



Adopted: November 2017
To be reviewed: November 2019

Behaviour and Discipline Policy

Aims and objectives

It is the primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community, whose values are built on mutual respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

We aim to provide a secure background of consistent attitudes, with mutually agreed standards of behaviour. We aim to allow children to develop positive images of themselves and others, who are able to empathise, to respect others' opinions, to resolve conflicts without resorting to violence and with a developing awareness of setting their own standards of self-discipline.

The school expects every member of the school community to behave in a considerate way, displaying respect for self and others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of our school community.

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.

It must be recognised by all members of staff that many children have great difficulty in following a behaviour code, if a child is displaying patterns of behaviour which indicate they have a special need then it is the responsibility of the class teacher to make a referral to the SENCO or Mentors to ensure the child's needs are met.

Managing children's behaviour

Every classroom has a Traffic light display with each child's name. We agree with the children the behaviours which we consider should be displayed. We then work closely together to ensure consistency of approach according to these guidelines.

1. Consequences, not punishments
2. Rewarding positive behaviour
3. Making the right choices
4. Consistency
5. Implementing simple rules that have simple consequences if broken

Rewards

Positive rewards and systems are consistently used by all staff to recognise good behaviour. This is to be shared in the weekly celebration assemblies.

Children are awarded gems/dojo points for displaying positive attitudes and behaviours. These can be saved and exchanged for prizes of different values.

School rules are kept to a minimum, are on display and are used to reinforce positive acceptable behaviour.

A Hero certificate is given to a child from each class, celebrating achievement this can be for work or attitude.

Golden Tickets are earned for exceptional behaviour, work or improvement. A text message is sent to parents by the Head Teacher and the child's name is added to the Golden ticket section of the Newsletter.

Every child starts in the 'gold' section of the traffic lights every day. The children that remain in the 'gold' section all week receive 25 minutes golden time. Those children that have been in the 'green', 'amber' or 'red' section of traffic lights will lose 5 minutes for each day they have moved past a first warning.

Sanctions

Here at Farfield, we have high expectations of behaviour and attitudes of all children and we use positive reinforcement throughout the teaching day. However, where behaviour or attitude does not reach the level we require the following procedures are used.

Every child starts on Gold each day.

If a child disturbs learning or breaks a school rule, they will receive a warning and the reason for the warning explained.

If the child continues to disturb learning they will move their name down the traffic lights, one move at a time. A brief discussion takes place before a child moves their name to ensure the child is clear why their behaviour was unacceptable and why they had to move their name.

- When a child reaches 'amber' they will spend a few minutes completing a 'Reflection' sheet with a mentor and talk about what strategies they can use to avoid moving to 'red'.
- So children can avoid moving through the traffic light system they can use a cooler card to allow them to visit a learning mentor in "Reflection".

If a child reaches 'red' they will go to the Reflection Room where they will discuss their behaviour/attitude with a Mentor. They will then work in another class within their Key Stage for one hour.

If a child reaches '2nd red' they will go to the Reflection Room where they will discuss their behaviour/attitude with a Mentor. They will then work in another class within

their Key Stage for the remainder of the day. A Mentor will speak to the child's parent/carer regarding their behaviour.

Children will play out as usual when on 'red'.

The traffic light system continues throughout the day including at break times and lunchtimes. If a child is persistently unsafe at these times, alternative provision may be considered.

The child returns to their class at the end of the 'red' and is welcomed back to the lesson by the adult.

No child's name can move back up the traffic lights during the day but will return to 'gold' each morning.

Children who persistently break school rules and disturb the learning of others will be identified as requiring a further intervention from a Mentor.

If a child's behaviour is deemed a 'serious incident', eg; racist, inappropriate language, physical violence, walking out of class without permission, their name will move directly to 'red'.

Violence towards Staff will not be tolerated and will be dealt with by the Head Teacher on an individual basis.

No sanctions will be used without pupils receiving prior warning of the consequences of their actions.

As in all other subjects our pastoral responses to children will be differentiated to meet their needs.

Use of reasonable force

Several members of staff are trained to use physical intervention using the Team Teach method.

Physical intervention will be used only when it is reasonable, proportionate and necessary to keep the child safe, others safe or to prevent serious damage to property.

Members of staff who are not team Teach trained should not try to move children.

Reasonable force can be used to

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to a behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

For children with disabilities or SEN, their needs will be assessed and stated on their individual risk assessments will advise what is reasonable force for the individual child.

Bullying

The school does not tolerate bullying of any kind. Any incidents of bullying or intimidation will be dealt with immediately and parents will be informed. Incidents of bullying and racism are recorded and monitored by Education Bradford.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, slap or push children.

Staff may intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines.

Racist Behaviour

Any type of racist behaviour will be dealt with seriously. Parents will be informed and LEA guidelines followed.

The Role of the Class Teacher

It is the responsibility of the class teacher to organise the classroom environment in such a way as to reduce the opportunities for inappropriate behaviour.

The day to day discipline of the pupils within a class is the responsibility of the teacher.

The class teacher will liaise with the SENCO, Head Teacher, Mentors and the Designated Safeguarding Lead (DSL) to support and guide the progress of each child. In some instances a Pastoral Support Plan may be needed to tailor to a child's specific need.

When children are moving around school, it is the responsibility of the class teacher to ensure that they are calm, sensible and not disturbing the learning of other children.

The Role of the Head Teacher

The Head Teacher will monitor the implementation of the policy and the impact on behaviour.

The Head Teacher will support staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or serious acts of misbehaviour the Head Teacher may permanently exclude a child. Full procedures for this action would be followed.

The Head Teacher has responsibility to internally exclude children from lessons where the child will receive alternate provision within the school.

The Role of the Mentors

Mentors will keep records of all reported incidents of behaviour. (Including any of a racist nature) They will use the information gathered to identify children in need of help to improve their behaviour.

Mentors will contact parents regarding their child's behaviour including negative behaviours that have moved the child to 2nd red; racist incidents; positive improvements to behaviour such as gold days or gold weeks; to inform parents of Mentoring and to provide updates during Mentoring.

Mentors will work with pupils who have been referred for mentoring for social and emotional reasons.

The Role of Parents

Farfield Primary School works closely with parents so children receive a consistent message about behaviour. The school's expectations are set out in the prospectus and we encourage parents to support school's behaviour policy. We contact parents if there are concerns about their child's behaviour.

The Role of Governors

The Governing Board has the responsibility of setting down these general guidelines and standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines. The Governors review this policy every year. The Governors may however, review the policy earlier than this if the Government introduces new regulations or if they receive recommendations on how the policy might be improved.

Disputes

If parents disagree with a school sanction they will be referred to the Head teacher, who may then refer them to the governing board, who will, in turn, reiterate school policy.

This policy will be reviewed and updated within the ongoing cycle of policy review implemented by the school.

Signed : _____ Date _____
(Headteacher)

Signed: _____ Date _____
(Chair of Governors)