



Excalibur Academies Trust

Behaviour and Discipline Policy

Primary Academies

October 2019

To be reviewed October 2021

Rationale

We believe that if children are to achieve their personal best and to become responsible, confident members of the community they need to feel safe and secure in an ordered environment. Creating such an environment is the responsibility of all members of each Excalibur academy community.

Aims

Staff and governors believe that effective teaching and learning takes place when:

- A whole school approach to discipline is followed consistently.
- Good behaviour is consistently and positively encouraged and valued.
- Anti-social behaviour is consistently and positively discouraged.
- Children understand the value of mutual respect.
- Strategies to enable all children to behave appropriately and promote self-discipline are established.
- Negotiation is encouraged between individuals.
- Every child is aware that all adults have the highest expectations of them both in terms of achievement and behaviour.
- Children are helped to reflect on their behaviour and to develop a clear understanding that their behaviour is their own responsibility and that everyone's actions and choices have consequences.
- The academy works in partnership with parents so that together we can encourage appropriate discipline.

Ethos

We recognise the value of:

- Having clear information for children, staff, parents and governors.
- Rewarding good behaviour and discouraging bad behaviour.
- Agreeing consistent practice throughout the school.
- Linking rewards and sanctions to established codes of conduct.
- Fostering a warm, supportive climate within an orderly and structured environment.
- Setting out high expectations of behaviour.
- Working closely with parents in matters relating to children's conduct.

Our emphasis is on recognising and celebrating effort and success, so that all children feel valued, thereby helping their personal development and acceptance that they are responsible for their behavioural decisions.

We will not tolerate lack of respect, rudeness, aggressive behaviour or bullying, in physical or psychological terms by any member of the academy community.

Bullying

We define Bullying as:

'Repeated or continual abusive behaviour which may be emotional or physical'.

Bullying is not tolerated at any Excalibur Academy. All members of each academy's community are made aware that bullying is unacceptable at all times. Occasional unkind behaviour will not be regarded as bullying and will be subject to normal sanctions for misbehaviour.

Bullying includes hitting, kicking, name-calling, taunting, excluding people from groups and threatening them. It also includes repeated teasing, spreading rumours and cyber-bullying (bullying via email, social networking sites or texts for example). **See Anti-Bullying Policy**

Ensuring Good Behaviour

Each **class teacher** discusses the school expectations with their class as an aspect of PSHE+C (Personal, Social, Health Education and Citizenship). In addition each class also has its own Classroom Code or Golden Rules, agreed by the children annually and displayed on the wall of the classroom.

We recognise the interrelationship between effective behaviour management and effective teaching and learning strategies. Providing well-planned lessons with children fully engaged in their learning is key to good classroom behaviour therefore we ensure we use active teaching strategies to ensure children's enjoyment and participation in learning.

Research has shown that effective behaviour management occurs in schools which include the following approach:

- Treating all children and adults as individuals and respecting their rights and beliefs.
- Promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Rejecting bullying or harassment in any form.
- Caring for and taking pride in the physical environment of the school.
- Having high expectations of the achievement of all children.
- Accepting only the best of and from pupils.
- Believing that all pupils can learn to express and manage their emotions and behaviour.

Good to Be Green

We use the behaviour management system called 'It's Good to Be Green'. In summary:

1. At the start of every day, every child has one green card.
2. If a child behaves in a way that is not in line with the class agreement, then they will be given a verbal warning.
3. If the pupil continues to misbehave then they are asked to move an amber 'warning card' in place of the green card.
4. Should inappropriate behaviour continue then they replace the amber card with a red consequence card and a sanction will be issued. **See Appendix 2 for Sanctions.**

At lunchtime all cards are returned to green for the start of the afternoon. This allows children who struggled in the morning to have a fresh start in the afternoon.

The majority of our children behave excellently throughout the whole day and for those children who work extremely well and are focussed on their learning, there is an opportunity to gain a silver privilege card which incurs a special reward. **See Appendix 2 for Rewards.**

Rewards

Rewards are linked to children adhering to and exceeding the agreed rules of codes of conduct. We believe that praise and positive reinforcement are main means of achieving our aims. Children need to feel valued, respected and safe and they need to have a sense of self-worth and of responsibility. The security of clear, fair and consistent rules, with praise for children following those rules is a major part of our policy.

