



Behaviour & Discipline Policy

Date reviewed	July 2016
Next review date	July 2019

Behaviour & Discipline Policy

Aims

We aim to create a peaceful and caring community where all can learn and form positive relationships. The overall aims of this policy flow from the school's Christian ethos and values:

Christian Ethos	Aim
We believe that every single person is unique and special, bearing within themselves a divine image.	<ul style="list-style-type: none">• To promote and celebrate good behaviour.• To treat each other with courtesy and respect.
We aim to follow the loving example of the good shepherd who leaving the 99 sheep in the mountains went to seek the one who had gone astray.	<ul style="list-style-type: none">• To forgive children's mistakes and help them to learn from them.• To be prepared to devote extra time and resources to those children whose behaviour is a barrier to their learning and achievement.

This policy sets out how we will:

- Work together to implement a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared Christian values.
- Apply positive policies to create a calm and caring atmosphere in which learning is maximised and low level disruption is kept to a minimum.
- Promote good behaviours for learning, teaching through the school curriculum positive values and attitudes as well as knowledge and skills.
- Encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- Make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- Treat problems when they occur in a firm and fair manner.
- Encourage the adults encountered by the children at our school to model high standards of behaviour.

How did we arrive at this policy?

The Education and Inspections Act 2006 requires that Headteachers determine the behaviour policy of their schools and that this policy is publicised in a written document. The policy is based on the Statement of Behaviour Principles which has been approved by the Governing Body.

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Governors, staff, parents and the children were consulted through the process of a whole school Behaviour Audit. A further review was then carried out by staff in September 2012 and a new policy drawn up.

St Mary and All Saints Rules

In order to help children to make good choices in school and in everyday life. The children are expected to follow 3 simple rules, known as the **Diamond Rules**:

1. Follow instructions with thought and care
2. Show good manners at all times
3. Care for everyone and everything

As a school, we encourage all our children to follow the rules to make their learning a pleasant experience and we encourage parents to work in partnership with the school to reinforce these rules at home.

Unacceptable behaviour is that which breaks any of the Diamond Rules. When tackling unacceptable behaviour adults will always help children to understand how they have broken the Diamond rules. Such behaviour will be dealt with using the sanctions set out in this policy.

The school feels very strongly that there are more serious forms of misbehaviour such as physical aggression and racist name-calling. These behaviours are completely unacceptable, and the school will act immediately to challenge this behaviour, in some cases considering exclusion.

Implementation:

Rewards

The reward system exists to promote pupils' self-esteem and to encourage them to be hard working and contributing members of the community. Whilst recognising the importance of consistency, the school also acknowledges that at different stages within a child's life at school, different ways of rewarding good behaviour may be appropriate.

Individual merits - Merit stickers are awarded for sustained good work or behaviour at the discretion of the Teacher or T.A. Stickers are collected on a card. The first ten stickers will be rewarded with a star award. Each batch of 10 stickers after the star award will be awarded with a bronze, silver, gold, super gold, platinum and diamond certificate in that order. The certificates will be presented in assembly and the sticker cards taken home when full.

The pupils then collect 30 merit stickers on a new card to achieve a bronze medal. Similar amounts of stickers may then be collected for silver and gold medals. A plaque will be awarded for pupils who go on to collect a further 30 merits.

Good behaviour is also rewarded by:

- A variety of whole class reward systems such as stars, coins or team points.
- Stickers awarded by members of staff.
- Praise postcards (sent home at teachers' discretion).
- Attendance awards (presented termly to individuals in assembly and weekly to

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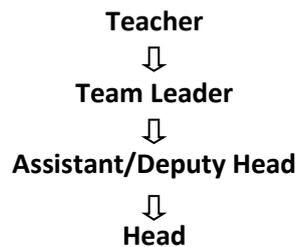
whole classes).

- Certificates and badges for major achievements.
- Sending child to head teacher or senior member of staff.
- Head teacher stickers.
- Above all verbal praise is used to constantly affirm good behaviours and promote the diamond rules.

Referrals

Every member of staff in the school is responsible for modelling and managing behaviour. Most often incidents of unacceptable behaviour are best dealt with immediately by the adult present (e.g. a playtime, lunchtime etc.) In class, teachers take overall responsibility for managing behaviour. Teachers at St Mary and All Saints care about the behaviour of their class around the school. They expect other members of staff to promote good behaviour and share information about their classes' behaviour outside of the classroom.

Teachers use their discretion and professional judgment when supporting pupils to make good choices by applying rewards and sanctions and working with parents. If a child does not respond to the teacher or the behaviour is of serious concern the school operates a tiered system of referrals. Class teachers will refer to team leaders, team leaders to members of the Senior Leadership Team (SLT) and so on as below:



Parents will be involved at every point in the referral process. Referrals to team leaders and the SLT will be recorded on the school's information system (SIMs).

Sanctions

The school aims to develop a positive climate of praise and encouragement, supported by school rules developed by the whole school. However, we recognise that, from time to time, there will be a need for sanctions when behaviour is deemed unacceptable.

Please note that a child may go to higher 'stages' immediately, depending on the seriousness of the incident. Parents/carers will be contacted at any time in these circumstances.

Foundation Stage

Traffic lights are used, with children's names moving from Green to Amber and then to Red for misbehaviour. Those children on red are given time out in the classroom as an immediate sanction.

