



**Firs Farm Primary School
Behaviour and Discipline Policy**

To be read in conjunction with the school's Anti Bullying & Racial Equality policy

At Firs Farm we are a caring community, whose values are built on mutual trust and respect for all. The expectation is that every member of the school community behaves in a considerate manner towards others. The school 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.

The aims and expectations of the policy are to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. This is achieved through:

- ensuring that every member of the school community feels valued and respected.
- promoting an environment where everyone feels happy, safe and secure.
- ensuring that each person is treated fairly and well.
- promoting good relationships, so that people can work together with the common purpose of helping everyone to learn
- supporting the school community in aiming to allow everyone to work together in an effective and considerate way.
- treating all children fairly and applying this behaviour policy in a consistent way.

We expect all pupils to show respect for other young people and adults to ensure freedom from bullying and harassment; this may include cyber bullying and prejudice based bullying related to SEN, Sexual orientation, sex, race, religion and belief or disability.

Rights Respecting Rules:

We are a "Rights Respecting School" and follow a set of Golden Values

We have the right to feel safe at all times.

We have the right to learn and achieve and play peacefully together.

We have the right to work in a safe environment.

We have the right to be heard, valued and included.

We have the right to be proud of our beliefs and where we come from.

We all have the responsibility to ensure these rights are respected.

Promoting Positive Behaviour:

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We praise and reward children for good behaviour in a variety of ways including:

- teachers praise children both verbally and in writing;
- reinforcement of the school Rights Respecting Behaviours;
- rewarding House Points
- teachers may use appropriate points systems, including Dojo's, marbles in a jar;
- Happy Book assemblies, where we distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- all classes have an opportunity to lead an assembly where they are able to show examples of their best work;
- Achievement assembly award;
- Star of the Week;
- certificates awarded for sporting or other achievements awarded in assembly
- showing work to the Headship Team and receiving stickers to show recognition;
- assemblies which are themed;
- a clear PSHE curriculum within the classroom to explore aspects of behaviour;
- Inclusion Team lead behaviour projects within classes;
- Individual targets and Protocols to support behaviour;
- dealing with incidents and providing children with the opportunities to have a fresh start wherever possible.

FS/KS1 Dealing with unacceptable behaviour:

The following are considered examples of unacceptable behaviours at Firs Farm. We have divided them into 3 levels.

- This table is intended as a guide and acknowledges that each child may have different needs and this will be considered when applying this policy.
- The table will take into consideration the age of the child, SEND needs, context and stage of development
- Persistent Level 1 or 2 behaviours could up-level the consequences

Level 1	Level 2	Level 3
Ignoring the Rights Respecting Rules	Persistent level 1 behaviour +	Persistent level 2 behaviour +
Interrupting the teacher	Being argumentative	Spitting at someone
Disrespect towards members of staff	Intimidation, tormenting	Bullying (continuous)
Spoiling others' games	Frequent distraction	Continuous disruption
Avoiding/ wasting time	Rudeness	Verbal abuse
Eating in class	Swearing at pupils and rude gestures	Swearing at staff
Running inside the school building	Fighting/ aggressive play	Harmful or persistent fighting
Spitting on the ground	Persistent dishonesty	Blatant dishonesty
Teasing, name calling	Refusal to follow instructions	Dangerous refusal to follow instructions
Distracting other children	Sexually abusive comments	Sexual harassment – continued personal comments or physical

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Using swear words to self	Disrespect towards visitors	Vandalism
Play fighting	Graffiti	Violent physical attack
Dishonesty	Kicking, hitting, punching, biting etc	Serious physical retaliation
Lack of co-operation	Retaliation	Leaving school premises without permission
Unwanted physical contact	Leaving class without permission	Throwing, kicking equipment/ furniture at adults/ children
Deliberately not completing tasks set	Throwing, kicking equipment/ furniture	Racial, social, cultural or religious abuse
Not completing homework		Stealing
		Physical attacks on staff

Consequences Table:

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> - Reminder of the R&R rules - Incident recorded - Verbal apology - Finish work at playtime under the direction of the class teacher - Finish work at home - Miss out on an activity - Child to stay with adult/ class teacher at playtime - Thinking Chair - Inform parents 	<ul style="list-style-type: none"> - Incident recorded - Phase Leader - Parents informed and meeting held - Miss activity / trip - Time out of class in parallel class or Phase Leader 	<ul style="list-style-type: none"> - Incident recorded - DH/HT - Meeting with parents - Internal exclusion - Fixed term exclusion (this can include lunchtime exclusions) - Permanent exclusion

KS2 Dealing with unacceptable behaviour:

The following are considered examples of unacceptable behaviours at Firs Farm. We have divided them into 3 levels.

