



## **Behaviour and Discipline Policy**

Other relevant policies – Anti-bullying Policy and Care & Control Policy.

### **1. Aims and Expectations**

- 1.1. At Severne School, we are committed to developing a thriving, happy ethos where every child is valued, in a safe, welcoming and stimulating environment that promotes support and respect. The 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.
- 1.2. Our school has a number of rules, rewards and consequences that are aimed at helping pupils make the right choices. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3. The school expects every member of the school community to behave in a considerate way towards others.
- 1.4. We treat all children fairly and apply this behaviour policy in a consistent way, related to One Page Profiles and according to the needs of our children, as appropriate.
- 1.5. 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.
- 1.6. The school celebrates good behaviour and attitudes, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-bullying Policy).

### **2. Whole-School Rewards and Consequences**

2.1. Our emphasis is on celebrating to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Children exhibiting behaviour that follows the school rules will automatically be rewarded. All adults in school are involved in the delivery of rewards; this is followed in the classroom and at playtimes throughout the school day. We praise and reward children for good behaviour in a variety of ways:

- A smile
- Verbal praise
- Dojo Stars
- Star of the Week certificate for each class, presented in assembly to which parents or carers are invited.
- Go to a member of Senior Management Team.
- Individual class reward systems specific to teachers;
- Teachers' Awards at the end of the academic year.

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- 2.2. Reception, KS1 and KS2 classes use a web-based programme of points, Dojo Stars (based on BGFL 365). ).
- 2.3. Dojo Star awards are given to reward children who earn 100 Dojos (Bronze), 250 Dojos (Silver), 400 Dojos (Gold), 1,000 Dojos (Platinum) and Diamond (2000). Awards will be given out in regular assemblies and children will be given a certificate to take home. Dojo Stars will be built up throughout the academic year.
- 2.4. Dojo stars can be given to a child by any member of staff within the school.
- 2.5. Our school employs a number of whole-school rules that every child is aware they need to adhere to; these are a means of promoting good relationships to help us to create a safe, positive and encouraging learning environment. These are clearly displayed in every classroom and are consistent throughout the school so children know what is expected of them at all times. The following are discussed with each class both at the beginning of each academic year and throughout the year, as a way of encouraging and reinforcing good behaviour:
- We keep our hands, feet and objects to ourselves
  - We use everybody's correct name
  - We follow the teachers' and teaching assistants' instructions immediately
  - We use our manners and show each other respect
  - We do our best.
- 2.6. When behaviour is unacceptable and a school rule has been broken, there is a hierarchy of consequences in place that the children are familiar with. The Class Teacher and children also discuss these at the beginning of each academic year. If a consequence is given to a child, it is given in accordance with each individual situation, and is approached justly and fairly. Serious incidents will be escalated according to the professional judgement of Senior Management. These are:
1. A warning to remind you to follow the rules.
  2. Two minutes out in another part of the classroom to re-focus. (not the case in EYFS)
  3. Five minutes time-out in another classroom.
  4. Go to Phase Leader or Assistant Head.
  5. Go to Deputy Head Teacher or Head Teacher.
- 2.7. Every child knows the standard of behaviour that we expect in our school. If there are incidents of 'anti-social behaviour' that the class teacher believes warrants a whole-class discussion, then this will be broached during PSHE or circle time sessions.
- 2.8. Recording incidents of unacceptable behaviour –
- A warning chart is displayed in every class room which serves as a record and a reminder to the children about their behaviour throughout the day. (This is not the case in EYFS)
  - Serious incidents involving intentional harm emotionally or physically are specifically noted on the chart. Serious incidents will be escalated according to the professional judgement of Senior Management and will be recorded.
  - The classroom trackers will be monitored on a half-termly basis by the B.Co, referring any recurring incidents or concerns to the Pastoral Manager.
- 2.9. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996:

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*The Use of Force to Control or Restrain Pupils.* Staff only intervene physically to restrain children or to prevent injury to a child or damage to property, or if a child is in danger of hurting him/herself. The actions that we take are in line with the government/LA guidelines on the restraint of children (See Care & Control Policy). All of our Senior Management Team together with the Behaviour Co-ordinator and Pastoral Manager are 'Team Teach' trained in de-escalation techniques ([www.teamteach.co.uk](http://www.teamteach.co.uk)).

### **3. Phase-Specific Rewards and Consequences**

#### **3.1. EYFS Setting – Nursery**

3.1.1. Children in the Nursery setting receive more immediate rewards for good behaviour, in the form of verbal praise and stickers.

3.1.2. As a consequence of their actions, children in Nursery are given verbal warnings, a reminder of the choice they are making and if they continue, they are given a Time Out by a member of staff for a short, allotted amount of time.

#### **3.2. EYFS Setting - Reception**

3.2.1. In Reception, Dojo Stars are used to reward good behaviour.

Children will be verbally reminded of their behaviour (Was not effective in EYFS)

#### **3.3. Key Stage 1**

### **4. The Role of the Class Teacher**

4.1. It is the responsibility of the Class Teachers to ensure that the school rules are consistently enforced in their classes, and that their class behaves in a responsible manner during the period that they are in the teacher's care.

4.2. 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.

