

The James Oglethorpe Primary School



Behaviour and Discipline Policy

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A Whole School Approach

At The James Oglethorpe Primary School we believe that good behaviour in all aspects of school life and a clear and consistent approach to the management of pupil behaviour is essential to enable effective teaching and learning to take place.

We seek to create a caring learning environment, focusing on providing encouragement and rewarding good behaviour in order to develop a climate of consideration and respect for others rather than merely deterring poor or anti-social behaviour in the short term.

The promotion of good behaviour is the collective responsibility of the whole staff, working in partnership with pupils and parents, led by the senior leadership team, with the full support of the Governing Body. Every adult who works in school is expected to reinforce high standards of behaviour. If a member of staff feels that it is not appropriate for them to discipline a child they are advised to report any unacceptable behaviour, in a calm and accurate manner, promptly to a senior member of staff so that action can be taken.

A summary of the contents of this policy will be included in the school prospectus and will be provided for parents when their children are admitted to the school.

Aims

- To ensure all members of the school community can learn and play together in a safe, happy and secure environment
- To teach the values and attitudes as well as knowledge and skills needed to ensure that children behave appropriately, develop self-discipline and become positive, responsible and independent members of the community.
- To reward good behaviour and resulting good work providing encouragement and motivation to all pupils.
- To treat all children fairly and apply rules in a consistent way providing the necessary support for pupils who are learning English or have special needs.
- To provide parents with regular updates about their child's behaviour and to provide where necessary the support needed to ensure behaviour improves.

The Assertive Discipline Approach

Our rules are positive in nature and few in number. These rules, rewards and sanctions are regularly discussed with pupils and are clearly outlined in the Home-School Agreement which parents and pupils are asked to sign each year. They are also clearly displayed in all teaching areas, at child eye level, and referred to on a regular basis.

Children are strongly encouraged to report any incidents of poor behaviour or bullying that takes place either at school or in the community, immediately to a member of staff.

School Rules

1. We listen and follow instructions.
2. We keep our hands, feet and objects to ourselves.
3. We speak politely and with respect.
4. We take care of our own, our school and other people's property.
5. We try our best in everything that we do.

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Rewards

We can create a positive learning environment by recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves. The following rewards are available for use by all staff:

- Verbal praise
- Silver/ Gold Certificates
- Golden Tickets
- Head Teacher Award
- House Points
- Star Slips
- Whole Class Awards are also available, whereby a class certificate will be organised and presented during assembly.

Silver/ Golden Certificates

These certificates are sent home at the end of each day to the pupils who end up on silver or gold zones.

Golden Ticket

At the end of the day the Headteacher awards a Golden Ticket for anyone on the gold zone. These pupils are entered into the Golden Ticket Lottery. In celebration assembly at the end of the week a winning Golden Ticket is picked out of the golden box and the winner gets to choose their prize which take the form of privilege passes, e.g. To play with a golden football for a week. Name and photographs of the winner goes into the school newsletter.

Head Teacher Award

At the end of the week 2 pupils per class are chosen by the class teacher and are awarded a Head Teacher Award which is presented in the celebration assembly. These pupils have gone over and above in regards to their behaviour or achievements in class that week. Certificates and stickers are given to the pupil and their name and photographs go into the school newsletter.

House points

These are announced weekly in celebration assembly. Every term the pupils from the winning house are presented with the House Cup and receive an extra 15 minutes break in the afternoon supervised by SLT and are given a treat. House points can be used for behaviour in the classroom and acts of citizenship. At the end of every day anyone on silver or gold are awarded 2 or 3 house points. House points are also awarded as part of the inter-house competitions which are run every half term.

Star Slips

These slips are used by the Midday Assistants and are awarded to pupils at lunchtime for good behaviour. At the end of every half term one child is awarded a prize from each class for the most highest amount of star slips.

Sanctions - 'Go for Gold'

Go for Gold is to be used in lesson time and breaktime only. At the start of every day all pupils start on green and can move from the different zones throughout the day depending upon their behaviour relating to the 5 school rules.

