

Dinting Church of England Voluntary Aided Primary School

Behaviour and Discipline Policy

The school's vision statement is taken from Matthew 22 verse 39,

“Love Your Neighbour as yourself.”

Dinting School aims to create a happy, secure, stimulating and challenging learning environment, in which each child can develop to their full potential. Dinting School aims to create a family atmosphere in which Christian care is offered to all members of the school community. Christian values are built into the ethos and teaching at Dinting School, promoting attitudes of mutual respect and responsibility.

Aims

At Dinting Church of England Aided Primary School we aim to foster a positive approach to the management of behaviour. Children learn most effectively when they are well motivated and praised for their achievements, and when parents are fully involved in, and supportive of, the behaviour strategies employed. In specific we aim to:

- Create a harmonious and effective working environment for staff and pupils at the school.
- Set the boundaries of acceptable behaviour and begin to prepare children for life beyond school.
- Provide orderly conditions in which the pupils at Dinting will learn to give of their best.
- Ensure collective responsibility of pupil's, teaching and non-teaching staff, and enable consistent practise at Dinting.
- Ensure the safety of pupils and staff.

Staff Responsibilities

In order to achieve our aims for behaviour and discipline at Dinting the teaching and non-teaching staff shall:

- Ensure that the Christian ethos of the school and its rules are apparent in the management of the school.
- Keep rules to a minimum, ensure they are relevant, and make apparent the reasons for individual school rules and discipline strategies.
- Recognise that effective teaching and class management are an invaluable influence on the climate of behaviour within the school.
- Ensure that the pupil's are not simply passive receivers of this policy but are actively involved in monitoring incidents and reviewing procedures.
- Be alert to bullying, sexist behaviour and racial harassment.

- Ensure that good behaviour/work is celebrated and a balance is maintained between positive and negative behaviour management.
- Make explicit to parents the partnership that we expect with them in delivering our targets for behaviour and keep parents fully informed of their child's attitude and behaviour.

General School Rules

- We always tell the truth
- We always try our best and listen to each other
- We are always kind, polite and helpful
- We always move quietly and calmly around our school
- We always look after our property and other people's property

Playground Rules

In addition to the general School Rules there are three rules for the children's safety outdoors:

- Remain within the play area boundaries
- No climbing on fences, trees or railings
- Do not play on the steps or their railings.

Out of doors the whistle is a signal that an adult is about to speak and therefore children are expected to stop, look at and listen to the person who has blown the whistle.

When the whistle is blown a second time – line up in register order

All children are escorted into school by their class teacher after each playtime.

During lunchtime children will stop, look and listen to the person who has blown the whistle and **walk to the line, to line up in register order** –.

Rewards

1. Verbal praise
2. Silent acknowledgment – smile, thumbs up
3. Positive written comments on work
4. Stars/stickers/smiley awards
5. Special individual activities in class
6. Special responsibility in class or around school
7. Sent to another teacher for commendation
8. Leaf placed on celebration tree in Friday's Celebration Worship.
9. Sent to Headteacher for praise, recognition and sticker
10. Mention in Celebration Worship for consistent or special achievement.

Good to be Green

An inclusive rewards system is in operation. This recognises all forms of social and behavioural effort and academic achievement. Pupils will be offered explanations for rewards to support continued positive behaviour and to recognise specific achievements.

Every child starts each week in the green zone. Each class has a wall chart with each child's name label on a pocket that contains a green card.

Positive behaviours, choices and attitudes are expected from all children and they remain Green. At Golden time on Friday afternoon (2.50-3.15pm) all children who are green all week and have 100% attendance for the week, place their name in the green box.

If children make poor choices then an amber warning is given. This results in 5 minutes of their playtime spent next to the adult on duty in the playground. They return to the green zone when they return to the classroom.

If their poor choices are not modified then they can be moved to the red zone. This results in standing next to the adult for a full playtime and losing golden time on a Friday afternoon. All children are entitled to 25mins 'golden time' activities at 2.50pm every Friday afternoon, activities include: outdoor time; art; singing; computers; board games; lego etc. Parents are informed if their child has moved to the red zone and asked to discuss the incident further with the class teacher.

During the week a child who has entered the red zone can redeem themselves through good behaviour and choices and get into the amber zone in order to receive half of their golden time.

The names in green box will be entered into a termly draw for a prize of significant value (a prize per class) if a child is consistently good then their name will be in the green box multiple times.

Red Zone Incidents (severe behaviour clause)

If a child swears, at staff or other children

Leaving the classroom without permission

Spitting /biting

Throwing equipment with the potential to cause harm to others

Defiance – refusal to follow reasonable instructions from a member of staff

If children physically touch, with intent to hurt, anyone in school they must leave the classroom or situation and be escorted to the sunshine room or headteacher's office.

Red Zone incidents must be recorded and parents informed via telephone or email

Dinner Time Plan

For many children lunchtime is the most important part of school day.

