



## **BEHAVIOUR MANAGEMENT AND DISCIPLINE POLICY**

**This policy includes the Early Years Foundation Stage (EYFS)**

***Policy Written: March 2020 (Updated August 2021)***

***Policy to be reviewed: March 2022***

The Deputy Head, Mrs Catherine Ralph, is responsible for all matters concerning behaviour and discipline, supported by Mrs Alex Ingleston-Orme, who is the named practitioner responsible for the implementation of this policy in the Early Years Foundation Stage setting. Overseen by the Headteacher, Mr Jeff Shipway, who intervenes with sanctions at Level 4.

We believe that one of the chief strengths of our school is the cheerful, positive, supportive learning environment where each child is valued as an individual and whose happiness is of utmost importance. We believe that our consistent commitment to positive behaviour management plays an integral part in this.

### **Introduction**

At St Wystan's School and Nursery we recognise that all members of the school community have rights, but with these come responsibilities:

- It is the school's aim to ensure that all children share a common educational experience within the bounds of acceptable behaviour;
- We endeavour to create an ethos based on tolerance and mutual respect, which is conducive to the learning and social development of all children;
- The purpose of the policy is to state clearly what our expectations are, and how we will deal with inappropriate behaviour at school.

This policy needs to be continuously evaluated to ensure we are meeting the high standards that we set ourselves. The policy has regard for the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and how reasonable judgements are made for these pupils. As part of this policy we believe that all children and adults have the right to work in a supportive, caring environment in which pupils feel safe and free from bullying and harassment; please see Anti-bullying inc. Cyber Policy. As part of supporting our pupils, we ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

The purpose of this policy is to:

- Create an environment that is conducive to achieving the aims of the School;
- Provide clearly defined boundaries that are easily understood by children, staff and parents;
- Aid all staff in the management of behaviour;
- Ensure high standards of behaviour are promoted and maintained.

St Wystan's encourage outstanding behaviour at all times. It is the responsibility of staff, parents and the children to ensure that all pupils act respectfully and appropriately, showing awareness of acceptable and unacceptable behaviour. These behaviour expectations are in place during school time, during trips out and in pre-school and after-school care. In addition, it is expected that children will continue their good behaviour out of school hours, if wearing their school uniform.

In formulating our Behaviour Policy, we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

### **Aims**

Our aim is that through this policy we motivate children to:

- be kind and behave well;
- obey the school rules;
- work hard;
- treat all members of the community with respect and
- show self-respect.

We aim to promote the development of a 'Growth Mindset', whereby all pupils, parents and staff identify and praise the merits of effort, hard work, perseverance and resilience.

It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated well and fairly. 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.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end, we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept negative behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school, contributing to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements.

## **Behaviour Expectations**

In order to promote good behaviour, we promote and model the following **school rules**.

We expect children to:

1. Treat others as they would like to be treated
2. Listen and follow instructions first time
3. Do their best, taking pride in themselves and their work
4. Have respect for each other and the school
5. Be polite, kind and helpful
6. Walk quietly and sensibly around school
7. Be honest and forgiving

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules, we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles for guiding the management of behaviour exist within the programme for supporting personal, social and emotional development.

The children in the Nursery follow five simplified versions of the main school rules: listen; speak quietly in the classroom; walk when you are inside; use kind hands and feet; tidy things away after you have used them.

Expectations of good behaviour are high, and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms. We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers.

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour.

Inherent in the ethos of the school is respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere. We never accept: bullying, racism, sexism or violence.

### **Behaviour in Lessons:**

*We expect:*

- all children to arrive promptly at the start of lessons;
- all children to work sensibly in lessons to the best of their ability;
- all children to cooperate with their peers and class teacher or member of staff;
- all children to complete homework on time and to the best of their ability.

*Parents can expect:*

- regular communication, where issues of performance well-being and behaviour in the classroom will be discussed;
- communication from school if their child's behaviour is causing concern and it would be helpful to share these concerns with parents;
- children's work, including homework, to be marked regularly;
- children to be praised for good work and effort;
- that if a child continues to be disruptive they will be dealt with according to the school's behaviour management system.

### **Behaviour in the Playground and Grounds:**

*We expect:*

- all children to be able to play peacefully and safely;
- all children to be able to follow the guidelines in the basic behaviour parameters set out above;
- no child to behave violently, or to bully others in any way.

