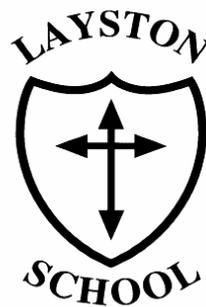




Layston C of E First School



Behaviour and Discipline Policy

Reviewed Feb 2018

Next Review due Feb 2019

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body on 5th February 2018

It is due for review in Spring Term 2019 (up to 12 months from the above date) by the Governing Body.

Signature

Date

Head Teacher

Signature

Date

Chair of Governors



1. OUR AIMS AND EXPECTATIONS

We want all children and their families to feel welcome and involved at Layston First School. Each child has a right to expect support and action if their happiness and safety are at risk. Therefore we are strongly committed to equal opportunities and inclusion believing that every member of the school community has the right to be able to realise his/her full potential in a secure, safe and happy environment. We are a caring community, our values are built on our School's Christian Foundation thus we aim for trust and respect for all. Our 'Christian Values Education' programme is led through the adoption of a half termly value eg compassion, forgiveness, justice, introduced in collective worship and developed through PSHE and RE teaching in the classroom and through MSA's at playtime

Because we see education as a partnership between home and school, we have written this policy so that all of us - teachers, parents, carers, pupils, governors - can work together to improve our behaviour, attitudes and standards of work. So our therapeutic behaviour policy is commonly understood and consistently applied.

2. Good behaviour and good discipline are essential if effective teaching and learning are to take place. This policy explains what we expect of children, parents and members of staff, the ways in which we work to achieve our aims, how we act when things go wrong and the liaison needed between home and school if we are to succeed. The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviour (internal discipline), rather than merely deter anti-social behaviour (external discipline). There is a focus in the school on de-escalation and preventative strategies.

We aim:

- To provide an environment in which children and staff feel happy and secure, work hard and take an interest in all that we offer.
- To teach children to think about their behaviour and to learn self control.
- To deal with incidents of inappropriate behaviour, whether physical or verbal, bullying.
- To teach children politely and fairly so that they learn to be polite and fair.
- To teach children to respect other people, their property, beliefs and feelings, essentially to respect difference.
- Wherever possible, to include children in agreeing what is acceptable behaviour, and any consequences of inappropriate behaviour

- To praise and reward good work, behaviour and attitudes.
- To involve parents in all aspects of school life, including their children's behaviour.
- To promote self esteem, confidence, autonomy and self discipline.
- To be transparent about what good behaviour looks like and the expectations we have for behaviour at school
- To help the children reflect, repair and restore

We recognise that all behaviour is communication, so in addition to rewards and consequences we seek to foster positive behaviour through a number of formal and informal interventions. These include

- staff establishing positive relationships with all children so they know they can trust adults
- the explicit teaching of social skills
- small group interventions and whole class work
- we use naturally occurring opportunities to develop empathy towards others and develop the language skills needed to express their feelings and needs.
- We actively support children to reflect on and repair their mistakes in safe and meaningful ways.
- This holistic approach allows children to learn how to manage and regulate their own emotions and teaches them to resolve conflicts appropriately and with empathy.
- Use of positive phrasing and behaviour scripts

2. BEHAVIOUR

At Layston First School, we promote the idea of internal discipline and manage external discipline through :

- Fostering high quality relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

We teach all our children Our 3 Golden Rules

- I am ready to learn and allow others to learn
- I am thoughtful, kind and polite to everyone
- I look after my school and everything in it.

This is summarised for the children as
Kind hands, kind feet and kind words.

We encourage all our children to take responsibility for their own behaviour and support them by giving the resources and time to practice good behaviours as and when necessary. We also enable children to put mistakes right and support them to improve poor behaviour. This links to our Christian Value System where, compassion, justice and forgiveness underpin our relationships with each other.

