

BEHAVIOUR AND SANCTIONS POLICY

Last Review: July 2021

Next review date: July 2022

Introduction

This policy is derived from the non-statutory advice *Behaviour and Discipline in School (2016)*. This acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Good behaviour and discipline are foundations for good education. Without an orderly atmosphere, effective teaching and learning cannot take place.

Aims

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well

Our aim is that all pupils will:

- become self-disciplined, honest, fair individuals
- show courtesy, respect, tolerance and compassion for others
- show respect for their environment

Principles

Our approach will:

- encourage and celebrate good behaviour in school activities on or off site.
- to encourage children to take on duties and responsibilities
- to encourage children to take responsibility for their own actions and behaviour.
- to state clearly what is right and what is wrong
- promote positive values in our everyday contact with children and through our teaching (both formally and informally) in the curriculum,
- apply rules both fairly and consistently
- help children to look after their belongings, their classroom and their books

- have an effective self-motivating reward system
- encourage children to be polite, considerate and good-mannered e.g. saying please, thank you, Good morning
- expect children to conduct themselves in a quiet and orderly fashion around the school
- deal with inappropriate behaviour swiftly
- ensure that staff are aware of their collective responsibilities and expectations (see Appendix 1)
- will not tolerate bullying (see separate policy)

The 'Golden Rules'

The Golden Rules are the moral values which inform and develop the ethos of the school:

- **do** be kind and helpful
- **do** be gentle (do not hurt anyone)
- **do** listen to other people
- **do** work hard yourself and allow others to work without distraction
- **do** be honest
- **do** look after your own belongings and respect other people's belongings

Good behaviour is promoted through the teaching of the 'Golden Rules' – with our focus on the positive 'Do'. They are reinforced in assemblies and PSHCE (i.e. Circle Time) and indirectly through other subject areas such as R.E, History, English and P.E. They are also displayed prominently in hallways and in the classrooms.

School Safety Rules

Rules are expressed in positive terms, and children are made aware that they reflect a concern for the welfare and safety of others. We endeavour to help children to understand these through explanation and consistent application.

Sanctions for Inappropriate Behaviour

This may be dealt with by younger children moving from a happy to a 'sad face' on their reward chart. During playtime, lunchtimes and PE, KS1 and KS2 children may receive a 'penalty point' (Yellow Card) (see Appendix 2 for full process). Within class time, children are given a warning before their name is written on the board and persistent behaviour will result in a disappointment slip. (See Appendix 2 for full process) Persistently 'naughty' behaviour (disappointment slip) or the accumulation of 3 penalty points are reported to the Deputy Head or Head who will speak to the child regarding his/her behaviour. Sometimes it may be necessary to involve the parents.

Reasonable adjustments will be made for pupils with special needs / disabilities and these will be agreed on an individual basis with the SENCo, the child and their parents.

Liaison with Parents

Parents are encouraged to support the work of the school in expecting appropriate behaviour and for more serious offences parents are always informed. Repeat behaviour as identified through Behaviour Book scrutinies or Record of Penalties will also result in parents being informed. In some circumstances exclusion may be the appropriate sanction (see Exclusion Policy).

Support

Although children are sometimes punished through removal of privileges, every effort is made to focus on the positive and to encourage children not to let it happen again and to improve in the future; this will occur through the use of various strategies which may include regular one-to-one contact with a designated member of staff, short term achievable goals, being sent to the Deputy Head / Head for praise / encouragement. Every effort is made to make reasonable adjustments for children with special educational needs or disabilities.

The Reward System

- uses a range of rewards that are accessible to pupils of all abilities
- is linked to the house system in the collection of Patramus Points for their house
- is effective in the use of the system to award Patramus Points for excellent work; consistently good effort; courteous and helpful behaviour on a day to day basis
- rewards with Patramus Points and effort certificates given to pupil(s) in each class on a weekly basis
- awards Patramus Badges in the final assembly to pupils for sustained high standards in work, behaviour and attitude over the term and year
- praises individuals for pieces of good work or demonstrations of courteous behaviour - the Head welcome such opportunities.

The Head and all staff have a collective responsibility for implementing the policy effectively and promoting good behaviour throughout the school at all times:

The role of the class teacher The class teacher:

- discusses the school rules and ensures that the school rules are enforced in their class;
- has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability;
- treats each child fairly, with respect and understanding and enforces the classroom code consistently; if a child misbehaves repeatedly in class, the class teacher:
- keeps a record of and deals with all such incidents. However, if misbehaviour continues, the class teacher seeks help and advice from the Head.
- reports to parents about the progress of each child, in line with the whole-school policy.

- contacts a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head

It is the responsibility of the Head to implement this policy consistently throughout the school.

The Head:

- supports the staff by setting the policy and in the implementation of the policy;
- sets the standards of behaviour;
- keeps records of all reported serious incidents of misbehaviour;
- keeps on file any letters sent home;
- invites parents into school for an interview if further action is appropriate.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the Parents' Handbook, and we expect parents to read these and support them.