*Parents can expect:*

- playgrounds to be supervised by members of staff at breaktimes and lunchtimes;
- communication from school if their child is finding it difficult to play safely or is disrupting other children's play;
- that if a child causes persistent problems they will be dealt with according to the school's behaviour management system.

### **Behaviour at Lunchtime:**

*We expect:*

- all children to follow the guidelines in the basic behaviour parameters;
- all children to follow the routines in the dining room respectfully, safely and peacefully;
- all children to show good table manners and courtesy to others on their table and around them.

*Parents can expect:*

- lunchtimes to be supervised by members of staff;
- sanctions and reward systems to be operated consistently by staff supervising lunch;
- supervisory staff to discuss children's behaviour with their class teacher, where necessary;
- that if a child causes persistent problems they will be dealt with according to the school's behaviour management system.

## **Violence and Bullying:**

*We expect that:*

- there will be no physical violence between any members of the school community;
- verbal bullying will be treated as seriously as physical violence;
- persistent teasing will be treated seriously;
- nobody at school will by their actions distress other members of the school community;
- all children will move about the school and its grounds safely;
- all children will maintain good standards of behaviour on their way to and from school and when representing the school on trips or at matches.

*Parents can expect that:*

- they will be informed if their child is a victim of violence or bullying;
- they will be informed if their child is being violent or is victimising others;
- there will be a full investigation of any serious incident, and all those involved will be informed of the outcome;
- a meeting will be arranged to discuss any parental concerns;
- all incidents of violence and/or bullying [see Anti Bullying Policy] will be dealt with according to the hierarchy of behaviour management.

## **Staff Training and Induction:**

All staff undertake a full induction when employed by St Wystan's School which includes expectations regarding behaviour and the supervision of children.

- The use or threat of corporal punishment is not permitted;
- The use of physical intervention is permitted, only under circumstances when there is a need to avert immediate danger of personal injury;
- All sanctions imposed for serious misbehaviour are recorded in an Incident Log. This includes the pupil's name, year group, nature and date of the incident and sanction imposed. The record is kept centrally by the Headteacher, to enable the identification of patterns;
- The requirement to inform parents on the same day any serious incident, or as soon as reasonably possible thereafter.

It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class, depending on the nature of the class and content of the lessons; however, behaviour that does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings the school endeavours to ensure that staff apply all standards fairly and consistently.

## **Monitoring and Evaluation:**

This policy will be monitored regularly through staff meetings, briefings, and Senior Leadership Team Meetings (SLT) to determine whether there are any areas of concern which might necessitate changes in the way we approach a particular aspect of behaviour management. This policy pays heed to the following policy documents:

- Anti-Bullying;
- Safeguarding Policy;
- E-Safety Policy;
- IT Acceptable Use Policy.

### **The School Environment:**

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. Pupils will be encouraged to accept a shared responsibility for keeping the school clean, tidy and welcoming.

### **House System**

St Wystan's House System is an integral part of the School, providing the opportunity for pupils to mix with peers from younger and older year groups, encouraging team-work and cooperation. Friendly competition is also good for collegiality and this system develops an added sense of belonging by dividing the school into smaller groups.

