

Behaviour and Discipline

Behaviour Guidelines	Sanctions
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Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and given to the principal.
- If physical intervention of any kind is required then a 'Positive Handling' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form..

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

Staff should remember that they are responsible for the behavior of children in their care – if behavior is poor, they must first look for a reason before punishing the child:

- **Is the work planned at the right level for the child (not too hard or too easy)?**
- **Are classroom routines easy to understand and consistent?**
- **Have the children been sitting in one place for too long?**
- **Does the child have a problem and has the staff member tried to understand and solve it?**
- **Do the children know what to do and what is expected of them?**
- **Is general classroom behavior calm and focused (a chaotic classroom can encourage poor behavior in some children)?**

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgment is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to, **with steps 1 and 2 being compulsory.**

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EXCLUSION

As a school we are strongly in favour of inclusion, however if a child poses a risk to other pupils or prevents them from learning on a regular basis we have a policy of exclusion.

(The adult responsible for taking action is in brackets)

RECORD KEEPING

Copies of all Consequence sheets will be kept in Mentoring Files, as will letters to parents.

Visual Behaviour Chart

In Key Stage 1 / EYFS / Nurture Class – there should be a traffic light on the wall. A child's name should be moved to amber when a warning is given and red when a consequence is given

In Key Stage 2 – there should be a pocket wall chart with a card for every child. A warning card or consequence card will be added as required.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite requests, warnings (no more than three), repositioning, separating etc.

Step 1 (Classroom teacher) Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Key Stage 1 / EYFS – the child's name should be moved to 'amber' on the traffic light.

Key Stage 2 – the child should have a 'consequence' card put into their pocket on the wall

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher) Consequence

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records when, why on a 'Consequence Sheet' at isolation table or Think Spot.

If behaviour improves return to lesson.

*If not or if child refuses, move to **Step 3***

For any child who is on 'red' or has a 'consequence' card

- Miss part of playtime
- No snack or treat if the rest of the class get a treat
- Should not be chosen for extra privilege
- A limit to 'choosing time'

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Step 3 (Teacher colleague) Isolation

This should only be used if a child continues to behave badly after receiving a consequence

- Child escorted to designated colleague.
- Up to 1 hour working alone without causing disturbance.
- Detention during playtime
- Class teacher records the isolation on SIMS.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

For a regular offender:

- Discussion with Team Leader and/or SENCO : consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents informed by letter that behaviour is a cause for concern.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

Step 4 (Principal / Vice Principal) Internal Exclusion

- Child escorted to Principal / Vice Principal.
- 1 session to half a day working alone without causing disturbance.
- Complete a Consequence Booklet
- Parents informed of 'Internal Exclusion' by letter.
- No extra curricular activities for 1 week

If behaviour improves return to class.

*If not or if child refuses, move to **Step 5***

For a regular offender:

- Discussion with Team Leader / Head/ SENCO : consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents / LA informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

Step 5 (Family Support Advisor /SENCO) Pastoral Support Programme (On Report)

For a child who will not remain in Internal Exclusion may receive a short fixed term exclusion.

For a regular offender:

- Teacher completes a Behaviour Assessment Profile.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF.
- PSP Meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents. **(Smiley Face Chart)**
- PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly

If targets are achieved remove from PSP.

*If PSP failed, move to **Step 6**.*

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Step 6 (Principal) **Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.
- Complete a CAF.

If behaviour improves return to PSP

*If not move to **Step 7.***

Step 7 (Principal) **Fixed Short Term Exclusion** (up to 5 days per term)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract or PSP for a minimum of four weeks.

If behaviour improves remove from PSP.

*If not move to **Step 8.***

Step 8 (Principal) **Fixed Long Term Exclusion** (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks.

If behaviour improves remove from PSP.

*If not move to **Step 9.***

Step 9 (Pupil Discipline Committee) **Permanent Exclusion**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

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Star Time Every Week

Friday afternoon from 2.00 until 3pm is Enrichment Time, where every child from Year 1 to Year 6 chooses an activity to take part in such as sport, art, computing, dance, cookery etc. Every time a child is given a consequence they lose 5 minutes of Enrichment Time. Children should work with a member of the Senior Leadership Team during Enrichment Time until they are permitted to join in.