- This table is intended as a guide and acknowledges that each child may have different needs and this will be considered when applying this policy.
- The table will take into consideration the age of the child, SEND needs, context and stage of development
- Persistent Level 1 or 2 behaviours could up-level the consequences

Level 1	Level 2	Level 3
Ignoring the Rights Respecting Rules	Persistent level 1 behaviour +	Persistent level 2 behaviour +
Interrupting the teacher	Being argumentative	Spitting at someone
Spoiling others' games	Intimidation, tormenting	Bullying (continuous)
Avoiding/ wasting time	Frequent distraction	Continuous disruption

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Eating in class	Rudeness	Verbal abuse
Running inside the school building	Swearing at pupils and rude gestures	Swearing at staff
Spitting on the ground	Fighting/ aggressive play	Harmful or persistent fighting
Teasing, name calling	Persistent dishonesty	Blatant dishonesty
Distracting other children	Refusal to follow instructions	Dangerous refusal to follow instructions
Using swear words to self	Sexually abusive comments	Sexual harassment – continued personal comments or physical
Play fighting	Disrespect towards visitors	Vandalism
Dishonesty	Graffiti	Violent physical attack
Lack of co-operation	Kicking, hitting, punching, biting etc	Serious physical retaliation
Unwanted physical contact	Retaliation	Leaving school premises without permission
Deliberately not completing tasks set	Leaving class without permission	Throwing, kicking equipment/ furniture at adults/ children
Not completing homework	Throwing, kicking equipment/ furniture	Racial, social, cultural or religious abuse
Not filling in home/ school diary		Stealing
No PE Kit		Physical attacks on staff

Consequences Table

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> - Reminder of the R&R rules - Incident recorded - Verbal apology - Finish work at playtime under the direction of the class teacher - Finish work at home - Miss out on an activity - Child to stay with adult/ class teacher at playtime - Inform parents 	<ul style="list-style-type: none"> - Incident recorded - Phase Leader - Parents informed and meeting held - Miss activity / trip - Time out of class in parallel class or Phase Leader - Detention 	<ul style="list-style-type: none"> - Incident recorded - DH/HT - Meeting with parents - Internal exclusion - Fixed term exclusion (this can include lunchtime exclusions) - Permanent exclusion -

Behaviour Books

Each class has a book to record incidents of poor behaviour. It is the responsibility of the class teacher to inform parents of any incidents logged. If a child's name appears in the book 3 times in a week, then the family is spoken to by a Deputy Headteacher. If this behaviour continues then a meeting is arranged with the Headteacher and further strategies are explored.

Behaviour books are monitored by Phase Leaders and termly by the Senior Leadership Team.

Time out

KS2 children receiving a level 2 sanction of a 5 minute time-out of class are required to complete a Time-out sheet before continuing with set work. This is designed as a reflective exercise around the Unicef rights in which children recognise how they have neglected to respect the rights of other children or staff members. They must also outline their actions on returning to class. This sheet must be signed by the child and the class teacher on return to class and then kept on file in the Headteacher's office.

Children may be sent to a phase leader for a set amount of time or to complete a set task if, on returning to class after a time-out, they fail to improve behaviour or where the context of a level 2 behaviour makes it more serious.

Report cards

Children who show repeated patterns of misbehaviour may be put on a monitoring system to record their behaviour session by session. Parents are met and asked to support the school by reinforcing the school expectations, checking behaviour with their child daily and meeting informally with a member of school staff each week.

Children are required to carry the card (or it can be left with the class teacher if deemed more appropriate) and inform teachers in class or on duty that they are on report. They should then ask the teacher to sign the card after each session to show that they have made significant effort in the session and maintained good behaviour. The card is reviewed with the child at the end of each week and discussed with parents. Recorded behaviour informs further actions – either removal of the system for regular good behaviour or more serious sanctions such as split break-times.

Playtime detention

Play time detention is used as a level 2 sanction for individual KS2 children who have misbehaved in lessons and been fully through the warning system, including completing a time-out sheet. Detention is organised by a member of staff in the small hall and children will be expected to outline the reason for their detention and the time limit for the sanction. The member of staff on duty records detention for children for later review. Play time detention should not be used for the completion of class work or homework, this should be organised by the class teacher.

Lunchtime Behaviour

Children's behaviour at lunchtimes is monitored by Playleaders and overseen by a Senior Playleader. A member of the Headship Team is on duty each lunchtime. Children are expected to follow the Rights Respecting Rules whilst waiting for their lunch and on the playground. Each Playleader has a record book to write any incidents that may occur; these books are then monitored by the Senior Playleader in conjunction with the Deputy Headteachers.

A Sports Coach sets up activities on the playground to keep the children active during this period.

There are 2 lunchtime clubs – Fun Club run by a member of the Inclusion Team to support friendships; Games Club to support children who find managing their behaviour within certain groups during this period.

Bullying – see the school’s Anti-Bullying Policy

This is taken extremely seriously by the school and all staff refers to and follows the Policy. Parents/carers will be informed and a meeting will take place to plan actions to be taken. All records are kept centrally and remain confidential.

Racism – see the school’s Equality Policy

All incidents must be reported to the Headteacher who will record the details accordingly.

Radicalisation – see the school’s Safeguarding Policy

Any behaviours of a concerning nature, will be reported to the lead Safeguarding Officer, who will contact Children’s Services.

Supporting Pupils With SEND

The Inclusion Lead and her team takes a key role and ensures that all support for pupils with identified SEND is undertaken in accordance with our legal obligations under the Equality Act 2000. For some children it is necessary to develop an Individual Support Plan to document clear systems and steps to support individual pupils with behavioural needs. If this is not effective and a pupil is at risk of exclusion, then a Pastoral Support Plan must be written detailing specific steps/sanctions for certain behaviours and reviewed at intervals. In some cases, the school may need to seek advice from external agencies, for example Behaviour Support Services, Educational Psychology Services or CAMHS.

Pupils with SEMH(Social, Emotional and Mental Health) may need adjustments made within the steps outlined in this policy and additional support will be put into place to help them manage their behaviour choices. A risk assessment will be written and a named adult assigned.

The school has a number of Approach trained staff who are skilled in supporting children whose behaviour is escalating. A list is held centrally.

The Responsibilities of the School Community

Staff and Governors

- Model the expectations of the Policy
- The class teacher discusses the school rules with each class & the Golden Values.
- Each class has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom
- Incidents of anti-social behaviour - the class teacher discusses these with the whole class during ‘circle time’.
- Each class has a forum for children to voice their concerns – this may take the form of a ‘Worry box’ or ‘Bubble time’.
- Praise positive behaviour and work
- Provide routines to enable the children to be successful
- Be consistent and fair
- Communicate with parents and engage their support

- Support colleagues
- Actively deal with any incidents of behaviour as they occur, in accordance with the Policy
- Use positive language when discussing individual children, so as not to label them through their behaviour
- Have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- Ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time
- Complete class behaviour books to record any misdemeanours
- The governing board 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 carrying out these guidelines.
- Governors may give advice to the Headteacher about particular disciplinary issues.

Children

- Follow the Rights Respecting Rules and model these for other pupils
- Treat all members of the school community with respect
- Speak to an adult if they have an issue or are concerned
- Represent the school appropriately on trips, walking to and from school or when being taught by visitors
- Try their best and not 'give up'
- Take pride in their classroom and school
- Be responsible for their possessions
- Respect school and other children's property
- Take responsibility for their own actions and behaviours

Parents

- Support the school's Behaviour Policy
- Work closely and in partnership with the school in the management of behaviour
- Model the expectations of the Policy
- Treat all members of the school community with respect, following the Positive Relations Guidelines
- Follow the correct procedures if there is an issue or concern and make appropriate appointments for meetings; the first step is the classteacher, if the concern remains then a meeting with the Deputy Headteachers; a meeting with the Headteacher can then be requested. If matters remain unresolved then the Governing Board can be informed and a formal complaint can be implemented.
- Support with the completion of homework
- Support with attendance and punctuality
- Praise positive behaviour and work
- Alert the school of any factors which could affect their child's behaviour

The Headteacher and Governing Board

The Headteacher has the responsibility for issuing fixed-term exclusions for individual children for serious acts of misbehaviour. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. For repeated or very serious

acts of anti-social behaviour, the Headteacher may permanently exclude a child. If the Headteacher excludes a pupil, they must inform 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 board. The school informs the parents how to make any such appeal.

This is only carried out following the notification of the Local Authority and Chair of Governors.

The Governing board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing board has a discipline committee that 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 pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Deputy Headteachers

One of the Deputies has the responsibility of overseeing the behaviour within the school and logs all incidents, racial incidents, incidents of bullying, Time Out Sheets and report cards. They liaise with the Headteacher on a regular basis.

The Inclusion Lead

The Inclusion Lead may liaise with outside agencies to support the behaviour of individual children. They are responsible for devising Protocols to support our vulnerable pupils.

Senior Leadership Team

Members of the Senior Leadership Team support class teachers within their Phase with incidents of behaviour and facilitate Time Out for pupils.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school is guided by up to date Ofsted Criteria to measure its progress and The Rights & Respecting Unicef Quality Mark.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headship team records those incidents where a child is sent to them on account of negative behaviour.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Board to monitor the rate of exclusions, bullying & racist incidents, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Board reviews this policy annually. They Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.