We have agreed that good behaviour involves:

- Trying our best
- Making good choices
- Being focused in class
- Treating everyone and everything with respect
- Sharing and being kind to others
- Being polite and having good manners
- Using kind hands, kind feet and kind words

We have clear rewards and consequences linked to behaviour which encourage children to make socially appropriate choices and deter poor behaviour.

We aim to have a consistent and fair approach throughout the whole school, whether adults or children

3. REWARDS AND CONSEQUENCES

Informal Rewards:

- A nod, smile, thumbs up
- A private word
- Sticker
- First out to play/lunch
- Positive comment on work
- Sharing work with other staff
- Raffle tickets

Formal rewards:

- Star of the Week Award
- Token system for moving around the school and out of class times
- Lunchtime award
- Buddy of the week
- Head teacher/ Deputy Head teacher awards
- Rainbow Reward Certificates
This is a positive peer group reward system that recognises all those who keep the golden rules. Rainbow Rewards are a cumulative set of certificates in the colours of the rainbow that children earn through keeping the 3 golden rules, and children support one another in achieving these. Bronze, silver and gold certificates follow. Each child has a Rainbow Reward merit stamp collection booklet where they are able to collect merit stamps on a daily basis towards a certificate as follows:

Certificate colour	Number of merit stamps required
Red/orange/yellow	10 merits each
Green/blue/pink	20 merits each
Violet	25 merits
Bronze	50 merits
Silver	75 merits
Gold	100 merits

Certificates are awarded by the Head teacher and a text sent to parents notifying them of their achievement. It is hoped parents will follow up with praise for such accomplishment.

When gold award has been achieved we move onto a staged set of jewel awards that are linked to positive learning behaviours and wellbeing. The children will need to evidence that they have met certain criteria and will record their progress in individual booklets.

4. WHOLE SCHOOL CONSEQUENCES

We need to ensure poor behaviour is not a barrier to learning. If children misbehave, they know there will be consequences that relate to the behaviour as well as opportunities for restitution and forgiveness. We use the roots and fruits model to understand behaviours that emphasises how behaviour, emotions and experiences are all inextricably interlinked.

We have discussed behaviours and have sorted them into three groups:

A. Low level Behaviour

Including: chatting, calling out, swinging on chairs, wandering around classroom, talking when others are talking, fussing and fidgeting, making noises, interrupting/distracting others, making faces/gestures, tapping pencils. In addition outside: use of sticks outside the 'stick zone'**, ignoring the whistle, irresponsible chalking on playground, mistreating outside equipment

** (Stick zone is a designated outside place for use at lunchtimes where children can use sticks for creative play. Sticks at all times to be used below shoulder height).

B. Mid level behaviour

Including: repeating any of the above when asked not to, pushing/shoving, mild kicking/hitting, answering back/mumbling under breath, spoiling someone's work, name-calling, refusing to follow instructions, throwing rubbers/small objects, put-downs, the occasional swear word. In addition outside: persistent misuse of outside equipment, climbing trees outside of forest school,

C. High Level Behaviour (these incidents must always be recorded)

Persisting in any of above (Mid) having been asked to stop, leaving classroom without permission, spitting, stealing, intense hitting/kicking/punching to cause deliberate hurt, fighting, throwing objects to hurt someone, racism, bullying, breaking/damaging property on purpose. In addition outside: persistent swearing, biting.

There is a consequence ladder displayed in every classroom.

Systems to implement consequences:

- Each class has a discrete place on a board to keep track of consequence reports
- Each class has a time out area, where children can sit apart from their peers and reflect on their behaviour
- In the outside area the children use a bench and sand timer

5. CONSEQUENCE LADDER

Behaviour	Consequence
Low Level	Name on board. Use of 1-5 min of child's time. Consequences of behaviour are discussed with staff/peers/child as appropriate
Mid Level	Name on board/use of time out class zone. Use of 5-15 min of child's time to discuss consequences of their behaviour with staff/peers and solutions explored. Child might record how an incident might have

	worked out in a more positive way.
High Level	Discussed with SLT. Restorative approaches employed such as counselling, application of behaviour script, individualised behaviour management toolkit. Parents likely to be informed.

