

St. Andrew's CE Primary School



Behaviour and Discipline Policy

At St. Andrew's CE Primary School we have a clear expectation that childrens' behaviour as well as their attitude to learning will be excellent. We have in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour. Any measures and sanctions applied will take into account individual needs of students.

A strong partnership between school staff, parents and guardians is fundamental to our success and we aim to develop open, honest and supportive lines of communication with a common goal of developing good people, who are prepared for life in all its fullness and will contribute successfully to society.

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 because it

- Enables teachers to teach and pupils to learn
- Raises self esteem
- Provides a harmonious and mutually respectful atmosphere
- Is accepted and required in the wider society beyond school life

Aims of the Behaviour and Discipline Policy

- To provide an orderly, fair, consistent and safe 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 consistent approach to behaviour management

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 provided by all adults in school
- To develop an understanding of right and wrong and consequences of poor choices
- To be involved in the discussion of whole school expectations at the beginning of each academic year and periodically when appropriate

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 to contact parents about any significant behaviour and discipline issue
- To know that bullying incidents, including cyber bullying, will be dealt with quickly with a zero-tolerance approach

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 shown a high level of respect by children at all times

Desired behaviours/expectations

- Follow adult directions first time
- Keep hands, feet, objects, and negative comments to self
- Be polite and respectful to others
- Move around the school in calm and quiet manner
- Respect the environment and property of others
- Do your best work and allow others to do the same
- Be aware and considerate of other people's feelings

Behaviours to be discouraged which will be met with a sanction

- Bullying: physical/ verbal/online (isolating, name calling, winding up, teasing, threatening)

- Violence of any kind (hitting, kicking, pushing, biting, spitting)
- Repeated non-compliance with school rules
- Destruction of property/ equipment
- Stealing
- Telling lies, blaming others
- Persistent disruption of lessons
- Refusal/non-compliance
- Defiance
- Racial/homophobic abuse

Sanctions

When pupils choose not to adhere to expectations or make poor choices about their behaviour and conduct, sanctions will be applied. Sanctions will be relevant to the misdemeanour and will be clearly explained to the pupil so they understand there is a consequence to their actions. Incidents will be investigated fairly before sanctions are applied.

At St. Andrew’s CE Primary School it is rare that we have to apply sanctions as behaviour is consistently good. We also acknowledge that pupils make mistakes and make poor choices from time to time and that they need to be reminded or have additional support to understand the rules in a sensitive and understanding way.

The following steps/levels may be applied as appropriate:

Step/level One	
Reason for sanction/type of behaviour: <ul style="list-style-type: none"> • Disruption of lessons • Refusal/non-compliance • Defiance 	Process and type of sanction: Formal reminder of school rules and expected behaviour by relevant staff member If behaviour does not improve in that situation then yellow card issued
Outcome: Behaviour improves in line with expectations. Negative behaviour continues – move to next step. If three yellow cards are given in one week that child will have a meeting with a member of the SLT and parent/carer to discuss their behaviour and attitude	

Step/level Two

Reason for sanction/type of behaviour:

- Bullying: physical/ verbal/online (isolating, name calling, winding up, teasing, threatening)
- Violence of any kind (hitting, kicking, pushing, biting, spitting)
- Repeated non-compliance with school rules
- Persistent disruption of lessons
- Destruction of property/ equipment
- Stealing
- Telling lies, blaming others
- Continuing negative behaviour once yellow card has been issued

Process and type of sanction:
Red card issued
Breaktime/lunchtime/fun-time
Friday missed as appropriate

Children fill in a red card reflection sheet in either EYFS, KS1 or KS2 format

Outcome:

Red card reflection sheet kept in behaviour file and parent/carer contacted depending on the severity of the behaviour

If three red cards have been issued in a half term then move onto next step

Step Three

Reason for sanction/type of behaviour:
Three red cards have been issued within a half term

Process and type of sanction:
Parent/carer informed of behaviour and given copies of the red card reflection sheet

Parent/carer invited to meeting with class teacher and SLT to discuss way forward

Outcome:

Child placed on a behaviour report where their conduct/attitude is monitored closely each day for a week. At the end of each day the child must report to a member of the SLT to discuss their progress. The outcome of the week's report will be discussed with the class teacher, SLT and parent/carer and a decision made to either continue/remove the report or move on to next step.

Step Four

Continued non-compliance of school rules/extreme incidences of physical violence/racial or homophobic abuse will be discussed in a meeting by the SLT and may result in a permanent exclusion. This step can be taken at any time necessary dependent on the severity of the situation.

Rewards

Pupils who consistently behave well and comply with expectations will be rewarded.

Daily rewards:

Positive praise (verbal and non-verbal)

Cool points (for their school team)

Celebration Assembly

A celebration assembly will take place every week, led by a member of the SLT. Cool point totals will also be shared and children receive rewards for reaching personal milestones.

Pupils are invited to bring in trophies or certificates awarded from extra-curricular activities. Children are nominated by members of staff to be placed into the Cool Book and choose a prize out of the reward box.

School sporting achievements are announced and celebrated by everyone.

Date of Review: March 2020

Next Review Due: March 2021