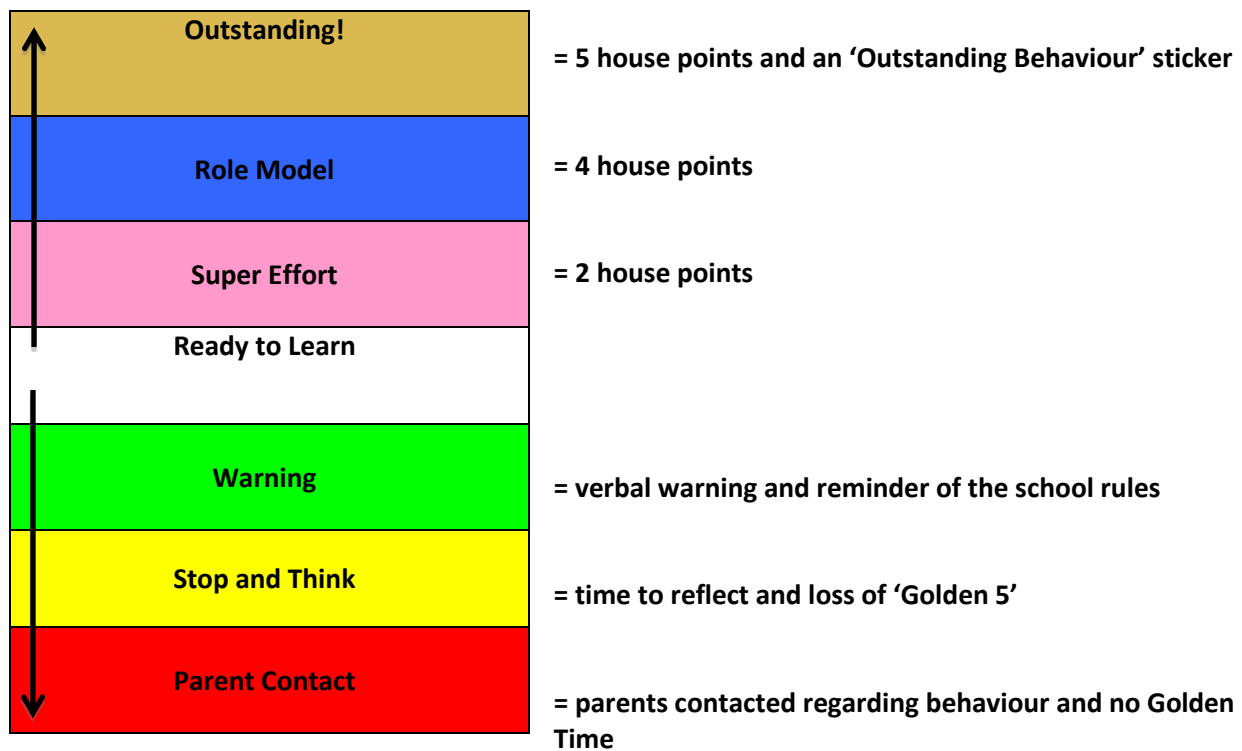
There are four Houses: Puffin, Eagle, Falcon and Osprey. Each child is assigned to a House upon entry to the school. Each House has an elected Year 6 House Captain, voted for by all pupils. Every child in the House, from Nursery to Year 4, votes for a child in Year 5 who will move into Year 6 the following year. Each House has a designated member of staff who is House Leader and teachers are assigned to support a house. The Pastoral Assistant Head has overall responsibility for the House System. There are House meetings each half-term, as well as competitions in areas such as music and sport. The weekly house points are totalled, and end of term token count up allows children the chance to compete for their houses.

## APPENDIX 1: Hierarchy of Behaviour Management

### Behaviour Chart

Our school rules are enforced across the whole school using our 'Steps to Outstanding' behaviour chart (**Figure 1**). Each day, every child begins on 'Ready to Learn' and by following our rules and demonstrating good behaviour, they can move their name up the behaviour chart and earn rewards, as seen below. This chart is displayed within every classroom in the main school.

**Figure 1. Our 'Steps to Outstanding' Behaviour Chart**



## **Rewards at St Wystan's**

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in our Celebration Assembly. Our main focus is on praise and rewards, which are fundamental to our behaviour system. Staff will look for opportunities to praise good behaviour in every child every day.

### **House Points**

These can be gained for numerous reasons including hard work, effort or behaviour and success in representing the school. Children record these on an individual basis, resulting in collective weekly totals for all Houses (Eagle, Puffin, Osprey and Falcon). The four House totals are shared in our Celebration Assembly on Friday and house badges are presented to the Pre-prep and Prep pupil in each House with the week's highest total. When a child receives 100 house points within a half term, they will receive a Centurion certificate.

### **House Tokens**

These are given on a spontaneous basis by any member of staff to a child demonstrating behaviour that goes above and beyond our school rules. These are placed in the box in the Entrance Hall and added to the House total every week.

### **Behaviour Award Stickers**

Children who reach 'Outstanding' on our behaviour chart will receive an Outstanding Behaviour sticker from their class teacher. This is a way in which to communicate with parents and share the success of their child in order to promote positive behaviour.