Throughout the day if pupils fail to follow the rules then they are reminded of the correct behaviour, moved to yellow and then to red if it continues. Pupils should always be given the opportunity to return to green once they are on yellow if the behaviour warrants it.

There are certain behaviours that are straight red behaviours in the classroom. Once the child reaches red then they accept their sanction and then can earn their way back to green. (See table below for clarification).

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At the end of every day the names on silver or gold are awarded house points and a gold or silver postcard to take home to parents that day. If pupils get to red more than twice in one day then please refer them to the SLT. In addition to this if pupils gets more than five reds in a week then please refer them to SLT.

‘Go for Gold’ Behaviour System

Zone	Action	Rewards/ Consequences
Gold Zone	Golden behaviours include consistently demonstrating: <ul style="list-style-type: none"> • Confidence • Excellent attitude to learning • Respectful of others • Impeccable conduct • Resilience/ Determination • Growth Mindset 	3 house points and a gold postcard to take home. Gold behaviour is logged onto SIMs by the class teacher.
Silver Zone	Elements of golden behaviours (see above)	2 house points and a silver postcard to take home
Green Zone	This is the expected behaviour of all pupils.	
Reminder	Failure to follow any of the school rules	Pupil is reminded to make the ‘right choice’ to stay on green. The school rule being broken is referred to. Staff will use consistent language (see attached).
Yellow Zone	Failure to follow any of the school rules	<i>NB - In KS1 the pupil moves their name to yellow or red and in KS2 the teacher moves the pupils name to yellow or red zone.</i> Reflection time (up to 5 minutes) in a corner of the classroom. Reflection questions (see attached) on display in the reflection corner to prompt the child’s thinking: <ul style="list-style-type: none"> • What happened? • Which rule did you break? • How are you going to get back on the green? Positive conversation on return to the group between the adult and pupil. Staff will use consistent language (see attached).
Red	Failure to follow any of the school rules However instant ‘red’ behaviours include; <ul style="list-style-type: none"> • Walking out of class • Fighting with intention to hurt • Vandalism • Racist remarks(refer to SLT) • Homophobic remarks (refer to SLT) • Swearing (heard by adult) • Lying • Stealing • Violence • Spitting • Biting • Refusal which results in unsafe behaviour • Refusal to come in from break or lunch 	Pupil sent to another class teacher with their work to do and reflect until the end of the lesson using the reflection questions. Positive conversation on return to classroom. Staff will use consistent language (see attached). Once they return to class after their consequence then they earn the right to return to green. However they must have a 15 lunch time detention in the Responsibility Room. Parent/Carer informed by class teacher at home time if collected or by telephone. Behaviour is logged by the class teacher onto SIMs.

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Behaviour system for Lunchtime

If a child does not follow the school rules at lunchtime then the pupils are sent by the MDA to the Responsibility Room straight away with the supervision of SLT and UPS staff. Staff supervising the Responsibility Room will investigate further if required and then if a rule break has occurred then they will record the pupils and their behaviours onto SIMs. Pupils are expected to reflect their actions and behaviours and to draw up a Responsibility Action Plan (see attached).

Parental contact

Parents are informed at the end of the school day if a pupil gets to the red zone. For consistently poor and unacceptable behaviour, the parents of the pupil experiencing difficulties will be invited to a meeting with senior staff and the class teacher. The pupil's anti-social behaviour will be discussed and the parents' assistance sought to work in partnership with the school in order to overcome their child's problems. Following discussion the pupil's behaviour may be closely monitored within school in one of the following ways:

Monitoring Behaviour in the school

SIMs Analysis

Classroom behaviours are logged onto SIMs if a pupil gets onto the red zone or has to spend time in the Responsibility Room from a rule break at break or lunch time, as well as internal exclusions. Behaviours are analysed half termly by SLT to distinguish patterns of behaviours with pupils and provide support for the future, e.g. behaviour plans, provision at lunchtime.

Playground behaviour

Behaviour is an agenda item for the MDA supervisor meeting with SLT. SIMs information in regards to pupils spending time in the Responsibility Room are analysed every half term to see persistent offenders and their behaviours. Alternative provision is then discussed.

