**Behaviour and Discipline Policy 2017**

**Mission Statement**

**To enable all pupils to access a high quality education in a**

**safe and supportive environment.**

**Introduction**

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents, governors, LA officers and inspectors.

This policy was reviewed in January 2016 through a process of consultation with teachers, non-teaching staff, pupils and Governors.

**Rationale**

We believe that the ethos of the school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of the utmost importance. It:

* enables teachers to teach and pupils to learn;
* raises self esteem;
* creates a positive atmosphere;
* is accepted and required in the wider society

**Aims of our behaviour and discipline policy**

* To fulfil all legal requirements
* To provide an orderly, fair, consistent and safe environment for all
* To provide an environment where effective teaching and learning can take place
* To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
* To develop a whole school approach to behaviour.

**Pupils need**

* Regular attendance
* To access a safe, stimulating environment
* To feel valued
* To be offered an appropriate, well-balanced curriculum with realistic expectations
* To have good role models
* To develop an understanding of right and wrong

**Parents need**

* To know that their children are safe and are going to be treated fairly
* To be welcomed into school as partners in their children’s education
* To be well informed and involved with their child’s life in school
* To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school

**Teachers need**

* To be able to teach without disruption
* To be supported by a clear and consistent implementation of the behaviour policy
* To work in partnership with parents
* To be supported by school staff, governors and other agencies
* To be valued, consulted and informed

**Behaviours to be discouraged**

* Bullying; physical and verbal
* Violence of any kind (hitting, kicking, shoving, biting, spitting)
* Racial or verbal abuse (isolating, name calling, winding up, teasing, threatening, cheekiness)
* Absconding/ running out of school
* Truancy
* Repeated non-compliance with school rules
* Destruction of property/ equipment
* Stealing
* Telling lies/ blaming others
* Persistent disruption of lessons
* Refusal/ non-compliance
* Poor punctuality
* Defiance
* Cyber bullying

**Incentives**

Team Points

Team points are given to children for their academic and non-academic achievements, within class and also out of the classroom e.g. effort, politeness, helping others and team work. Points are counted up collectively and results are presented in assemblies. This culminates in one team winning an annually presented trophy.

Achievement Assemblies

Every Friday, one child is also chosen from each class to receive the ‘Headteacher’s Certificate’. The class teacher will choose a child for demonstrating effort in applying themselves to a Learning Power. The chosen children will be presented with a certificate in assembly and have their achievement tweeted on our Twitter page.

A record is kept of which children have received a certificate.

Attendance as well as good manners at lunch time, is also celebrated during this assembly.

In addition to the above, incentive stickers are available for everyone. Children may be sent to the Head or Deputy Head Teacher to receive special praise.

Golden Time

On a Friday afternoon children take part in a Golden Time activity for the last 45 minutes of the day. This time is earned through good behaviour all week. Golden Time activities are planned by teaching to allow space for creativity and ingenuity. If a child had moved to the red traffic light at any point during the week they will miss a proportionate number of minutes of their Golden Time. This time will be spent in the classroom writing a letter to parents to explain what behaviour they chose which was unacceptable and what behaviour would be appropriate for them to choose in future.

**Sanctions**

Principles

When pupils choose not to follow school rules, sanctions should be consistently applied

* Sanctions will fit and will be explained to the pupil
* The system will not damage relationships
* Sanctions will make a clear distinction between minor and more serious offences
* Sanctions will be flexible enough to take SEN pupils into consideration
* The punishment of the whole group will be discouraged
* The sanction system will be consistently used by all members of staff.

Strategies

* Non-verbal reprimand
* Low-key verbal reminders
* Planned ignoring as part of a planned strategy
* KS1& LKS2 – Name moves on traffic light system - warning before a 5 minute block of playtime is lost
* KS2 - Name on board – warning before a 5 minute block of playtime is lost
* Loss of part or all of Golden Time
* Move pupil from activity for a short period of time.
* Pupil seated alone for a set time, within the classroom
* Withdrawal from lesson (as short as possible) to work with Key Stage Leader/ Deputy Head teacher/ Head teacher. Children will not be stood outside of the classroom.
* Senior staff members involving parents/ involving staff on a hierarchical basis
* Individual behaviour programmes/ ILPs
* Lost playtimes and lunch time breaks
* Fixed-term exclusion
* Permanent exclusion

**Lunchtime Supervision**

At lunchtime, supervision is carried out by the Lunchtime Supervisors. All Supervisors must report behaviour difficulties to Key Stage Leaders.

Lunchtime supervisors are actively engaged in promoting good behaviours, eg. reward stickers for politeness or good table manners.

The Supervisors must be treated with the respect expected by all adults at Portobello Primary School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Head teacher or the Deputy Head teacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

**Behaviour Tracker**

This is used to record:

* Any incidents involving a child, who repeatedly breaks school rules and who may require an ILP in the future.
* Loss, theft, or damage to property
* Any other incidents or matters of a serious nature.

The behaviour tracker will be used by the class teacher to refer to when discussing the child’s behaviour with parents, the Head Teacher or any external agencies, such as SENIT. It will be used to determine the best course of action for the child, and to set targets for improvement.

**Intervention**

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

The Head teacher or Deputy Head teacher will work with the member of staff and parents to devise an action plan to meet that child’s needs. This may include the involvement of other agencies – social services, psychological service etc.

**Behaviour Modification**

At Portobello Primary School, most of our children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions, we use behaviour modification strategies to change individual children’s behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

* Change in classroom organisation
* Using different resources
* Rewards of stars/smiley faces on learning outcomes, on charts and in special books
* Use of certificates, special stickers for such things as listening, being kind, helpful etc
* Sharing good behaviour with other children/other classes
* Involving parents at an early stage to make an action plan together

By using a positive system of rewards, and reinforcing good behaviour we help build children’s self-esteem.

**Exclusions**

* Exclusions guidance is based upon current GMBC and DFES guidance and current legislation, which sets out responsibility of the Head teacher, Governing Body and LA.
* Exclusion will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to readdress the harm that has been done, internal exclusion, managed above)
* Only the Head teacher has the authority to exclude and will notify parents/ carers within one school day by phone and letter
* Detailed records of incidents are kept and exclusions reviewed by the Governing Body
* Exclusion will only be used for serious breaches of school policy, e.g.
* verbal abuse
* violent or threatening behaviour
* persistent, defiant, disruptive behaviour
* racist or homophobic abuse
* bullying
* As soon as the pupil is excluded, the school will provide appropriate work to be collected by parent/ carer and returned for marking

**Permanent Exclusions**

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil.

This can arise from an accumulation of fixed-term exclusions or as a result of a very serious one-off offence.

Serious one-off offences may include

* Serious actual or threatened violence
* Sexual abuse or assault
* Supplying an illegal drug
* Carrying an offensive weapon

Exclusions will not be used for

* Minor incidents (failing to complete homework, forgetting dinner money)
* Poor academic performance
* Non-attendance, lateness

**Pupils with SEN**

At Portobello, we strive to ensure that all our pupils are included within all aspects of the curriculum. Pupils with an EHC Plan will have a teaching assistant assigned to him/her to ensure that they can be integrated into the class without affecting the learning of their peers. This will be written into the child’s ILP and monitored by the class teacher and SENCO. The ILP will outline strategies for including the child into the classroom environment, including going on class trips and taking part in PE.

Date Ratified by Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_