



**FREDERICK
NATRASS**
PRIMARY ACADEMY



**Frederick Natrass Primary
Academy**

Behaviour / Discipline Policy

Policy Document Control Sheet: Key Staff lead Frederick Natrass Primary Academy: Emma Roffe Portfolio Governor lead: John Taylor Status: Agreed and adopted			
Date	Process	Name	Status
29/09/17	Rebranded for Frederick Natrass Primary Academy		
Sep t 2017	Drafted		
Sep t 2017	Approved by Stakeholders		
Oct 2017	Adopted by Governors	Full Meeting	Working document
	Reviewed February 2015	Gov meeting	Working document
	Approved by Governors	Full Meeting	
	Signed	Chair Of Governors	
From this date:	To be reviewed annually and displayed on school website.		

Introduction

At Frederick Nattrass Primary Academy School we believe that all our pupils have the right to a harmonious and productive educational environment where behaviour of all pupils is conducive to learning. This policy is implemented in partnership with the school's Anti – Bullying Policy and PSHE Policy.

Aims

- To develop a secure and well-ordered environment in which effective learning can take place and in which there is a mutual respect between adults and children.
- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To promote and sustain 'The One Academy Rule'.

Strategies

- To develop caring and friendly relationships between all children and adults creating a sense of community.
- To value the achievements of every child and to use the schools positive discipline procedure to recognise, praise and encourage the child's achievements
- To develop a climate of trust and understanding between parents, teachers and children and to develop a commitment to the aims of the school.
- To develop community responsibility and self-discipline fostered by allowing children in the decision and activities of the school.
- Ensure pupils are aware of and are invested in 'The One Academy Rule'.
- To help pupils make the right choices and not to succumb to peer pressure.
- To foster by example the values we as a school believe in.
- To ensure that British Values and the SMSC curriculum objectives are delivered and promoted via Frederick Nattrass Primary Academy's personalised curriculum maps.

The Role of the Principal

The Principal is responsible for promoting good behaviour and discipline in line with the governing body's general principles.

The Principal should ensure that staff, pupils and parents are aware of the school's policy for discipline, anti-bullying and of the school's behaviour code.

The One Academy Rule

Every student and adult is expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times.

Behaviour System

We use a positive reinforcement behaviour system that promotes children making the correct choices and has very clear consequences for unacceptable behaviour.

Positive Strategies

Classroom practice and curriculum will be positively used as a vehicle for raising awareness and understanding of acceptable behaviour.

- We will teach children to work and play co-operatively.
- We will teach about cause and effect and rights and responsibilities.
- We will encourage the children to examine their behaviour to see if it is proactive.
- We will ensure children are clear on the British Values and how they make them better citizens.
- We will model 'The One Academy Rule' and lead by example.
- We will reward pupils with team points/stickers/certificates/postcards home and many positions of responsibility.
- We will have a weekly Celebration Assembly.

Pupils are aware of the policy because:

- We adapt our curriculum to encompass SMSC and British Values.
- We regularly use assemblies to communicate our message.
- We provide purposeful activities outside the classroom environment, e.g. play equipment at break times.
- We have clear, consistent and positive rules.
- We promote positive behaviour.
- We host regular events such as Anti-Bullying Week and Online Safety Day.
- We implement interventions wherever possible.

Specific Action

- The school will keep adequate records of poor behaviour using CPOMS.
- All staff must use school behaviour system.
- Parent Support advisor, the school councilor and SMT act as a points of contact or support for pupils who struggle to manage their behaviour.
- The school will work with parents to establish joint strategies for behaviour modifications if required.

- The SENCo will liaise with the class teachers and parents to gain advice from Stockton's Behaviour Support team via an Early Help Form.

Expectations of Children

1. Aim to do your best at all times - in your work and your behaviour.

2. Always follow instructions - from your class teacher, teachers in school and other adults responsible for your care.

3. Care for other people - show respect for other adults and children in school, their views and opinions, their property and possessions.

What Can Children Expect From Their Teacher

1. The teacher is firm, fair and consistent with high expectations.
2. That the teacher respects you and your opinions.
3. The teacher sets clear boundaries and explain these clearly and support them positively.
4. The teacher knows your educational needs and provides for them.
5. The teacher provides a safe and secure environment.

Partnership with Parents

Parents want to be involved in the way their children are behaving in school. They need to be kept fully informed of their progress, when they have done well in school and if there are any concerns. They need to be involved at an early stage but need to be told about positive behaviour as well as any concerns. This can be achieved through the use of the home contact book, home school agreements, and parents meetings.

Safeguarding

At Frederick Nattrass Primary Academy we take Safeguarding very seriously and hope to ensure our pupils flourish and develop both socially and academically in a safe and secure environment. Through being clear and consistent in our teaching and ensuring the school environment is safe and conducive to learning, we can encourage all pupils to realise their potential with confidence and enthusiasm.