Learning Walks

Half termly learning walks with a focus on behaviour for learning will be carried out by members of the Senior and Middle Leadership Team. In addition uniform checks and PE uniform checks should be conducted every half term. A list of actions will be formed for the class teacher to address.

SLT presence

SLT will monitor and enforce behaviour expectations around the school, e.g. end of break and lunchtimes, corridors, assemblies, beginning and end of the school day.

Whole School Practice for Teaching and Maintaining Good Behaviour

Classroom Management

In order to ensure consistency and that time is used effectively for learning, each class teacher should establish the following classroom practice:

- a 'carpet space', 'table place' and a 'lining up' place should be allocated for each pupil
- adult will raise their hand to signal a 'Team Stop'. This is to be used throughout the school and signals that in less than 5 seconds pupils should be silent and looking at the adult.
- when moving in the classroom then 1,2,3 finger signals are used. These signals are used in under 15 seconds and will reinforce moving silently between the carpet and tables.
1 finger - stand up from your carpet space/ or if at tables then stand behind your chair.
2 fingers - move from the carpet and stand behind your chair/ or move from tables to carpet space.
3 fingers - sit down in your seat or carpet space.

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- pupils from Year 1 onwards are asked to stand behind their chairs when entering the classroom and wait for the instruction either to sit at their tables or on the carpet
- pupils are asked to 'sit up', have their 'eyes up', look at the adult who is speaking at all times and show active listening
- pupils are expected to sit properly on the chairs with the chair legs on the floor and the pupil's legs under the table.
- pupils should be reminded not to 'fiddle' with pencils or other equipment during teaching time unless they have permission to do so.
- pupils in the classroom are not expected to talk when another person is talking
- classroom doors are generally kept open during teaching time
- noise levels should be kept low so that next door classes are not disturbed and adults do not need to raise their voices
- pupils should not walk about in class, unless this is required in a particular lesson
- water bottles should be filled before register time
- no drinking should take place when someone is speaking
- pupils should be expected to tidy up their table, the resources they have been using and the surrounding floor before leaving the classroom
- pupils should walk on the left hand side of the corridor in single file
- pupils should not talk when walking as a class down the corridor
- pupils should collect their coats and other belongings at the end of the day, one group at a time
- all staff - teachers and LSAs, are expected to reinforce all aspects of the Home School Agreement, including those related to footwear and uniform, e.g. tucking shirts into trousers and a ban on hoodies and tracksuit tops in class

Searches and Confiscation

If a member of staff suspects that a pupil is in possession of a prohibited or potentially dangerous object the pupil may be searched. This search should be conducted by the Headteacher or a member of staff authorised by the Headteacher (usually a member of the SLT). The search should be conducted by a member of staff who is the same gender as the pupil and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from the pupil. If consent is refused, the pupil will be asked to say why he or she has refused. If the need for a search relates to a suspicion of a "prohibited or potentially dangerous item" this can be conducted without the consent of the pupil. Parents will be advised of the circumstances relating to the need to conduct a search and of the ensuing outcome.

Behaviour when Travelling to and Home from School

All pupils are expected to behave in an appropriate manner in the community whilst travelling to and home from school. If breaches of the behaviour code are reported/discovered then the pupil will be asked to explain the circumstances to a senior member of staff. Parents will be advised and we hope will reinforce the importance of the good behaviour that is expected. A consequence for misbehaving will usually result in the pupil losing break or lunchtime and may in agreement with parents, also result in a consequence at home. If it is appropriate the pupil concerned will be asked to make either a verbal or written apology.

Use of the Internet including Social Networks

All pupils are expected to follow our rules for safe and responsible internet use at school, failure to do so will result in a consequence and parents being contacted. We urge parents to supervise their pupil when using the internet or permissible social networks at home and to report to us any instances of unacceptable behaviour (See the 'Online Safety Policy').

Meeting the Needs of Pupils with Additional and Special Needs

We value all pupils and their differences and will do all we can to ensure that this policy does not discriminate, directly or indirectly. In accordance with the Equality Act 2010, pupils who have an additional need of any type receive the support needed, in partnership with their parents, in order to help them follow the rules, develop self-discipline, make progress and enjoy school.

