



# FRANCHE COMMUNITY PRIMARY SCHOOL & TOTS@FRANCHE Policies and Procedures

Title: School Discipline and Behaviour Policy 2016-18

## DOCUMENT MANAGEMENT

This document was **adopted by Governors on 30<sup>th</sup> June 2016.**

This document is subject to review **in June 2018.**

For clarity throughout this policy the words school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: TOTS@Franche, Holiday Club and Breakfast/After School Club.

### Aims:

- To teach values and attitudes which will promote responsible behaviour; encourage self-discipline and encourage in children, a respect for themselves, for other people and for property.
- To develop a whole school expectation of good behaviour supported and followed by the whole school; All staff, parents, children and governors, based on a sense of community and shared values.
- To apply positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a happy, safe and secure environment.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.

### Code of Conduct:

- All members of the school community are expected to respect each other.
- All children are expected to respect their own and other people's property.
- Children are encouraged to talk to an adult they trust.

**The school has zero tolerance towards violent, aggressive or abusive behaviour by pupils or parents.**

### *The following behaviours are not acceptable:*

- Physical violence
- Foul or abusive language
- Deliberate damage to property
- Stealing
- Leaving the school premises without permission
- Bullying (including cyber-bullying)
- Children must not bring inappropriate items to school just as sharp implements. Any object deemed inappropriate will be confiscated and appropriate sanctions implemented.

### Uniform:

- Children should wear the correct school uniform and PE kit.
- Jewellery should not be worn and hair should be worn in a sensible style, extreme styles, such as shaved, are not acceptable.
- Trainers should only be worn for outdoor PE.
- Children should not wear make-up, nail varnish or false nails.
- Staff will reinforce expectations of wearing the correct uniform for the correct activity.

- This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.
- Our rewards and sanctions system applies to the whole school day including before and after school provision and lunch times.
- Class teachers must agree the classroom code of conduct with the children at the beginning of every year. This code of conduct must be in line with the school's Code of Conduct.
- One single stud earring is allowed. No other piercings are permitted.

#### **Rewards:**

- The major aim of the school policy is to encourage children to behave well by operating a system of praise and reward. The main principle and "golden rule" that underpins this is "Treat other people as you would like them to treat you." It is a simple rule that is clear to understand for all ages of pupils and sets a high expectation of behaviour.
- These rewards are for academic and non-academic achievements, for effort, for being caring and for all aspects of good work and behaviour.
- House-points, "caught being good" tokens and individual achievement passports form the main reward systems at Franche Community Primary School.
- House points can be used to reward; good behaviour, excellent work, home learning tasks, excellent effort, positive attitude towards school and displaying a caring attitude towards others.
- House-point totals are displayed in the main school hall with the 'winning' house being treated to a special event at the end of each term. The totals are shared weekly with the children in assembly. Children also get the chance to play in their house groups which builds relationships between year bands, children also have the opportunity to represent their house in differing sporting and music events held throughout the year.
- Each child in Reception to Year 6 has an achievement passport that they will use to collect stickers, stamps and signatures that they receive. Stamps, stickers and signatures can be given for a variety of positive actions, for example working hard, being a good classmate, showing perseverance with a task or being kind. When a child completes their first passport they will be rewarded with a bronze achievement certificate and badge which will be presented in assembly and then work towards a silver and gold achievement award. Gold achievement rewards will receive a voucher.
- "Caught being Good" is a system where any teacher, teaching assistant or lunchtime supervisor can give out a token at anytime for any action where a child is "Caught being Good." As well as rewarding children for doing the right thing, it also provides a consistent approach to behaviour management across the whole school day including lunchtimes. Children place their token in the class collection box and a raffle takes place each week for 2 prizes per class. All the tokens then go forward to a grand raffle each half-term. This strategy again focuses on the positive and rewards children who consistently meet the behaviour expectations of the school.
- Individual certificates celebrating achievement are awarded within year groups for effort and exceptional performance, known as 'Star of the Week'.
- In Key Stage Two a behaviour cup is awarded weekly to a member of each class who has shown exceptional behaviour. In Key Stage One, the behaviour cup is awarded in Year Bands during Year Band assembly
- Verbal or written praise and incentive stickers are used for positive reinforcement of good behaviour.
- Children are encouraged to share their achievements, in and out of school, in year band assemblies, on news boards and as show and tell in classes. Children and parents can also choose to have these published in the weekly newsletter.
- Children who have 100% attendance receive certificates and prizes termly and yearly, postcards will also be sent home to celebrate the news too.
- Additionally, the Headteacher issues rewards and prizes at the end of each term in a celebration assembly to recognise significant achievements or outstanding efforts and contributions outside the normal remit.

#### **Sanctions:**

- Pupils who do not follow the school code of conduct will be dealt with in the following way (this will be in accordance with age and respecting the discrimination and disability act):
- Minor breaches of discipline will be dealt with by the class teacher in a caring, supportive and fair manner. Sanctions include; a verbal reprimand and reminder of expected behaviour; loss of free time such as playtimes,

moving to sit alone, taking time out in an agreed place. Key Stage Two classes have a clear list of progressive sanctions for low level disruption displayed in their classrooms (Appendix A).

- Lunchtime or break time detentions can be used by staff as an immediate sanction for an inappropriate action.
- Each year band also has a NEW (Not Enough Work) room, which children can attend for 15 minutes at lunchtime if they have not made appropriate effort during lessons. This is monitored by Year band leaders. If a child persistently attends the NEW room, senior leaders are informed and a meeting with parents arranged.
- If children persist with unacceptable behaviour they will be sent to their head of year. The head of year will record their misdemeanours in the year band behaviour book (following the Pink For Think strategy).
- Behaviour books are monitored by SLT each half-term and parents informed of the number of incidents.

#### **Procedures for Dealing with Major Breaches of Discipline:**

- The incident will be documented in the school's behaviour incident book.
- Incidents involving bullying will be dealt with in accordance to the Anti-bullying policy along side the behaviour policy, and will be recorded in the Bullying Incident Book.
- A meeting with parents, year head and head teacher will be arranged to discuss the child's behaviour. This may lead to:
  - Implementation of a PSP (Pastoral Support Plan), when and where appropriate.
  - Implementation of IBP (Individual Behaviour Plan in consultation with SENDCO) when and where appropriate. Behaviour Trackers are also used to support and encourage the desired behaviour and are set up by the head of year through discussion with the parents, behaviour support teaching assistant and the child.
- If necessary referral will be made to the county Behaviour Support Team.
- A case conference will be held involving parents and support agencies.
- If the problem is severe or recurring then exclusion procedures are implemented following Worcestershire and government procedures.
- Permanent exclusion is the Headteacher's decision, after thorough investigation of any incident.
- Parents have the right of appeal to the Governing Body against any decision to exclude.
- If a child leaves school premises without permission school staff have a duty to inform police and parents and in some cases, social services.

NB. A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away in accordance with LA and national guidance.

**Each breach of discipline will be thoroughly dealt with.**

#### **Lunchtime Supervision:**

- At lunchtime, supervision is carried out by the Senior Supervisor and a team of lunchtime supervisors. The Senior Supervisor can refer to the SLT for support if necessary. The Supervisor and staff members are expected to maintain order. This consists of reminding children of the standard of behaviour expected.
- Repeated minor problems results in the class teacher being informed.
- Lunch time supervisors are encouraged to reward good behaviour and manners with house points and 'caught being good' cards. They can use the time out strategy to help diffuse difficult situations.
- More serious incidents will be dealt with by staff members as previously explained.

#### **Parents:**

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By understanding that staff deal with behaviour problems patiently, positively, fairly and in the best interests of all children.

**Intervention:**

In certain circumstances where a child or adult’s well-being is at risk physical restraint maybe necessary. Staff have been trained in “Team-Teach” Positive Handling Strategies and a register of those staff can be made available at any time.

The disruptive pupil will be removed from the situation, as soon as possible, and taken to a member of the Senior Management Team who will take immediate action to involve parents and the Senior Designated Person (SDP) for Safeguarding or SENDCO if necessary.

An incident form in the Bound and Numbered book (team teach) should be filled in and the situation discussed with the Head teacher, Deputy Headteacher or Assistant Head teacher.

A Health and Safety Accident/Incident Form (RIDDOR) will be completed and returned to the Local Authority in situations where injury has occurred to either members of staff or pupils.

The Head teacher, Deputy Head, Assistant Head or SDP will work with the member of staff and parents to devise an action plan to meet that child’s needs. This may include the involvement of other agencies – social services; psychological service; speech and language; behaviour support.

**Review:**

The Head teacher and Staff will review this policy according to our Policy Review Programme and present any suggested amendments to the Governors for their discussion at their first meeting in the following term.

Signature: .....

Date: .....