Key Stage 1

A Traffic light system is also used to help support behaviour management in Key Stage 1. Children are moved to Amber as a warning that their behaviour is inappropriate and not acceptable. Adults use their discretion and monitor the child's behaviour having expectation of the child to follow the Diamond Rules in order that they can achieve a move back to Green.

Red is used when a child's behaviour is deemed more serious. A child can be moved straight to red dependent on the level of concern. A child will also move to Red if they continue their negative behaviour after they have been put on Amber. The consequence of moving to red results in a referral to the Key Stage team leader who will inform parents of the child regarding the nature of the incident. If a child is repeatedly on Red they will be referred to a member of SLT (see referrals above). Children who reach red will be encouraged to reflect on their behaviour, and an appropriate consequence will be decided by the Key Stage Leader and Class teacher.

Each class also has a Golden Cloud to help support positive behaviour management. Teachers choose children that are demonstrating their ability to make excellent choices and follow the Diamond Rules, alongside a fantastic work ethic. Golden clouds also have Super Stars for children who display exceptional qualities of continued positive choices.

Key Stage 2

A similar traffic light system is used in Key Stage 2:

If a child misbehaves then a reminder is given (linked to diamond rules). If their negative behaviour continues then a warning is given. If the behaviour still persists then the child is moved onto Amber. The child is given the opportunity to earn back their green by modifying their behaviour, however if this is not the case the teacher will, at their discretion, decide on an appropriate time out from break or lunch time.

If the child continues to behave poorly then they receive a red card. They are referred for a time out in the team leader's classroom and their parents are informed by the class teacher / team leader. The red card behaviour is also recorded on SIMs. Once the child has had their time out they are given a fresh start, returned to class and moved back to green where they are expected to follow the diamond rules. More serious behaviours can prompt immediate red card sanctions and referrals.

Teachers' Discretion and Professional Judgement

All class teachers use their discretion and professional judgment when applying the traffic light system and sanctions. Their aim is to use these systems to minimise disruption to the learning and to apply sanctions to children that help them to follow rules and expectations.

Special Educational Needs

Children who have Emotional, Social or Behavioural difficulties will be given appropriate reminders and opportunities to make the right choices before sanctions are imposed. The school recognises that for some children a tailored system of rewards and sanctions may need to be agreed with parents and other professionals.

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Fixed Term exclusion – Only the Headteacher or Deputy Headteacher (when deputising for the headteacher) may temporarily or permanently exclude a child from school. If a child's behaviour is deemed to put themselves or another person at risk, or if it results in damage to property, a child may be temporarily excluded.

Parents are contacted immediately and will be expected to collect their child and take them off-site for a given length of time. This may be half a day, one, or a number of days. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this. A letter is sent to the parents to explain why a temporary exclusion is necessary and a copy is forwarded to the LA. This letter also explains parents' rights of appeal.

Permanent exclusion – in extreme and rare cases it may be necessary to permanently exclude a pupil. In such cases we follow LA guidelines and parents will be provided with necessary information and documentation.

Monitoring and review

The Head teacher is responsible for reviewing the implementation of this policy annually and involves the SLT in this review. The Head teacher proposes any revisions to the policy when it is reviewed by the Governing Body after three years implementation.

Reviewed by Governing Body: July 2016

Next review: July 2019

Appendix 1 The Green Card Code – Lunchtime Scheme

In order to reduce the incidents of negative behaviour that has an adverse effect on behaviour at lunchtime and during the afternoon, a new lunchtime has been introduced in September 2012. This scheme is about recognising and rewarding good behaviour and signalling inappropriate behaviour. A designated member of staff, the lunchtime supervisor manages the scheme alongside the Inclusion Manager.

The system works under certain principles:

- The lunchtime controllers are more empowered
- The rules are the same as the 3 diamond school rules
- The rewards and repercussions of not following the rules are appropriate to lunchtimes and complement the procedures in place for the rest of the school day
- The emphasis is firmly upon a 'process of praise and not a procedure for punishment'
- All teachers and lunchtime staff are trained in the system

The details of the system

- The rules at lunchtime are the same as the school rules:-
 - a. Show good manners at all times
 - b. Follow instructions with thought and care
 - c. Care for everyone and everything
- Each lunchtime controller receives 6 green card and 2 red cards to hand out during a lunchtime. The green cards are awarded for good behaviour and following at least one of the 3 diamond rules. The red cards are given for children choosing not to follow the school rules after a warning has been given. All the green cards need to be given out but not the red cards.
- The reward system is agreed by each phase and the whole school and is in line with existing school rewards. The rewards are given in direct reference to the amounts collated. These will change each academic year or as the scheme is reviewed. In addition to class rewards depending on the number of green cards collated, the class with the most green cards in the week are praised in assembly and he results added to the school website.
- The repercussions for not following the rules are agreed by the whole school and are in line with existing school ones. There may be some that have a direct bearing on lunchtimes: e.g.
 - Eating lunch on their own
 - Not being allowed out to play after their dinner
 - Being sent home for lunch for a defined period of time
 - 1 red ticket – Name recorded and acknowledged by the teacher
 - 3 red tickets – Headteacher informed , acknowledged by them and letter is sent to inform parents
 - 5 red cards – Child suspended from lunchtime(Can be time-limited) and parent/carer informed
 - Further red cards in a given month will result in a lunchtime ban for the child concerned

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- There is a 'severe clause' in the rules for incidents such as threatening and violent behaviour, swearing and acts of racism.
- The scheme is monitored and reviewed three times a year.