The additional support that is available and the frequency of this support are varied, but may include:

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- a class buddy
- individual class support or group support from an additional adult
- the use of a work station and a visual timetable

The strategies above may be used in conjunction with the following:

Daily Report

Daily contact is made with parents either when the pupil is met from school at the end of the day or particularly with older pupils, by telephone at the end of the day. Pupils with special needs are also supported, where needed, by a home school book.

'Achievement' Book

Specific behavioural targets are set and the teacher records the pupil's achievement against these targets session by session. Achievements are rewarded daily or weekly depending on the age of the pupil and negotiated privileges earned. The book or chart is sent home to parents each day. Where parental support is irregular or where a book is not returned as expected parents will be contacted and alternative action taken.

Internal Exclusion

A period of internal exclusion may be considered necessary in order for a pupil to reflect on his or her poor behaviour. A pupil who is placed in internal exclusion will be supervised by senior staff and will complete work set in isolation. He or she will not mix with other pupils at any stage during the school day.

The Role of 'Outside Agencies'

Advice will be sought from outside agencies in circumstances where the strategies outlined above have been used but have not been effective; this may include the involvement of behaviour consultants to observe the pupil and talk to staff. Parents will be invited to take part in discussions and will be kept informed of any strategies that are put in place.

Managing Pupil Transition

The same behaviour is expected throughout the school but some approaches may be slightly different to reflect the age of the pupil. We work hard to ensure that pupils transferring to a new class/key stage are prepared for the changes that are likely to occur. Parents are invited to transition meetings to help them understand the implications of the forthcoming change for their child.

We also prepare our children who are transferring to secondary school, in partnership with parents and secondary teachers, for the changes that they are likely to experience.

Fixed Term and Permanent Exclusions

If all of the above steps have been followed and the necessary support has been provided and the pupil's behaviour has not improved, then it will be necessary to consider the remaining stages on the discipline hierarchy:

- 1 Exclusion from school for a fixed term period
- 2 Permanent exclusion.

Major offences, such as a serious assault on another pupil or member of staff, will lead directly to a fixed term exclusion, regardless of the pupil's history. It is the Head Teacher's responsibility to decide, following advice from other professionals, the length of such an exclusion. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a pupil. The chair of governors will be notified of all exclusions.

Before returning to school a meeting will be held to discuss the pupils' behaviour. The pupil's family and all professionals involved with the pupil will be invited to plan for the pupil's return in order to ensure a successful transition back to James Oglethorpe.

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Where a pupil is unable to demonstrate appropriate behaviour and it is not appropriate for them to continue at James Oglethorpe, then the exclusion may become permanent. In such cases, officers from the LA will advise on the next steps to be taken to ensure the pupil's continuing education.

Both fixed and permanent exclusions will be conducted in accordance with the Department for Education's exclusion guidelines 2012.

Restraint

The ethos of the school is that control of pupils should be based on good personal/professional relationships between staff and pupils. However, circumstances may arise in which staff have to use reasonable force to control or restrain pupils. Members of staff will only use reasonable force to control or restrain pupils when all other alternatives have been tried (Policy on Restraint see attached).

Accusations against school staff and the pastoral support to be provided

If an accusation is made against a member of school staff the appropriate steps will be taken to investigate the incident in accordance with the procedures outlined in the 2011 Local Authority document; '***The Management of Allegations and Concerns Regarding the Professional Conduct of Staff in Relation to Child Protection***'. During the investigation every attempt will be made to keep the name of the member of staff and circumstances surrounding the incident confidential. Support will be provided during the time of the investigation to the member of staff concerned in accordance with the advice provided by the LA.

The Role of the others

Headteacher and Senior Leaders

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, keep records of all reported serious incidents of misbehaviour, and to report to governors on the effectiveness of the policy.

The Headteacher and senior leaders support the staff by implementing the policy, setting the standards of behaviour expected, and by supporting staff by arranging appropriate training in order to ensure effective implementation of the policy.

The Role of Teachers and other support staff in school

All staff are expected to reinforce this policy and all other related policies and show conformity and consistency in the way they apply rewards and sanctions, liaising with parents where needed. Teachers are expected to discuss the Home School Agreement and school rules with their class on a regular basis.