We believe that praising children raises their self-esteem, helps them to learn to accept praise with good grace, enables them to appreciate their strengths and helps them to recognise the success of others. This, combined with the school's ethos and approach to learning, helps them to become positive members of society.

Each academy has specific classroom rewards to encourage children to show exemplary work/behaviour.

We avoid giving rewards:

- As bribes e.g. for classroom
- In a way which causes embarrassment or in way in which devalues their worth to others (example over use)

Reducing incidents of Poor Behaviour

Strategies staff may use to reduce undesirable behaviour include:

- A private word with the child giving verbal disapproval and correction. This should relate to the deed and not the person. As responsible adults, all staff model constructive ways of dealing with potentially negative situations, for example, speaking calmly and respectfully.
- withdrawal of privileges or responsibilities
- organising a change of place in the classroom

Some incidents of inappropriate behaviour will involve speaking to parents/carers in person or telephone. The child also meets with the Principal (or Senior Teacher on duty) as soon as possible. During this meeting, the child/children involved would discuss the point at which they could have made a better choice, leading to a different (better) outcome.

Extreme incidents of Poor Behaviour

Some incidents may result in children being referred to the Principal or designated responsible member of staff on site without first being given a verbal warning/use of the Good to be Green system. Behaviour such as violence, bullying or actions of a racial nature may result in parents being contacted for a single, individual first offence. **See Appendix 3 for Behaviour Contract** that may be used for children who need reminding of the expectations we have.

In very serious cases a child may be excluded from school until discussion have taken place with the parents to establish a basis for return. Exclusion will be used as a last option. **See Exclusions Policy.**

Children who present a health and safety risk to themselves or others will be removed from the situation. Physical intervention/restraint will only be used if there is an immediate risk to the child or another person, or if the learning environment is so poor that learning cannot take place. The method of restraint used will use a minimum force for minimum time, will be recorded on an incident form and will follow

Behaviour and Special Educational Needs

Whilst some difficult behaviour may be linked to a child's Special Educational Needs some may constitute a Special Need in itself. Children in this situation may have an individual Behaviour Plan or Individual Educational Plan drawn up in consultation with the child, class teacher, Special Educational Needs Coordinator (SENCo) and parents. Some children who have special behavioural needs will be given a target that will support that child to make appropriate choices. With serious concerns and with agreement of the parents, advice and support may be sought from the school Behaviour Support Service.

Playground Behaviour

Midday supervisors (MDSAs) occupy a very special role, being responsible for a significant time in every child's school day. Supervision of children at play is based on the same principles of valuing good behaviour as in classroom management. **See appendix 4 for Playground rules in our academy**

All adults in the school are accorded the same level of value and respect. Teachers and Midday Supervisors help the children to be occupied constructively during their leisure time by:

- Teaching and joining in playground games.
- Encouraging the children to care for playground equipment and to use it responsibly.
- Helping children to resolve disputes constructively and fairly.
- Helping children to relate to each other and to adults with mutual respect and care.
- Using a buddy system.
- Giving Time out when required to diffuse a situation.

Roles and Responsibilities

The Role of Staff

Staff provide clear guidance to children on the appropriate behaviour in each academy. e.g classrooms, playgrounds, corridors, dining hall. Children are asked to contribute to the formulation of this guidance.

All staff model good behaviour and manners. It is expected that staff will:

- Talk to children and not shout at them. By speaking quietly and slowly children will invariably respond accordingly.
- Give praise and encouragement often; catching them being good!
- Treat children fairly and investigate a situation without apportioning blame. Listen to both sides. This helps children develop trust and respect.
- Be positive rather than negative wherever possible. Avoid saying 'don't'.e.g 'Would you play outside please?' rather than, 'Don't play in the hall!
- Give respect and expect respect in return.
- Anticipate problems before they happen and try and prevent them. For example using distraction techniques for a child into a different activity so occupying him/her rather than having to use a sanction.
- Teach behaviour related strategies through PSHE+C lessons (Personal, Social, Health Education and Citizenship), use of SEAL (Social and Emotional Aspects of Learning) as well as Circle of Friends initiatives.
- Follow consistently the strategies outlined in this policy developed to eliminate unacceptable behaviour both inside and outside the classroom

The Role of Parents/Carers

The school recognises that Parents and Carers have a vital role in encouraging good behaviour and that good communication between home and school is paramount. When new children join an Excalibur academy, a home-school agreement is signed to form a Partnership Agreement between the academy, parents and child.

