



Stillness Junior School

Promotion of Positive Behaviour and Discipline Policy

Last Reviewed: January 2017
Review Date: January 2019

Aim

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Objectives:

- Every member of the school community feels valued.
- Each person is treated fairly
- We promote an environment in which everyone feels safe and secure.
- Bullying is not tolerated. We have a separate anti-bullying policy.
- We have rules as a means of promoting good relationships. We try to keep our rules positive, e.g. rather than 'don't swing on your chair' we say 'show good sitting': you need to 'be safe'
- Incidents are dealt with restoratively.
- All red card incidents are followed up.
- This policy is reviewed by staff on a regular basis.

Rewards:

The school acknowledges all the efforts and achievements of children, both in and out of school. Photographs and examples of children's achievements can be seen around the school.

Teachers congratulate children.

- Children are able to earn house points for their house for lining up correctly at playtimes, exceptional good behaviour or outstanding acts of kindness.
- We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- Teachers nominate children for a Head teacher's award.

Sanctions:

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. There are incidents that will warrant a jump in any of the steps below.

1. Sometimes children may be kept in class for part of break to catch up on time wasted in lessons
2. Simple warning issued by an adult e.g. you have just shouted out. If you shout out again you will get a yellow card.
3. Child given a yellow card and given 5 minutes in own class on his/her own.
4. Child given a second yellow card and sent to an agreed class for an agreed length of time, usually with work to do. E.g. you have a yellow card for shouting out. You have continued to shout out. You are now on a double yellow and need to go to class A for 10 minutes.
5. If the child returns to class and repeats the same behaviour a red card will be issued.
6. For more serious incidents a child may be given a red card e.g. inappropriate language, damaging property, ignoring an adult, hurting another child.

7. If a teacher feels a child should be removed from their room they should approach the year group leader or a senior member of staff who will then decide what to do.
8. When a child has been issued with a red card they are required to attend lunchtime detention. Here they are given an opportunity to discuss the incident. The incident is recorded. The child completes a 'think again' sheet. A standard letter is sent home informing parents/carers of the incident and including a copy of the think again sheet.
9. Staff will inform the year group leader that a child has been issued a red card.
10. Staff will call parents to inform them their child has a red card.
11. When a child has been involved in 3 red room incidents then the year group leader invites the parent/carers in to discuss their child's behaviour.
12. For more serious incidents, there may be an internal exclusion – the child spends the day separated from their peers. There will be an opportunity for them to discuss their behaviour. This might be for inappropriate behaviour or language in school or on the internet; or repetition of a serious incident. Parents will be informed and invited in to school to discuss the situation.
13. For very serious incidents there may be an exclusion from school. [See section 7 of this policy]

Restorative Justice:

We have been trained to listen to both sides of a story and to not apportion blame. We encourage the children involved in an incident to face each other and express how each other's behaviour made them feel. When children face the consequences of their chosen behaviour we believe it helps them to make more sensible choices in the future.

Use of Force:

(See policy attached)

Lunchtimes

If a pupil misbehaves at lunchtimes in a manner which puts themselves or others at risk over a period of time, the parent will be advised that if it continues they will be asked to choose between supporting their child in school at lunchtime or home dinners.

Outings

We aim for all children to attend all outings. However if a child does not routinely respond appropriately to adults in school, or behaves in a way likely to endanger themselves or others, they may only be allowed on school visits with a responsible adult accompanying them. This will usually be the parent or other family member.

Roles and responsibilities:

All staff:

- Keep a positive attitude when dealing with children e.g. rather than saying 'don't run' say 'walk please'
- Use the school rewards and sanctions systems.
- Be on time, welcome pupils warmly and differentiate work appropriately.
- Always plan and organise in ways that support and encourage positive behaviour.
- Remember: 'private criticism, public praise' is key to self esteem.

Class teacher:

- Ensure class behaves responsibly in line with school rules.
- Promote positive behaviour
- Discuss and agree a positive classroom code which is signed by all the class and put on display.

- Investigate and deal with incidents fairly and restoratively.
- Have high expectations of pupils' behaviour.
- Provide opportunities e.g. circle time to discuss behaviour issues.
- Keep parent/carers updated with their child's progress and behaviour
- Report concerns to year group leader.
- Liaise with outside agencies when necessary.
- Maintain records of all incidents and meetings in the class behaviour file.

Lunchtime Supervisors

- Ensure pupils behave responsibly in line with school rules.
- Promote positive behaviour
- Investigate and deal with incidents fairly and restoratively.
- Have high expectations of pupils' behaviour.
- Report concerns to class teachers.
- Record incidents and outcomes in monitoring books.

Year group leader:

- Monitor behaviour of pupils in year group.
- Liaise with senior management and inclusion team.
- Set up and lead meetings with parents after 3 red cards, make notes and give copies to the inclusion team.
- Run restorative justice meetings for children in their year group
- Make appropriate arrangements for children on outings. Sometimes this will involve asking a family member to accompany a child on an outing or arrange appropriate alternative provision in school. This will always be done in consultation with the leadership team.

Inclusion Team:

- Be available to offer advice and support
- Agree to offer respite where appropriate
- Run intervention programs e.g. circle of friends , Learning Mentor
- Refer pupils to and liaise with outside agencies.
- Organise and lead restorative meetings for more serious (exclusion) incidents.

Inclusion Manager:

- Monitor whole school behaviour
- Provide whole school inset.

Head teacher:

- To implement the school behaviour policy consistently throughout the school
- Report to governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school.
- Support the staff by setting the standards of behaviour (School Standards and Framework Act 1998)
- Keep records of bullying, restraint and racist behaviour.
- Give fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Parents/Carers:

- Collaborate with school so that children receive consistent messages about how to behave at home and at school.

- Read the school rules in the school prospectus and support them.
- Inform their child's class teacher as soon as they have any concerns.
- Follow the home school agreement.
- We do not tolerate anti-social behaviour from anyone. Please refer to the Policy for Disturbances caused by Parents/Carers and/or any Other Person

Governors:

- Set down guidelines on standards of discipline and behaviour
- Review the effectiveness of these guidelines
- Support the head teacher in adhering to these guidelines.
- Give advice to the head teacher about particular disciplinary issues.

7 Fixed-term and permanent exclusions

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore follows the most recent guidance.

8 Drug- and alcohol-related incidents

8.1 It is the policy of this school that no child/adult should bring any drug, legal or illegal, to school. Please refer to the school's policy on drugs.

9 Monitoring and review

9.1 The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records all incidents in their behaviour file and this is monitored by the lead behaviour teacher (Anne Neal). The head teacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in their incident book.

9.3 The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality including homophobic; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

9.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.