4.3. The Class Teacher treats each child fairly and enforces the classroom rules consistently, rewarding examples of good behaviour to promote and encourage it. The teacher treats all children in their class with respect and understanding.

4.4. The Class Teacher reports to parents about the progress of each child in their class: at Parents' Evenings, through the annual school report and through informal discussion before and after school. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **5. The Role of the Behaviour Co-ordinator (B.Co)**

5.1. The B.Co is the first point of contact for any behaviour concerns, either through an Inclusion Referral Form, through monitoring of incidents recorded on the classroom trackers or an informal discussion. If a child is causing concern by exhibiting unacceptable behaviour, then the B.Co will discuss this with the teacher raising the concern. They may contact parents. The B.Co manages this initiative with support from the Local Authority's Behaviour Support Service (City of Birmingham School, CoBS). This is a tiered process through which a child and teacher can receive support to help reduce and eradicate incidents of unacceptable behaviour. The support process is monitored and reviewed and a decision is then made as to whether the child needs further support. The B.Co also liaises with the school's SENCo, where necessary, when considering appropriate support for a child.

5.2. The school's Nurture Room (known to the children as the Butterfly Room) is also used to support children who display social, emotional and behavioural difficulties. Staff refer children to the B.Co, who are then Boxall Profiled as a baseline of their emotional and

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behavioural difficulties. Children who secure a place tend to have exhibited behaviour that causes concern to the class teacher; this may range from a lack of confidence or knowledge of rules of social interaction through to being unable to manage their own feelings in an appropriate manner. Children are re-profiled termly and line with Pupil Progress Meetings to assess their progress (in terms of behavioural, social and emotional development) and further needs. The aim of the child's participation in an intervention in the Nurture Room is to boost their independence and ability to access the curriculum in school, whilst helping them to develop the social and emotional skills needed to feel happy and secure in life. The activities that are used in the Nurture Room follow a variety of programmes including SEAL (Social and Emotional Aspects of Learning) activities and a variety of other emotional literacy activities. Some parents are involved in their child's learning through fortnightly participation in SEAL sessions with their child.

5.3. For pupils who exhibit the need for ongoing support for their behaviour, the B.Co and SENDCO will devise an One Page Profile (OPP) in discussion with parents, Nurture Room staff, Pastoral Manager and the SENCO. Other supportive agencies may be contacted – CoBS, CAMHS and other relevant organisations.

### **6. The Role of the Head Teacher**

6.1. It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

6.2. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

6.3. Along with the records kept by Class Teachers, the Pastoral Manager keeps a log of all reported serious incidents of unacceptable behaviour.

6.4. The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Chair of Governors is notified of such actions.

### **7. The Role of Parents and Carers**

7.1. The school collaborates actively with parents and carers, so that children can receive consistent messages about how to behave at home and school. Parents/carers have received a copy of the rules, rewards and consequences that are displayed in every classroom, in the prospectus, as well as on the school website.

7.2. We try to build a supportive dialogue between home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

7.3. If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should contact the Class Teacher or Pastoral Manager.

### **8. The Role of Governors**

8.1. 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 Head Teacher in adhering to these guidelines.

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8.2. The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues.

### 9. Fixed-Term and Permanent Exclusions

9.1. We do not wish to exclude any child from our school, but sometimes this may be necessary. The school has therefore adopted the national list of reasons for exclusion, and the standard guidance, called 'Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units (DCSF, September 2008). We recognise the legislative changes which took effect from September 2007, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

9.2. In order to avoid the risk of permanent exclusion, and support a pupil, our school adopts the Birmingham LA guidance on managed moves (see 'Guidance on Managed Moves for Birmingham Schools and Support Services') where a pupil takes part in a planned and supported transfer to another school.

9.3. Only the Head Teacher (or the Teacher in charge) has the power to exclude a pupil from school. The decision to exclude a pupil is made in response to serious breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school (see 'Improving behaviour and attendance : guidance on exclusion from schools and Pupil Referral Units.' DCSF, September 2008). The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

9.4. If the Head Teacher excludes a child, he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

9.5. The Head Teacher informs the LA and governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

9.6. The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

9.7. The governing body has a discipline committee which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the governors.

9.8. When an appeals panel meets to consider a permanent exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

9.9. If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

## 10. Drug and Alcohol Related Incidents

- 10.1. It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker, following consultation with the school's Pastoral Manager.
- 10.2. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 10.3. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 10.4. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or carer of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.
- 10.5. If the offence is repeated, the child will be permanently excluded.
- 10.6. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## 11. Monitoring and Review

- 11.1. The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy, as requested, and, if necessary, makes recommendations for further improvements.
- 11.2. The school keeps a variety of records concerning incidents of misbehaviour. The Class Teacher records classroom, playtime and lunchtime incidents on the warning tracker.
- 11.3. In the case of particular behaviour concerns, a teacher may complete a daily behaviour log.
- 11.4. The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 11.5. It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance Technical Guidance for Schools, Equality and Human Rights Commission (Equality and Human Rights Commission, 2014), and that no child is treated unfairly because of race or ethnic background.
- 11.6. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government or LEA introduces new

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regulations, or if the governing body receives recommendations on how the policy might be improved.

**Updated: September 2021**

**Date agreed by the Governing Body: 12/10/2021**

**Signed:**

**Date for Review: Sept 2022**