We encourage parents to share with us their concerns over their child's behaviour or any anxieties they have. Sometimes changes in behaviour can be a sign of an underlying problem. Difficult behaviour may be linked with events that are happening at home and emerging behaviour patterns can be addressed by working in partnership with the family, school and child. For example a home/school book maybe used or a child may be put on to a weekly report card in school. Liaison with the child's parents at this stage will be expected.

Parents will be kept informed of their child's behaviour in person wherever possible or by phone. Where these efforts have been unsuccessful a note will be sent via the Homework Diary or Reading Record Book. In rare incidents of poor behaviour a letter will be sent home and/or a telephone call made/meeting held.

The Role of the Principal and Governors

The Principal has overall responsibility for overseeing the Behaviour and Discipline Policy in each academy and is responsible for ensuring that this policy is implemented and for reporting to governors on its impact three times per year.

Record Keeping

Class teachers are responsible for keeping records of both good and bad behaviour on a day-to-day basis.

Examples may include:

- Recording who is given Certificates of achievement and 'Stars of the Week'.
- Each classroom has a behaviour book where incidents are recorded. These are reviewed termly to check for patterns of behaviour that can be addressed before they become a problem.
- See Appendix 1 for the Behaviour incident form** which is to be completed by staff and is aligned to the Sanctions list in Appendix 2.
- Serious incidents of bad behaviour, bullying or racial/homophobic behaviour are recorded in the Principal's Behaviour Records. These are held, together with letters to parents/carers or notes from

meetings with children. They are reported three times per year to Local Governing Body and the Excalibur Academy Trust.

Monitoring and Evaluation

Class teachers and the Principal will continually monitor behaviour throughout the year. This policy will be evaluated and revised every 2 years. Parents, governors, staff and children will be involved in the process.

The Governing Body will evaluate the impact of this policy by receiving data from the Principal - analysed each year on:

- Incidents of poor behaviour and action taken to work with the children concerned to reduce them.
- Incidents of bullying and action taken to address them
- Number of fixed or permanent exclusions – See Exclusions policy

Criteria for evaluation will include:

- Children's involvement in, and commitment to, the behaviour policy
- Effects of behaviour on the quality of learning
- The extent to which children demonstrate good habits of work and behaviour
- The children's self-discipline and self-esteem and their attitudes to one another, to school staff (teaching and non-teaching) and to visitors.
- Impact of the policy and procedures on incidents of aggressive behaviour or bullying

This policy should be read in conjunction with the following policies and Guidelines:

- Absconding Policy
- Anti-bullying policy
- Child Protection and Safeguarding Policy
- Code of Conduct
- Equality, Diversity and Community Cohesion Policy
- E-Safety Policy and Agreed use of guidelines for Computers in school
- Exclusions Policy
- Guidelines on the use of restraint/physical handling
- Home/Academy Agreement
- SEN Policy

Concluding statement

In Excalibur academies we implement our behaviour policy in order to value responsible behaviour and the positive contribution that it makes to academy life. Through a system of rewards, we aim to raise the self-esteem of every child. While the emphasis of our policy is to value good behaviour assertively, the system of rewards that we operate would be devalued without the application of a consistently and justly implemented system of sanctions.

Through high expectations (frequently made explicit), modelling of respect in interactions, giving the children constructive ways of dealing with conflict (i.e through Circle Time), our anti-bullying initiatives and the PHSE curriculum, we aim to develop children's skills in social interactions and to help them develop effective relationships and a growing understanding of their own emotional and social identity.

