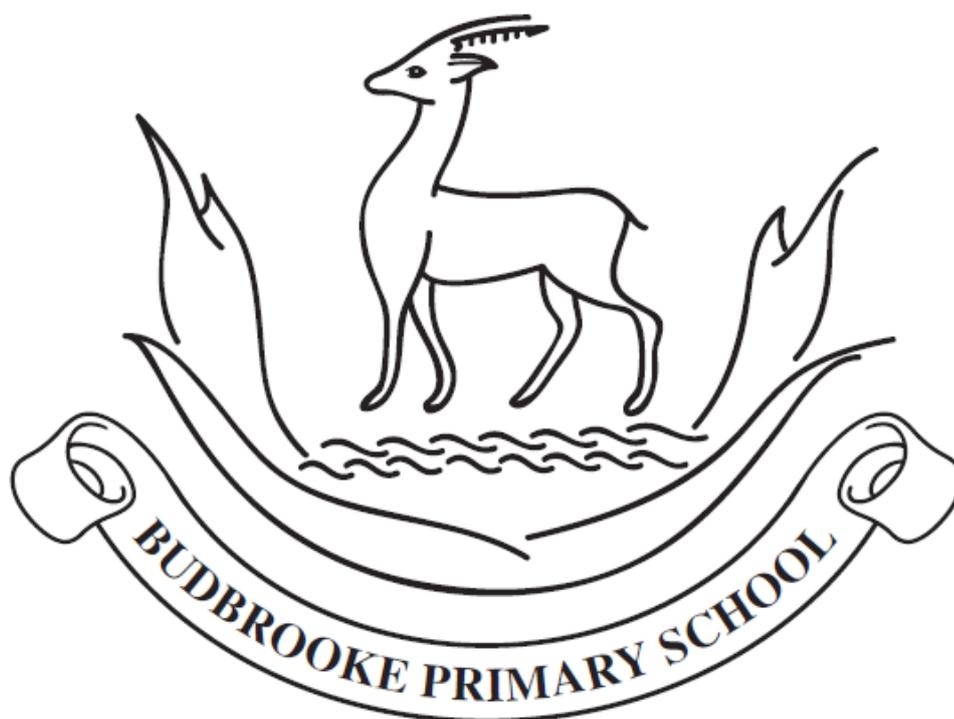


# Budbrooke Primary School



## Behaviour & Discipline Policy

Date adopted by Governors:	October 2020
Date for policy review:	October 2021
Person responsible for review:	Head Teacher
Signed by Chair of Governors	

This school policy describes how we approach behaviour and discipline at Budbrooke Primary. It has been written by the Headteacher and governors, and has the support and agreement of the school's senior leadership team (SLT).

We ensure all staff are aware of this school behaviour policy and follow it consistently; parents are asked to support it by helping their child understand and respect it.

The Headteacher and senior leadership team (SLT) are responsible for ensuring that staff follow the policy. The Headteacher reports on its implementation and effectiveness to governors. This policy will be monitored by the Head teacher and SLT and will be reviewed by governors every two years.

### **Our aims**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help children, staff and parents have a sense of direction and feeling of common purpose.
- To provide common, simple and effective structures for promoting effort, achievement and positive behaviour.
- To prevent bullying.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success and embracing challenge so that all children feel valued. We will teach all children to take responsibility for their own actions and to understand the consequences of their choices.

### **Encouraging positive behaviour**

The ratio between encouraging positive behaviour and using sanctions or discipline is significant; this means that we predominantly use positive approaches to behaviour and use sanctions or discipline sparingly. First and foremost, we encourage positive behaviour and we do this in a variety of ways:

- creating a calm atmosphere, for example, by greeting children and carers at the door, on the playground and whilst walking into school,

- by playing music to help children enter rooms and make transitions calmly; addressing behaviour calmly
- developing children's self-esteem through being valued, supported to achieve appropriate levels of independence and to develop a growing sense of competence; this is achieved through the curriculum and broader activities such as Circle Time, School Council, House Captains, Sports Leaders and the development of responsibilities within the classroom and around the school;
  - having consistent routines and consistent expectations and promoting predictability; using visual timetables to assist with the order and routines of the day; explaining significant changes;
  - making sure children are engaged in meaningful learning tasks/experiences, that are differentiated with an appropriate level of challenge i.e. not so hard that the child feels confused and not so easy that the child becomes bored;
  - give an emphasis to encouragement, positive feedback, and descriptive praise for effort, success and good behaviour
  - reinforce good behaviour, privately and publicly, for example through the use of stars, certificates, writing in planners, our Golden Book, the Top Table and bringing children's behaviour to the attention of other teachers/a member of the leadership team; addressing unwanted behaviour by rewarding better behaviour

### **Our expectations**

It is important that everyone understands their responsibilities for contributing towards positive behaviour.