The Role of Parents

Parents have a vital role to play in their children's education and in establishing and maintaining high standards of behaviour at school. We aim to work collaboratively with parents to ensure that messages about how to behave at school and at home are consistent. It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

At the beginning of the school year parents are asked to indicate support for our rules and uniform policy by signing the Home School Agreement. Parents are asked for permission for their child to sign the agreement as well. Regular information regarding each child's behaviour at school is provided for parents. If improvement is needed the action to be taken is agreed with parents and regular meetings will be held to discuss the impact of such action.

Parents are strongly encouraged to advise their child's class teacher, the Headteacher or other senior member of staff, if they have any concerns about their child's behaviour, progress or well-being either at home or at school.

Parents **must** report any concerns about the behaviour of another child or parent immediately to a senior member of staff and **should not** approach another child or parent either in the school grounds or outside

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school in an attempt to discuss the circumstances of an incident that has taken place in school. This includes the use of social networking sites to voice concerns or opinions.

In order to maintain confidentiality parents should not post any messages related to the well-being or discipline of their child or another child on social networks.

The Role of Governors

The Governing Body has endorsed this policy and, with the Headteacher, will review its effectiveness. They will with the Headteacher ensure that the policy is administered fairly and consistently and will also ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Monitoring and Review

All staff are responsible for monitoring the implementation of good behaviour and discipline around the school and should report to the SLT any concerns/difficulties they observe or encounter.

A review of this document will be carried out annually and necessary adjustments made after consultation/discussion with pupils parents, staff and governors.

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POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

1. The ethos of the school is that control of pupils is based upon good personal/professional relationships between the staff and pupils.
2. However, Section 550A of the Education Act 1996 does allow teachers, and other authorised school staff, to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:
 - injuring themselves or others;
 - causing damage to property (including the pupil's own property);
 - engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere;
 - committing a criminal offence (including behaving in a way that would be an offence if the pupils were not under the age of criminal responsibility e.g. ten years old).
3. All staff at the school are authorised to use reasonable force when it is necessary.
4. Teachers, and other authorised staff, may consider it necessary to use reasonable force where:
 - action is necessary in self-defence or because there is an imminent risk of injury;
 - there is a developing risk of injury or significant damage to property;
 - a pupil is behaving in a way that is compromising good order and discipline.
5. During an incident of restraint the minimum force necessary will be used and the pupils will continuously be offered the opportunity to regain self-control. The purpose of restraint is to restore safety and good order. **Reasonable force can be described as the minimum force necessary to achieve the desired result.**
6. All incidents where reasonable force has been necessary to restrain pupils will be clearly recorded (forms available from LSG staff) stating:
 - the name(s) of the pupils involved;
 - the date and time reasonable force was used;
 - why reasonable force was necessary;
 - how restraint was carried out;
 - who restrained the child/young person;
 - how long this restraint lasted;
 - who was present during the period of restraint;
 - any marks noted on the child as a result of the incident and how they occurred;
 - action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident.

The pupil's parent/carer will be informed when it has been necessary to use reasonable force to control or restrain a pupil.

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5. We try our best in everything that we do.

‘Go for Gold’ Consistency of Language

Please use this language so that we are consistent across the school. The class teacher should be having these positive conversations with the pupils.

Reminder before going onto yellow zone:

“So before going onto yellow zone I am giving you a reminder about ...”

“I am reminding you that you need to...”

After a yellow zone time out:

“How are you going to do get back onto green?”

After a red zone and time in another class:

“You got to the red zone because of ... and there is a consequence to that. However it’s a fresh start now so what do you need to do to stay on green?”

Reflection Questions

(to be displayed and used by the pupil once they are on Yellow or Red Zone)

- What happened?
- Which rule did you break?
- How are you going to get back on the green?

Think about these questions as an adult will talk to you about these before you return to work with the class.

Responsibility Action Plan

Pupil Name:

Date:

Teacher Name:

What did I do?

.....
.....

Which rule did I break?

.....
.....

How could I have made a better choice?

.....
.....

What could I do next time?

.....
.....

Pupil signature.....

Teacher signature.....