Review of policy

This policy will be reviewed every two years

Reviewed October 2019 next review October 2021

Appendix I School Record Form

Date						
Name						
Behaviour (brief description)						
Sanction level (please circle)	-1	-2	-3	-4	-5	-6
Action taken/ sanction given						
Member of Staff						

Date						
Name						
Behaviour (brief description)						
Sanction level (please circle)	-1	-2	-3	-4	-5	-6
Action taken/ sanction given						
Member of Staff						

Appendix 2 REWARD AND SANCTION STRUCTURE

	Reward 6
6	Nomination for an Excalibur prize
	Reward 5
5	Nomination for a school prize
	Reward 4
4	Praise card home Phone call home Verbal comment to parents
	Reward 3
3	'Star of the Week' award 'Active Learning' award 'Active Learning' collector card Reading/Times-Tables certificates
	Reward 2
2	Name Written in 'Active Learning' Book Marble in the jar Sticker given House/Team points given
	Reward 1
1	House/Team point given Positive comment in book Playground pink slip given Verbal praise
	Sanction 1
-1	Formal Verbal warning
	Sanction 2
-2	Yellow card on wall chart (-5 minutes golden time)
	Sanction 3
-3	Red card (-10 minutes golden time) Informal discussion with parents at the end of the day
	Sanction 4
-4	Red card + Loss of lunchtime Referral to Principal – phone-call home.
	Sanction 5
-5	Internal exclusion
	Sanction 6
-6	Fixed term exclusion

SANCTIONS

Behaviour	Sanction Level
Uniform issues	-1
Lack of equipment	-1
Minimum effort made/ Wasting Time	-1
Disruption of learning	-1
Play fighting	-1
Repetition of -1 behaviour, even after sanction	-2
Throwing objects	-2
Lack of respect for property or school environment	-2
Inappropriate language (see below for discriminatory language)	-2
Repetition of -2 behaviour, even after sanction	-3
Inappropriate language directed at peers	-3
Leaving room without permission	-3
Repetition of -3 behaviour, even after sanction	-4
Inappropriate language directed at staff	-4
<u>Refusal</u> to follow instructions	-4
Threatening words or actions or Bullying	-4
Repetition of -4 behaviour, even after sanction	-5
Threatening words or actions to staff	-5
Behaviour that could cause harm to self or others	-5
Fighting/hitting/kicking in anger	-5
Leaving school site without permission	-5
Discriminatory language	-5
Repeated internal exclusions	-6
An extreme example of a -3, -4, -5 behaviour	-6

NB: Sometimes the seriousness or repetitiveness of a behaviour from the above list will increase the level of a sanction. Professional judgement should be used at all times.

Playground Rules in Burbage Primary School

- Play fighting and 'rough games are not allowed.
- We reinforce the message that 'our hands are used 'for helping' and should be kept to ourselves.
- We recognise that providing meaningful activities during lunchtimes makes a difference to children's behaviour.
- Children have been taught to play playground games. It is a feature of our school that older children help younger children at playtime through organised playtime games. The Playground Leaders are especially involved in this work.
- Children wishing to use the toilet collect a 'necklace' from the person on duty. Only 2 necklaces can be issued at any one time. Playing in the toilet is not allowed.
- Specific permission has to be sought in order for a child to be inside during Playtime.
- If children are unkind, or rough they are given Time Out by the member of staff on duty. Staff report this to teaching staff preferably before the end of playtime.
- Certain children may take their own Time Out to diffuse a situation and to control their emotions. These children will be made known to all teaching staff, teaching assistants and MDSAs
- Five minutes before the end of play and lunch times, the bell rings so that children put away their toys, calmly go to the toilet and wash their hands. An older child or member of staff of staff oversees the toilets. At this time a message is sent to tell staff that playtime is about to end.
- At the end of playtime, the bell is rung again and children freeze in situ or walk sensibly to the playground if elsewhere.
- The class teacher collects the children from the playground.
- If, during playtime a child's behaviour is particularly good, they will be given a Pink Slip to take home/share in class.
- If behaviour is poor, staff on playground duty follow the Good to be Green structure and report any incidents of poor behaviour to the teaching staff, preferably in person before the end of playtime session. A behaviour sanction sheet is completed. It is important that this process is followed through all concerned to ensure continuity.

Appendix 4

BEHAVIOUR CONTRACT

I am signing this contract
to show that I have read, and agree to follow the rules

I agree to:

- Behave in a sensible and appropriate manner
- Allow others to learn and teachers to teach
- Treat everybody with consideration and good manners
- Respect the right of others to hold their beliefs and opinions
- Help to prevent all forms of bullying
- Behave with the health and safety of myself and others in mind
- Behave helpfully and responsibly
- Take care of the whole school learning environment, respecting all property and resources

Signed: _____ Date: _____

I have also read the rewards and sanctions structure and I understand the sanctions that will be put in place if I fail to stand by this agreement.

Signed: _____ Date: _____