviour is unacceptable & demonstrate the appropriate behaviour.
- We focus on the behaviour being unacceptable not the child.
- It's the school rules that sanction a child's behaviour- there's no need to shout / be intimidating.
- We discipline because we care about the child behaving appropriately 100% not 95%.
- We use a second member of Staff in difficult situations as a witness and for support.
- All staff are empowered to give green slips for which pupils have to stand for the allotted minutes at the edge of the playground at lunchtime, but yellow & red cards must be issued by the SMT after consultation with another member of the SMT where possible.
- Sanctions are monitored and reported to Governors.

In the classroom:

- 1st warning – **is a verbal warning** given to the child.
- 2nd warning – **the child's name will be put on the amber** using our traffic light system.
- 3rd warning – **the child's name will be moved to the red** using our traffic light system.
- 4th warning – **issue a green slip** – asking the KS2 child to write it out for 5 - 20 minutes according to professional judgement and place it in the envelope situated outside the First Aid Room, after showing it to their class teacher who is to sign the slip.
- Children who have turned their behaviour around can move their name back up the traffic light system.
- We aim to, if possible, ensure that the consequence of the behaviour is carried out on the same day.
- Green slips for pupils not bringing essential equipment to lessons 3 times per term. Non-essential items – Learning aids - which are forgotten will result in a 'warning' as above. (See appendix 2)
- Severe misbehaviour – issue green slip and send to the SLT to issue a possible yellow / red card.
- Admin staff process the slips and when there are 4 pass them to the Head teacher to issue a Yellow Card after which the class teacher arranges a meeting with the pupil's parents.

Out of the classroom:

- 1st warning - explaining what is wrong offering an alternative.
- 2nd warning - give them a formal warning: 'Next time you will receive a green slip'
- 3rd warning - issue a green slip – asking the child to write it out for 10, 15 or 20 minutes and place it in the envelope situated outside the First Aid Room.
- Severe misbehaviour – issue green slip immediately and send to the SLT to issue a possible Yellow or Red card.

A YELLOW Card is issued:

- The member of staff will first consult with the SLT regarding the appropriateness of the card.
- Parents will be contacted if their child has received an instant yellow card. Reasons for an instant yellow card, for example, will include racist incidents, physical abuse, bullying or damaged property.
- The Head or Deputy writes a Yellow Card. A photocopy is retained in the Yellow card file.
- The pupil should stand sensibly reflecting on their behaviour outside the Head teacher's office for a full 1 days' breaks, If the child does not stand sensibly the break time is repeated. The child should go for dinner with their class.
- Children on yellow cards do not go to lunchtime clubs except those that have been paid for by parents.
- **Pupils who have been issued 4 green slips during a half term receive an automatic Yellow Card** and the class teacher is to arrange a consultation with the pupil's parents.

A RED card is issued: (KS2)

- The member of staff will first consult with the SLT regarding the appropriateness of the card.
- The Head or Deputy issues a Red Card deciding its length (2-5 days)
- The procedures for issuing a Red Card are the same as for a Yellow Card as above.
- Children on red cards do not participate in lunchtime clubs and the SLT reserves the right to decide if the child should attend a class visit or not during that week depending on risk/safety.
- Children on red cards are also referred to the pastoral team to receive the appropriate support where necessary. Eg parent visits each week or PIO counselling.
- Severe misbehaviour – issue green slip and send to the SLT to issue a possible yellow / red card.

Appendix 1:

**Idle CE (A) Primary School
Accident / Incident Reporting Form**

Accident / Incident Details: Type: Incident / Accident / Violence and aggression

Name of injured pupil:..... Class:.....

Date of accident / incident:..... Time of accident / incident:.....

Where exactly did the accident / incident happen:.....

What work/activity was being carried out at the time:.....

Details: Please describe in detail and who was involved. Include what the immediate cause was / activities leading up to / and events immediately afterwards:

.....
.....
.....
.....
.....
.....

Were there any contributing factors (e.g. condition of site; weather; faulty equipment): Yes / No
If yes, detail:.....

Are you aware of any impairments or behaviours of involved persons that may have contributed to the accident / incident: Yes / No
If yes, detail:.....

What action has been taken, or planned, to prevent a similar accident / incident occurring:
.....
.....

Was anyone else injured during the accident / incident: Yes / No If yes:
Name:..... Position (e.g. staff / pupil/ class).....

Witness(es) to the incident / accident: Were there any witnesses? Yes / No If yes:
Name:..... Position (e.g. staff / pupil).....
Name:..... Position (e.g. staff / pupil).....
Name:..... Position (e.g. staff / pupil).....

Name of person reporting accident/incident :.....
Position in school:.....
.....

OFFICE USE:

Parents: Contacted by: Date: Time: Outcome:	Pupil: Collected Taken to hospital by: Well enough to remain in school	Reported to: Headteacher Deputy Headteacher SMT Class Teacher	RIF Completed by Submitted Date: Time:
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Appendix 2: For Upper Phase 2 Pupils (Y4-Y6):

Personal Organisation

Essential items for a lesson (musical instruments, P.E kits, swimming kits, bikes and helmets etc)

Three times termly forgotten is a green slip.

Record Keeping carried out for these items.

Learning Aids

General items for a lesson reminded by teaching staff each day.

Names will be put on the board for forgotten equipment.

Pupils who persistently don't have equipment needed for lessons on their desk e.g. strategy books or spelling books will be given a green slip at the teacher's professional discretion.