### **Special Mentions**

These are awarded each week to pupils who have been recognised by their class teacher for a specific academic or pastoral achievement. The pupils are awarded a certificate in our Celebration Assembly on Friday and their name goes onto the school newsletter.

### **Golden Time**

To celebrate the hard work, achievement and excellence shown by all pupils throughout a week, children will be given a half hour of Golden Time on Friday. This is 'free time' for children to pick an activity of their choosing.

### **The Golden Book Cup**

This is seen as the highest honour in each half term. Each half term, the class teacher chooses someone who will receive the Golden Cup and write their name in the Golden Book. The children are made aware of the reasons for the choice and these are usually linked to positive behaviour.



## Sanctions at St Wystan's:

With high behaviour expectations that all staff instil in the children, the use of sanctions:

- follows the ethos of the school;
- are carried out fairly;
- have a consistent approach;
- are recorded in the 'Incident Book';
- are monitored by the Pastoral Assistant Head.

Inappropriate behaviour is classified as disruptive behaviour of any level and behaviour that is not reflective of our school rules. Initially children are given a warning for behaviour that is deemed to fall short of St Wystan's behaviour expectations. Staff will always make sure the child is made aware if their current behaviour is falling short of expectations and how to rectify this. Further misbehaviour warrants a lost Golden 5, which is recorded in the 'Incident Book', which details the specific misbehaviour, the sanction and staff member concerned. During weekly 'Golden Time', children who have incurred a loss explain the reasons for this sanction to the Pastoral Assistant Head or member of Senior Management.

The consequences of any misbehaviour should be logically related. Under no circumstances is it an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The choice of sanction to be used depends on the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. If a child is disruptive in class, the teacher verbally reprimands him or her.

If a child misbehaves repeatedly, we may remove the child from the class for the remainder of the lesson until they calm down and are in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. In our School, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of his or her own behaviour.

- Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child.
- Amongst older children, normal sanctions include: verbal reprimands, loss of rewards / favoured activities / playtimes, etc.
- Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc) are dealt with firmly by the Headteacher.

In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either themselves or others at risk.

## Level 1

At this low level, one member of staff is dealing with an incident that has happened in isolation, or with a minor concern expressed by the parent.

### Behaviour Chart

If children display inappropriate behaviour, they will move their name down the 'Steps to Outstanding' behaviour chart and incur sanctions aimed to improve their future behaviour (**Figure 1**). We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

### Verbal Warnings

For the first instance of inappropriate behaviour, a child will receive a verbal warning from a member of staff. They will also be reminded of the school rules and how their behaviour was not in line with expectations.

### Time to Reflect

If children have not responded to a verbal warning and inappropriate behaviour persists, they will be asked to reflect on their behaviour and how they can make better choices to improve this.

### Loss of Golden 5

In addition to this opportunity to reflect on their behaviour, children will lose the 'Golden 5', which represents 5 minutes of their Golden Time on a Friday. Children will be given the opportunity to earn this back through good behaviour and this is encouraged by all staff. As children start each new day on 'Ready to Learn', the loss of a 'Golden 5' could accumulate over the week. If a loss of 15 minutes or more is accrued then parents will be contacted.

## Level 2

At this level, we are concerned that a child's attitude and behaviour is not responding to any of the approaches taken at Level 1, and that there is persistent inappropriate behaviour reported by other staff.

- The child will typically not have responded to any action taken at Level 1 and their behaviour will have come to the attention of several adults in school;
- The teachers should now be keeping a log of inappropriate behaviour. These notes are to provide evidence of incidents. In addition, more serious incidents should be recorded in the file held by the Pastoral Assistant Head, detailing the date and time, action taken, who else was involved and whether the action taken was effective;
- Sanctions should be used, including talking to the child as at Level 1, other teachers talking to the child, time out of the classroom, letters of apology, reports to the Pastoral Assistant Head, completing work during breaks and lunchtime, withdrawal from breaks and lunchtime and loss of Golden Time;
- Behaviour logs, recording both good and poor behaviour should also be kept, if this is felt to be appropriate, as a means of formally recording behaviour over a period of time. The child and the child's parents will be informed that notes are being taken, and these will be kept by the form teacher;
- Children who display persistently poor behaviour will be screened by the SENCo in discussion with the form teacher. This will provide an opportunity to rule out any potential causes, such as hearing problems;

- Incidents at Level 2 will begin to involve the Pastoral Assistant Head, although it will still be the form teacher in the main who takes the necessary actions and holds discussions with parents;
- During discussions with parents, the school's relevant strategies will be outlined, the parents will be asked about behaviour at home and any reasons that they can think of for the child's inappropriate behaviour;
- These parent discussions will be monitored and if a child reaches this stage of sanction, three or more times in a half term, this will lead to level 3.