We are all agreed upon the need to make it as pleasant a time as possible.

Co-operation and communication between teachers and supervisors is important and valued. A sports leader is employed over the lunch hour, their remit is to plan and provide a variety of sports activities to engage all children. The

activities are to take place in the playground, garden and field. The sports leader is responsible for the organisation of equipment and ensuring all resources are safe for use and put away securely at the end of the session. At any one time there must always be 2 supervisors in the playground. All mid days have a first aid bag which they have in the play ground, any injuries which can not be dealt with in this way come into school and brought to the attention of another member of staff so the midday can remain in the yard.

Lunch is served through continuous cafeteria system. Classes are summoned, by blowing a whistle in the playground, to wash hands, and go into their room for a school meal. When finished children go out into the playground.

Wet lunchtimes

All children will go into their own classroom with their Mid-day supervisor for wet playtimes.

All general school rules apply throughout lunchtime as at all other times. All children should walk within school. Rewards/consequences directly from supervisors within lunchtime, consequences must then be reported to teacher and recorded on log.

The Headteacher's actions:

On review of the log sheets each term, persistent offenders, i.e. no green weeks will be spoken to by Headteacher, if this continues for another term parents will be informed. A significant breach of school rules will result in the child being spoken to and Parents informed (see severe behaviour clause)

Exclusion (*section 64 of the School Standards and Framework Act 1998 (as amended Education Act 2002: regulations No. 3178 and 3179)*)

The total number of fixed-period exclusions will not exceed 45 school days
The parent/guardian will be informed immediately when either fixed-term or permanent exclusion occurs and given the following information:

- The period of exclusion
- The reason for exclusion
- That representation can be made to the governing body about the exclusion
- The way in which representation can be made
- The Headteacher will write to the parent within one school day of the decision with the information indicated above
- The letter should include details of the continuing education of the pupil including the setting and marking of work
- The right of the parent to see the pupil's school record
- If the exclusion is permanent, all details leading up to the exclusion including fixed-term exclusions

- The contact number for the LEA and the Advisory Centre for Education (ACE 0808 800 5793)

Severe behaviour clause

A child will be sent to Head teacher who will contact parents and put the incident in the behaviour incident file if s/he displays behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Children must know that consequences will follow if school rules are broken. Staff, including support staff, will only apply these consequences/sanctions when they have clear evidence of a broken rule. There is no acceptance of hearsay or tale telling.

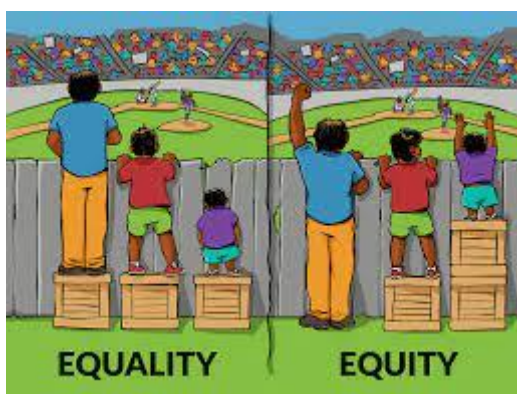
In this way we endeavour to ensure that consequences are both fair and seen by the children to be fair, thus avoiding much of the resentment that accompanies the unfair application of punishments.

We accept that the Reception Class is a special case where the emphasis needs to be upon helping children to become part of the school community rather than the rigid application of the discipline policy. Suitable allowances will be made for the formative experience and understanding of these very young children. For

example, yellow cards are unlikely to be given until several verbal warnings/explanations have been given.

We must remember that some children will need to have this behaviour management running alongside their IEP's and behaviour plans. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. We need all children to realise the school's purpose is to teach children and if for some reason they choose not to be taught then action will be taken to ensure there is no detrimental effect on other learners.

We treat all children fairly which might not mean all children are treated equally.



Physical intervention

In line with the school's Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Approved by Governing Body at the meeting held 20th September 2022

November 2010	Reviewed and Approved
March 2012	Reviewed and Approved
October 2012	Policy updated with Class names and Actions Taken
September 2013	Reviewed and approved
September 2014	Reviewed at whole school staff meeting 5.9.14 and updated with points system and shop.
September 2015	Reviewed at whole school staff meeting, approved October 2015
September 2016	Reviewed at whole school staff meeting 5.9.16, approved governors 12.9.16
September 2017	Reviewed at whole school staff meeting 18.9.17, approved governors 5.10.17
September 2018	Reviewed at whole school staff meeting 17.9.17, approved governors 5.10.17
September 2019	Reviewed at INSET training 2.9.19, approved at governors October 2019
September 2020	Reviewed at INSET training 2.9.20, approved at governors September 2020
September 2021	Reviewed at INSET training 2.9.21, approved at governors 21.9.21
September 2022	Reviewed and updated by all staff at INSET 31.8.22