Lunchtimes

If a child is not keeping the golden rules there will be:

- One reminder of appropriate behaviour
- 2nd reminder
- 3rd reminder which is 5 min time out
- Persistent time out/ high level incidents referred to SLT.

6. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES

Some children with very specific difficulties understandably find it hard to understand and meet the expectations laid out in this policy. In such situations we differentiate and adapt our approach in an appropriate way to help the individual child to achieve success. This is not an 'easy option' for the child concerned and we will expect to see improvement and progress over time. We also seek to gather and implement advice and support from specialist services if needed and this is reviewed regularly.

7. THE ROLE OF STAFF

The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey.

Angela Wadham 2009

Children Can Expect Staff:

- To listen to them and to acknowledge their point of view.
- To be polite and to address them in a reasonable tone of voice.
- To value all aspects of their achievements.
- To be fair and consistent.
- To ensure at all times that their environment is safe.

- To discuss things that go wrong. We want children to understand why some things are wrong and why we have rules. We use Circle Time in each class to promote positive behaviour.
- To create a positive environment in the classroom and playground.
- To trust them and care about them, treating each child as an individual.
- To see each day as a fresh start.
- To use the de-escalation principles of:
 - Use the student's name
 - Acknowledgement of their right to their feelings
 - Telling them why you are there
 - Offer help
 - Offer a 'get out' (positive phrasing)

Incorporating a de-escalation script:

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

8. THE ROLE OF THE HEADTEACHER

- It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude

a child. These actions are taken only after the school governors have been notified.

9. THE ROLE OF PARENTS

Quote from LR Knost

'Focus more on who your child is than on what your child does. Remember you are growing a person not fixing a problem.'

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use the consequence ladder to deter a child from repeating the behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the head teacher. The school's behaviour policy is the plan for the majority of children. In addition some children may require an Individual Risk Management Plan to formulate strategies that differentiate from policy.
- Only for a small minority of children will a differentiated Individual Risk Management plan be needed to formalise differentiated practice.
- If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Ways That Parents/Carers Can Help

- Read and support this policy. Let your child know the standard of behaviour you expect - and how you expect them to do their best
- Please do not encourage your child to retaliate at school. We are committed to showing them other ways of sorting out difficulties and arguments.
- Help your child to be on time and to remember anything they need for school (book bag etc).

- Read emails, newsletters and other letters that come home from school so that you can talk to your child about what is going on. Keep updated by visiting our website at www.layston.herts.sch.uk
- Contact the class teacher if you are worried by anything your child tells you about school before it becomes a problem. Similarly, if any problems arise at home which may affect your child, it would help us to know.
- Be positive with your child and praise them for the good things they do at school.

10. THE ROLE OF GOVERNORS

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

11. FIXED - TERM AND PERMANENT EXCLUSIONS

- We do not wish to exclude any child from school, but sometimes this may be necessary.
- The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, in "*Statutory Guidance on School Exclusions September 2012*), available on www.education.gov.uk
- We refer to this guidance in any decision to exclude a child from school.
- Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to

the governing body. The school informs the parents how to make any such appeal.

- The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

12. MONITORING AND REVIEW

- The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those serious incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office.
- The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.
- The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations,

or if the governing body receives recommendations on how the policy might be improved.

Resources for supporting positive behaviours

- 1.Hertfordshire STEP on toolkit (training material available). Mrs Betley(SENCo) and Mrs Strachen (Nurture Group) are certified trainers
2. www.feelbrave.com. Activities for exploring emotional intelligence, positive Psychology and challenging feelings with children.
3. Margot Sutherland - work on neurolinguistic understanding of children's behaviours, especially Conversations that Matter and Best Behaviour DVD's.