Assertive Discipline Guidance

Frederick Nattrass Primary Academy has an Assertive Discipline Programme. Its purpose is to:

- Promote high expectations for behaviour.
- Maintain and encourage high standards of behaviour.
- Provide a consistent approach to rewarding good behaviour.
- Provide a consistent approach to responding to unacceptable behaviour.

As a school we have established a very high standard of acceptable behaviour and have clear rules about what is unacceptable. We have the support of parents, Governors and all school staff in order to achieve this.

We believe that the key to success is clear expectations that are continuously and positively reinforced. The children know how to make good choices. Positive and regular encouragement, both at home and at school, is used to motivate the children. All teaching

and support staff give out team points which encourage and reward good behaviour in and around the school.

Rewards

- Consistent verbal praise.
- Each week team points are added and a trophy is presented to the team that has gained the most points. Teams accumulate team points each week and the Team with the most team points each term earns a prize for their Team to enjoy.
- Certificates are awarded for individuals receiving 50, 100, 150 team points.
- Family Star Awards are awarded weekly for children.
- Monthly awards are also given to children who display appropriate manners in the dining hall and those who eat healthily.
- Certificates are awarded for 100% attendance on a termly basis. Vouchers are given for 100% attendance over the year. Each week the class with the highest attendance receives the Attendance Shield and is allowed an extra session on the Timber Trail at playtime.
- Supervisory Assistants choose the year group with the best overall behaviour for extra play time on a Friday Lunchtime.
- Dinner prefects and supervisory assistants give out Top Table tokens and these are given out in class to award behaviour, kindness, academic achievement. Each week Top Table tokens are drawn from a pot and 7 winning pupils get to sit at Top Table with the Head Teacher.
- Pupil of the Week Awards are given out for academic progress.
- The Y6 children also award tidy cloakroom awards.
- The best singing Award is announced each Friday and the winning Year group is allowed to play football that day.

Responsibilities

The children in our school are trusted with positions of responsibility to show a mutual respect and allow them to rise the challenge of being a responsible citizen. The children are entrusted with various positions of responsibility and these include:

- Being a dinner prefect
- Leading Friday celebration assembly
- Being in charge of the school office at lunch time
- Showing prospective parents/teachers/ governors around our school
- Running a Scratch Club and a Book Club
- We also have pupils in each year group who are democratically elected to represent their class and these children are on the school council. We also have; Buddies, SNAG (School Nutrition Action Group), Eco Warriors and the Safety Team.

Consequences of misbehaviour

- | | |
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| • 1 st time a child disrupts | Verbal reminder |
| • 2 nd time a child disrupts | Warning given |
| • 3 rd time a child disrupts | Move the child to a separate area of the classroom with work for 5 minutes. |
| • 4 th time a child disrupts | Reflection time in partner class for 5 minutes. |
| • 5 th time a child disrupts | Send child to Headteacher/SMT |
| • 6 th time a child disrupts | Teacher meets with the HT to discuss the child's behaviour and parents are informed. |

Some children with Special Educational Needs may have their own Individual Behaviour

Plan and/or Positive Handling Plan.

Behaviour consequences during Lunchtime

At lunch time the dinner supervisors use a white card system where pupils who are misbehaving are sent to the Headteacher or a member of the Senior Management Team with a white card. The card has a brief description of what has happened, the name and date on it. The Headteacher then looks into the incident further talking to those involved and the dinner supervisor before deciding on the appropriate sanction. All white cards are kept in the behaviour log in the HT office.

Behaviour with immediate consequences:

Within the Assertive Discipline Programme, events may occur which are seen as so serious that they require immediate contact with parents. These are as follows:

- Severe aggression towards another pupil or member of staff.
- Serious damage to school property or theft.
- The use of consistently foul language.
- Prejudice related comments.
- Bringing into school a weapon (such as a knife) or an item that could be used as a weapon.

The above incidents are investigated and parents are informed immediately and asked to withdraw their children from school. Consequences for these incidents can mean automatic exclusion, the length depending on the severity of the incident, and parents may be asked to replace items or pay for damage done. There is an expectation that parents will follow up the school's actions with a suitable sanction at home.

Outside agencies, such as the Police, or Social care and Health, may be informed.

The decision to exclude a pupil is never taken lightly Frederick Natrass Primary Academy. Where a pupil is given a fixed term exclusion for 6 days or longer, school will look towards a managed move to ensure the child misses out on as little education as possible from the 6th school day of the exclusion.

In Conclusion

Every member of Frederick Natrass Primary Academy is made to feel equally important. They are encouraged to respect each other as individuals regardless of age, gender, ethnicity, religion, impairment, attainment or background. Positive attitudes are shown and encouraged. Discussions about rights and responsibilities, sanctions and respect for one another take place on a regular basis during assemblies and circle time in the classroom. School and home work together in order to achieve the high standards of behaviour and self-discipline that are expected at Frederick Natrass Primary Academy.

Headteacher: _____

Governor's representative: _____

Date: _____