Pupil Sanctions

At Fosse Bank School a record is kept by the Head of the following offences, which are entered onto your son/daughter's pupil record: Although very unlikely to occur, the following would require sanctions

- Alcohol abuse
- Bullying, including racist, sexist or discriminatory bullying
- Drug abuse
- Fraud
- Gambling
- Improper behaviour towards a member of staff or another pupil
- Malicious accusations against staff.
- Malicious damage
- Persistent disruptive behaviour
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harrassment
- Sexual misconduct
- Theft

- Violence
- Any other activity that is illegal under English law

See also the School's policy regarding Exclusions. Parents' attention is also drawn to our Complaints Policy.

Restraining Pupils – Use Of Force

The Education Act 2006 forbids Corporal Punishment and all staff are aware that the school does not administer Corporal Punishment.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. In exceptional circumstances the staff (authorised by the Head to have control or charge of pupils) would use reasonable force to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the school

Should a child require regular positive handling then staff will be trained appropriately. If restraint was necessary the teacher would stand behind the pupil and grasp him/her in a 'bear hug'.

Records

Detailed records will be kept of any such incident. Parents will be informed of the incident. Records will include the following information:

- the name of the pupil involved
- when and where the incident took place
- why the use of force was deemed necessary
- details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- the pupil's response
- the outcome of the incident
- a description of any injuries suffered by the pupil or others and/or any property damaged during the incident

Monitoring and Review

It is the responsibility of the Governors to agree and then monitor the school Behaviour and Discipline policy.

Appendix 1

Collective responsibilities and expectations:

The Playground

Teacher on duty:

- is actively vigilant about the welfare and safety of all pupils;
- is alert to signs of bullying or harassment or disagreement and deals with these immediately;
- signals end of play sessions with a synchronised whistle when children are expected to be silent and still; then asks them to line up silently in classes on the second whistle,
- ensures children walk quietly along paths towards school entrance and are silent upon entry into building,
- informs teachers of end of play so that they are present in each classroom as pupils return to class,
- reports persistent and serious misconduct to the Headteacher.

Movements around the school

Staff ensure:

- children move around the school in a quiet and orderly manner without running and following Covid rules when appropriate;
- if classes from Little Fosse to Year 3 are involved, the teacher accompanies them.

Assembly

All staff:

- encourage children to file in calmly, sit still and remain quiet; and expect the same at the end of assembly when the children file out
- encourage children to listen attentively and raise their hands to answer questions or attract a teacher's attention
- ensure that all children sitting nearby are silent and attentive
- ensure any children who misbehave repeatedly are seated near a teacher.

Lunch

All adults are *actively responsible for the supervision and management of the children during the lunchtime* to maintain an orderly and calm atmosphere.

Staff on duty:

- encourage children's arrival into the hall to be orderly and calm
- expect children to eat in a calm and polite manner
- encourage conversation to be reasonably quiet, relaxed and not boisterous
- direct children to collect meals from the hatch and to queue in an orderly manner
- children have the responsibility for helping with clearing up the hall after the meal
- ensure departure from hall and cloakrooms is orderly and calm
- report disorderly conduct to the class teacher.

Playground

- during winter or wet conditions play is restricted to the playground and Early Years play area.
- during summer or dry conditions the designated grass areas are used for play.

Wet Play

- Early morning children go to classrooms *with class teacher present* in the event of wet play
- children are seated and not allowed to run around
- during play time breaks teachers on the outside play rota supervise the children (Kindergarten in own room with Reception & Y1, Y2 & Y3 and 4 meet in Y3 classroom. Y5 to Y6 meet in Y6 classroom)
- teacher on duty and supervisor ensure that children have access to materials suitable to enable orderly creative play, e.g. comics, games, books
- mid-day supervisors and teacher on duty report behavioural problems to class teacher initially; then on to or Head if necessary.

Appendix 2

Sanctions

For more disruptive or unacceptable behaviour, talking to a child usually works. If behaviour persists the teacher may isolate the child within the classroom or send the child by sending them to another teacher. The teacher may choose to send the child to the Head/Deputy Head. They must explain their behaviour and the appropriate and positive path forward will be communicated to the child. If subsequent unacceptable behaviour ensues, the parents are telephoned and / or called in by the Head. Any stage of this process can be bypassed if the behaviour is considered to be serious.

During class time, a warning is given, if the behaviour continues, the Head teacher is told and a disappointment slip is issued which goes home and has to be signed by the parents. These slips are recorded in the class behaviour book and on the s/drive under sanctions.

Serious disciplinary offences may be dealt with through a temporary or permanent exclusion (see Exclusion Policy) and must be recorded in the 'Sanctions Book' in the Head's Office:

- any behaviour outlined in the Behaviour and Discipline Policy
- any behaviour outlined in the Race Equality Policy
- physical or violent behaviour
- swearing or verbal abuse
- disrespect to adults or peers
- wilful damage to school or personal property

Covid 19

During Covid 19, any child wilfully behaving in a way which could risk the health of themselves or others will be dealt with as a serious disciplinary offence.

Signed: