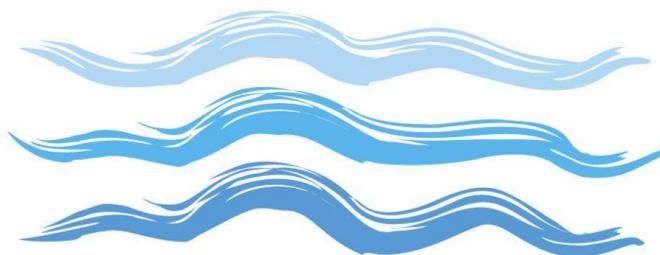


Behaviour and Discipline Policy

Dee Point
Primary School



Delegate Function: FGB
Approved by Governors: September 2019
Updated: September 2019
Review date: Autumn 2020

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. 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. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- ❖ The school expects every member of the school community to behave in a considerate way towards others.
- ❖ We treat all children fairly and apply this behaviour policy in a consistent way.
- ❖ This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- ❖ 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.

Ofsted Criteria: (based on the September 2019 handbook – Behaviour and Attitudes

Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and / or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Rewards

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

Adults praise children by labelling the positive behaviour that is displayed.

Grade 1 / Outstanding Raffle Tickets

Any child who moves up to Grade 1 gets a **Raffle Ticket for each session**. Therefore it is possible to achieve 4 raffle tickets a day. For children who receive 4 Grade 1's in a day they will also receive a Headteacher sticker.

A winning raffle ticket is drawn from the 'Class Charter' prize basket in each class every week.

In addition, the children who have reached the Grade 1 the most times over a term will receive a prize that is guaranteed.

Adults do not give out Raffle Tickets unless children have received a Grade 1.

'Outstanding Achiever' of the Week

- Each week we nominate between 2-4 children from each class to be '**Outstanding Achiever of the Week**'.
- Each child receives a certificate.

Friday Festival

All children have an entitlement of 30 minutes **Friday Festival** at the end of the week.

Praise Postcards

Praise Postcards to be sent home termly for good academic progress. This can be up to a maximum of 5 pupils.

Whole School Reward

At the end of a half term on the final day, all children in the school who have not achieved a Grade 4 (dark blue circle) have an extended Friday Festival afternoon that are chosen by the children.

Incentive examples:

- Extra play time
- Additional ICT time
- PE lesson of their choice
- Popcorn and a movie

At the end of a term all children will have the chance to participate in a whole school Friday Festival that is decided at the start of the school term by the school's Learning Mentors with support from an identified pupil voice group. This is normally children who missed the previous incentive to try and engage them. Children who have received a certain number of Grade 3's or 4's during the term will miss all or part of this.

Incentive examples:

- Water wonderland
- Sleepover
- Theatre Group
- Music Workshop

SSA Grade System

From September 2018 the school uses the SSA Grade system across the entire school. This is to fit in line with Blacon High School's policy which aids transition but also to support the school in tracking behaviours through SIMS.

The SSA grade policy is used as a tool to engage, motivate and reward students for their attitude towards their learning (A2L). It is a data rich system which allows detailed tracking and analysis of individuals, groups and the whole school. Data provided can be used to create target groups for intervention and rewards. A strength of the system is that it allows parents and carers to be fully informed about the A2L of their children.

The system works by pupils receiving an individual grade for each session of their learning in the school day (4 different sessions at Dee Point). These break down into 2 morning sessions, 1 early afternoon session and 1 late afternoon session.

Each session is graded from 1-5 for each student and students regularly become involved in this grading process. Students use honesty in self-reflection to give their own A2L before sharing their opinions with their teacher and sometimes peers.

SSA1 = Outstanding A2L

SSA2 = Good A2L

SSA3 = Passive A2L

SSA4 = Low level disruptive conduct and poor A2L

SSA5 = Persistent disruptive conduct and poor A2L

All grades are recorded online for each session and are available for parents and carers to discuss with teachers.

At the end of each week and half term, SSA data is analysed and target groups created for intervention. Target groups regularly include passive learners and those causing disruption. Data analysis also feeds into our reward system, allowing rewards for differing criteria such as best A2L (most SSA grade 1s) or most improved SSA grades over a given time

Consequences

Passive Learning Grades

To try and reduce the amount of passive learning grades, the following consequences are to be put in place:

- 1 passive learning grade = 5 minutes time out to be completed in class with the class teacher
- 2 passive learning grades = 10 minutes time out

Any child who receives 2 or more passive learning grades in a week will miss ALL of the Friday Festival. A phone call home will be made by learning mentors to explain what has happened and any recurring children will then be dealt with by Mr Williams or Mrs Gill who will contact parents and arrange a meeting.

Negative Learning Grades

Grade 4's will continue to lead to an automatic time out. During time out however children are expected to bring learning with them. Any children who refuse to do this work will be asked to attend the next session until the learning is complete.

2 or more negative behaviours (Grade 4's) will result in children missing ALL of the Friday Festival AND missing all clubs / opportunities to represent the school (sport / choir) for the following week. Again a phone call or letter home will be made by learning mentors to explain what has happened and any recurring children will then be dealt with by Mr Williams or Mrs Gill who will contact parents.

Friday Festival Time Out

Children will be set work by the learning mentors – it is hoped this will give them the opportunity to reflect on what they've done.

Playtime Time Out

In addition to missing 5 minutes of **Friday Festival**, children will miss 1 playtime for every name that is moved into Grade 4 (dark blue). It will be the playtime immediately after they've had a Grade 4 (dark blue). Children must complete a playtime Time Out for a Grade 4 (dark blue) on every occasion. This may occur on the following day.

Playtimes include: Morning, Lunchtime & Afternoon – KS1

Morning & Lunchtime – KS2

Lunchtime 'Time Out' – KS1 12.45 – 1pm / KS2 1 – 1.15pm

Incidents of children having playtime Time Outs will be recorded in class behaviour files. To support them in

From September 2019 this will be more of a meditation and reflection time to support the social, emotional well-being of those pupils and to reduce the number of time outs they have.

SCHOOL RULES:

In each classroom and around the school the school rules are explicitly displayed:

At Dee Point we have:

the right to learn

the right to teach

the right to feel and be safe

The Class Charter

The class teacher discusses the school rules with each class. Following this they work as a class to develop a school charter which agrees everyone's responsibilities, adults and children, and is displayed on the wall of the classroom. In this way, every child in the class knows the standard of behaviour that is expected in their classroom and how they can achieve this.

The class charter should follow this model but is bespoke and language appropriate to each year group. It must include the following:

- A visual representation of each right and responsibility
- As children it is our responsibility to...
- As adults it is our responsibility to...

The class charter will be referred to regularly as part of the reward system.

Playtime Rules

As pupils at Dee Point:

- ✓ **We play together and look after one another**
- ✓ **We allow other children to play their games**
- ✓ **We respect the grown-ups who look after us**
- ✓ **We stand still when the whistle blows**
- ✓ **We walk sensibly and quietly into class at the end of playtime**
- ✓ **We always tell a grown-up if we feel frightened or sad**

Playtime Consequences

Children will be expected to follow the Playtime Rules at all times. If they choose not to do so they will go through this process:

First step

- Remind the child of the Playtime Rules
- State clearly what the expectation is

First warning

- Say “I need you to choose to... or you will choose to miss the rest of your playtime and / or have an additional Playtime Time out”
- Provide the child with an alternative choice of activity or behaviour

Final Step

- Say “You have chosen to that means you have chosen to miss the rest of your playtime.”

NB if the behaviour is within the last 5 minutes of playtime the child will take their time out at the next available playtime. If a child refuses to go to the playtime time out they will automatically miss the following playtime.

It is at the discretion of the SLT, Learning Mentor or Family Support Worker if a child should lose additional playtimes based on the severity of the incident.

If a child refuses to come into class after the whistle has blown then they will be observed by the learning mentor, family support worker or SLT to ensure they are safe until they choose to come inside.

This will be recorded by the member of staff who is on duty for Playtime Time Out in the break and lunch time file which will be kept in the KS2 Intervention room.

Exceptional Circumstances at Playtime

If a child demonstrates any of the following behaviours at playtime, then that member of staff may override the steps in the policy and the child will receive an automatic Grade 4. They will immediately miss break time and go into time out. If this is near to the end of that break time, they will also miss the following break time. This also means they will miss 5 minutes of the Friday Festival.

- Hitting / Fighting
- Damaging property
- Endangering others
- Rudeness / bad language to pupils / teacher

ADULT ROLES

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules and class charter are enforced in their class, and that their class behaves in a responsible manner all of the time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the behaviour policy consistently. The teacher treats all children in their class with respect and understanding.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 the 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 only taken after the Chair of Governors has been notified.

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 behaviour policy in a summary booklet and we expect parents to read this and support it.

We expect parents to support their child's learning, and to co-operate 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 reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Headteacher. If the concern still remains after contacting the Headteacher they should then contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

HOME / SCHOOL AGREEMENT & CODE OF CONDUCT

All children, parents and headteacher sign a home/school agreement which fits in line with the behaviour and discipline policy highlighting a support network and agreed set of goals that we are all working towards.

FIXED-TERM AND PERMANENT EXCLUSIONS

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil 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 pupil, they must inform 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 LA 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 pupil or extend the exclusion period made by the Headteacher. However, the Governing Body has a disciplinary 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 pupil was excluded, consider any representation by parents and the LA, 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 Headteacher will inform governors about any exclusions that have taken place during Part 2 of the Headteachers report to governors.

MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Any child who is consistently struggling to follow this policy will be provided with an IBP and behaviour plan. This plan will be developed during a meeting with the Child, Learning Mentor, Class Teacher, and Parents/Carers.

The school keeps a variety of records of incidents of misbehaviour through CPOMs. The classteacher records those incidents where a child is sent to him/her on account of poor or unacceptable behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes within the incident file.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded, along with the local authority. This is also reported to the full governing body.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

REVIEW

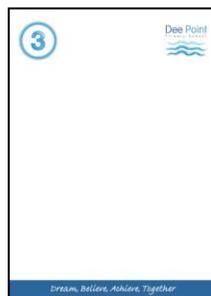
The Governing Body reviews this policy annually. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Dee Point Primary School Consequence Procedures

Image Boards

The images below are displayed in the classroom. The 4 A3 boards are situated on the wall at the front of the classroom. The children's names are attached to these and will be moved in accordance with the policy.

On the classroom whiteboard there are smaller notepad size images. These can have initials next to them to show children that they are potentially going to move either up or down the image boards – recognising either positive or negative attitudes to learning.



- ✓ All children start on Grade 2
- ✓ **First step**
 - Removal of Approval
(Firstly recognise someone else who is choosing to model the opposite of the undesirable behaviour)
- ✓ **Grade 3 (light blue) warning**
 - Remind the child of the Class Charter
 - State clearly what the expectation is
 - Say “I need you to choose to... or you will choose to receive a Grade 3”
 - You may want to write the child's initials next to the small card on the class whiteboard to remind them they have had a warning.
- ✓ **Go onto Grade 3**
 - Say “You have chosen to that means you have chosen to receive a Grade 3” The child's name is moved onto the Grade 3 board.
 - State clearly what the expectation is
 - Say “I need you to choose to... or you will choose to have a warning for a Grade 4.”
- ✓ **Grade 4 (dark blue) warning**
 - Remind the child of the reason they received a Grade 3
 - State clearly what the expectation is
 - Say “I need you to choose to... or you will choose to receive a Grade 4”
 - You may want to write the child's initials next to the small card on the class whiteboard to remind them they have had a warning.
 -
- ✓ **Go onto Grade 4**
 - Say “You have chosen to that means you have chosen to receive a Grade 4.” The child's name is moved onto the Grade 4 board.
 - This means they will lose 5 minutes of the Friday Festival and gain a playtime time out.
 - This child's name is recorded in the teacher's behaviour file.

- If a child is moved to a Grade 4, 3 times their parents will be informed by text and a meeting will be arranged with the class teacher and a member of the SLT or a learning mentor.

Each child has four names on the Grade 2 board at the start of the day. They have the opportunity to start again with a new name on this board at the start of every session.

KS1 and 2 both have 4 sessions per day. Foundation Stage children will work on three sessions per day.

Children who have a pre decided behaviour plan may use this system differently to others in a way that is effective and conducive to meeting their individual needs.

If any child is on a Grade 4 and finds it difficult to engage in the lesson, then they will be asked to have time out in their 'Partner Class'. This will be a 5 minute time out – not taking work with them. They could even take a stop watch with them. After five minutes they come back to class on a Grade 4 to complete their work. Child is taken to their Partner Class by a TA if they are available or by another pupil.

If a child continues to be disruptive or refuses to go to their partner class then the Learning Mentor, family support worker or SLT will become involved and the child will be removed from the class or the class will be removed from the child and the behaviour addendum will be applied.

Foundation Stage

Children in the Nursery will only use the policy up to Grade 3. Children in Reception will undertake time out instead of partner class. They will do 1 minute time out for each year of their age. This will be implemented unless the child in question or the rest of the class are in immediate danger. Nursery children will undertake time out if they continue to not follow the charter when they are already on the Grade 3.

Exceptional Circumstances

Children will be educated out of class for the next session for any of the following and parents will be contacted by the head teacher or a member of the SLT. This is only decided by the SLT after the issue has been investigated. If a child demonstrates any of the following behaviours within school, then that member of staff may override the steps in the policy and the child will receive an automatic dark blue.

- Hitting / Fighting
- Damaging property
- Endangering others
- Rudeness / bad language to pupils / teacher

Should this have happened it is the responsibility of the class teacher to ensure that they make time to have a conversation with that child that day, or first thing the following day in order to rebuild the relationship to make a fresh start and avoid any recurrence of any particular triggers.

Children with Complex Needs

For children with complex social, emotional and sensory needs it is important that the policy is applied in relation to their stage of development. For these children, staff will use their discretion and ensure the consequence is meaningful and relevant to the needs of those children.

Behaviour Policy Addendum

On the very rare occasion that a child refuses to adhere to the policy and is potentially at risk of exclusion, then the following procedures will need to be followed:

Short Term Steps

- Phone Call to parent / carer to explain that their child is at risk of exclusion.
- The child is removed from the classroom or the class will be removed from the child by the Headteacher, when possible, or a member of the Senior Leadership Team.

- They are placed in an alternative class, not their partner class at the discretion of the headteacher for the next lesson. Work is provided for the child and needs to last the duration of the lesson.
- The headteacher or member of the Senior Leadership Team will discuss expectations with the child and then return them to their class.
- Parents are called to inform them of whether the integration back into class has been successful.
- If the child refuses to adhere to these steps then a fixed term exclusion will take place.

Long Term Steps

As a result of a child going through the short term steps process, a long term aim has to be drawn up in the form of developing or reviewing their current behaviour plan and IBP.

The plan will be reviewed if the short term steps result in a fixed term exclusion. This will be done once the following has taken place:

- ***A multi agency meeting, including parent / carer, class teacher, learning mentor, headteacher, learning support manager.***
- 1) From this meeting a plan is agreed which will then be discussed and completed with the child.
 - 2) The plan is to be signed by the child, class teacher, parent and SLT member.
 - 3) The plan is to be reviewed weekly to begin with.
 - 4) If the child continues to disrupt then the school will seek to look at a managed transfer or permanent exclusion.