#### **Children's responsibilities are to:**

- work to the best of their abilities, and allow others to do the same;
- treat others fairly with courtesy and respect;
- listen to other people's point of view;
- follow the instructions of the school staff;
- take care of property and the environment, in and out of school;
- co-operate with other children and adults;
- act in a safe and responsible manner;
- respect school rules and their class expectations

#### **Headteacher, senior leadership and staff responsibilities are to:**

- treat all children fairly and with respect;
- raise children's self-esteem and develop their full potential;
- provide a challenging, interesting and relevant curriculum;
- create a safe and pleasant environment, physically and emotionally;
- use rules and sanctions clearly and consistently;
- be a good role model;
- reward effort, progress and achievement;
- support behaviour management by identifying underlying causes of unwanted behaviour and tailoring their response accordingly;
- form a good relationship with parents so that all children can see key adults in their lives working collaboratively and sharing a common aim;

- recognise that each child is an individual, and to be aware of each child's needs;
- be available to discuss concerns with parents

**The Parents' responsibilities are to:**

- support children to understand and respect classroom and behaviour expectations and school rules.
- help children to learn independence and self-discipline;
- value and show an interest in all that their child does in school;
- foster good relationships with the school and within the school community;
- be supportive of the school's behaviour policy and expectations

**Managing misbehaviour effectively**

At Budbrooke Primary we

- have clear and consistent use of rules and sanctions;
- encourage children to take responsibility for their own actions and behaviour and help them to be aware of the consequences of their behaviour;
- offer opportunities for children to choose a way out of a situation where they may otherwise feel 'loss of face', or 'backed into a corner';
- remind everyone to use our "Stop it, please" strategy.

At the start of the academic year all classes construct clear and positive classroom expectations with the children. These are linked to the school rules/children's responsibilities as listed above, and take into account appropriate developmental expectations of each class.

Class expectations:-

- belong to the class and are to be adopted by any staff teaching that class.
- are generally consistent between classes but could highlight particular concerns for that class.
- can change in response to behaviour trends/concerns.
- need to be referred to and reviewed often e.g. in Circle Time.

**We help children learn how to sort out their own difficulties**

Children are encouraged to take responsibility for sorting out their own conflicts. Our **Peer Mediation** programme teaches children conflict resolution strategies which they then model at lunchtimes to other children in peer mediator role. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

**Suggested strategy for resolving conflict - 3 steps**

Following a dispute, adults give children a chance to talk.

The others listen with no interruptions.  
They are encouraged to concentrate and listen respectfully.  
Each child has a turn to say:

1. What the other(s) has/have done which upset them
  2. How they feel about it
  3. How they would like them to behave in future.
- No one is allowed to interrupt or argue.
  - They go on taking turns until everyone has finished.
  - The adult is there as referee, not as part of the discussion. S/he makes sure that the turns are taken, that children stick to the three steps, that they listen to each other respectfully.
  - If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

In principle, we will use a range of positive strategies to help the child get their behaviour back on track, but where further intervention is required, follow up with the clear and consistent use of consequences then sanctions:

- Positive reinforcement of children behaving well.
- Verbal/visual warning to make good choices and reminder of previous good behaviour
- Coaching or direction about the desired behaviour
- If the behaviour continues after the warning, a variety of consequences/sanctions can be used in line with the above principles. This might include being asked to make a reparative action (apologise), being moved to a different area of the classroom to prevent further disruption or sent to another classroom. This will be recorded on the Behaviour Log and parents will be informed.
- It is against our policy to give whole class punishments or use any intervention based on shame.
- If the behaviour is serious, the child may be sent to the Head Teacher or a member of the Senior Leadership Team.
- Parents will be informed if their child is entered onto the Behaviour Log and of any serious behaviour incidents or regular low level issues.

Some behaviours will go straight to the Head Teacher or a member of the Senior Leadership Team e.g. fighting, deliberately hurting other children or staff and abusive or threatening behaviour towards other children and adults. Parents will be informed and this will be recorded on the Behaviour Log.

### **Lunchtime**

Adults outside will deal with behaviour issues according to the principles stated in this policy, which include helping children acquire the skills of positive behaviour.

Sanctions for inappropriate behaviour might include giving children time out in a certain zone in the playground. However, for violent behaviour and

deliberate action that shows no respect to property or person, the staff member on duty will bring the child to the Deputy Head teacher or Head Teacher.

It is the responsibility of the lunchtime supervisors to inform the class teacher of any problems with particular children at lunchtime.

### **Exclusion - temporary/permanent.**

Extreme violence or very serious challenge to authority may lead to an exclusion from school. An exclusion may be temporary or permanent.

### **Complaints**

Budbrooke Primary has a complaints policy which can be found on the school website. In summary, if parents have any concerns about how a child's behaviour is managed in school, they must speak to the class teacher in the first instance. If this does resolve the concern, then they should contact the Head.

## Appendix

This policy is informed by the following government guidance:

### 1. Behaviour and Discipline in Schools - DfE 2016.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

This document is a guide for Heads and teachers. It gives information on what the law allows for:-

- Punishing Poor behaviour
- Detention
- Confiscation and searching

It advises on using reasonable force and teachers' powers when dealing with children's conduct outside the school gates.

### 2. Preventing and Tackling Bullying- DfE 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

This document is to be referred to:-

- For an understanding of the school's legal responsibility and the DfE's approach.
- For information on resources through which school staff can access specialist information on specific behavioural issues that they may face.