### **Level 3**

#### **Persistent Unacceptable Behaviour**

- All the support and sanctions at Levels 1 and 2 will have been used and full discussions will have taken place between the child's parents and the Form Teacher. The Pastoral Assistant Head will now hold more formal discussions with the parents, which will then be followed up with a letter to reiterate the points made and outline the intended action plan, including a review date, involving the parents;
- The child will be placed on a **Report Card** in which all staff will comment on behaviour and effort during the lesson and at break and lunchtimes. Staff will comment and sign the card;
- All staff will receive weekly updates on the child's progress and the Pastoral Assistant Head will be updated on a daily basis;
- The card will be taken home daily, for parents asked to sign and comment where applicable;
- A child will usually be on a report card for 2 weeks. If their behaviour improves, they will no longer be on a report card and moved back down the hierarchy of behaviour management.

If the above sanctions have not led to an improvement of inappropriate behaviour, the following actions may be taken.

### **Level 4**

- All action and discussion occurring at the previous levels will have been ineffective despite the support of the parents. No change in behaviour will have occurred and the pupil will be displaying increasingly disruptive difficult behaviour, both in the classroom and/or at breaks and/or lunchtime;
- A **Minus Slip** is given only when other forms of discipline have not resolved the issue of inappropriate behaviour, or for a particularly serious misdemeanour. The Headteacher and Pastoral Assistant Head will discuss the incident(s) with the pupil. The slip is then discussed with, and signed by, the child's parents. If a child receives more than 3 minus slips, appropriate measures, such as suspension and expulsion, will be taken.
- The pupil will have a meeting with the Head and Pastoral Assistant Head to discuss their behaviour. The Pastoral Assistant Head will again contact the parents to warn of the continued behaviour pattern and the potential impending suspension.

### **Level 5**

At this stage the child's behaviour will be extremely difficult to manage and exclusion may be a possibility.

### **Suspension**

If warranted by the circumstances, a child may be temporarily suspended. Suspension means that a child is not permitted to come to school. The length of the suspension depends on the offence. Parents will attend the school to discuss the matter with the Headteacher before the child is re-admitted to school. There is no right of appeal against a suspension.

### **Permanent Exclusion**

In extreme cases, a child may be permanently excluded, or parents may be asked to withdraw their child from the school. This is the Headteacher's decision, after consultation with the Chair of Governors. In such instances, there is an appeals procedure. Parents wishing to appeal against the permanent exclusion of their child should write to the Chair of Governors within 2 working days of the exclusion, setting out the reasons for the appeal. The Chair of Governors will acknowledge receipt of the appeal and organise a panel hearing at a mutually convenient time and date; as early as is practicable and normally within 10 working days of the receipt of the request. The decision of the Appeal Hearing is final.

### **Exceptional Circumstances**

It is accepted that there may be occasions when a pupil's inappropriate behaviour may make it necessary to diverge from the above course of actions and move straight to Level 5. Whilst endeavouring to be consistent, all staff recognise that each pupil is an individual and different disciplinary measures will be either more or less effective with different pupils. Consideration will be given to pupils with special educational needs or disabilities and reasonable adjustments made for them. Pupils with behaviour difficulties may have an individual behaviour plan, which sets out achievable targets for them. These targets are established through discussion with a pupil's class teacher, parents and the schools SENCO. The strategies and targets outlined in a child's individual behaviour plan will be communicated to other members of staff to ensure consistency in approach.

A child found to have made malicious allegations against a member of staff will immediately be escalated to Level 4/5 and immediate contact made with the parents and where applicable, inter agencies. An investigation will be undertaken as outlined in the Safeguarding Policy.

Author	Jeff Shipway – Interim Headteacher		
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Governing Body Approval	Yes	Signed/Dated	
Website/App	Yes	ISI	Yes
Staff Handbook	Yes	Parent Handbook	Yes