



## Behaviour and Discipline Policy

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| Name of Responsible Committee | Curriculum |
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**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Chair of Governors/Chair of Responsible Committee)

\*County adopted policies only

The aim of Twyford C of E School is to provide a safe and stimulating environment for learning in which all members of our school community are able to develop a sense of self-worth, responsibility and fun, fulfilling their potential within a caring Christian community.

### **POLICY AIMS**

- To encourage a calm purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise awareness about appropriate behaviour.
- To make boundaries of acceptable behaviour clear and to ensure safety at all times.
- To help pupils, staff and parents have a feeling of common purpose.

It is our belief that children's behavior is improved through positive reinforcement not negative response. We therefore promise to encourage children to act appropriately by pointing out how we should behave rather than chastising those who are finding it difficult to adhere to the rules eg. "Well done those children who are waiting quietly"

### **How do we encourage good social behaviour at the school?**

Everyone at Twyford C of E School has agreed to:

- Recognise, praise and reward good behaviour as it occurs
- Ensure that any criticism is constructive
- Explain and demonstrate the behaviour that we wish to see
- Encourage children to be responsible for their own behaviour
- Encourage children to recognise and discuss good behaviour with their friends and teacher.  
For example: Playing chase, being good.
- Give pupils the opportunity to understand why their behaviour is unacceptable

### **What are the rewards we use at school?**

- Praise
- Stickers
- Comments in Home /School book
- Celebration Assemblies every Friday
- Class certificates
- Stars
- Star of the week
- Raffle
- Secret Pupil
- An informal word / telephone call to parents about a child's achievements
- Responsibility
- Extra house points (we **never** deduct house points )
- Earn extra Golden time
- Year 5/6 Dojo's

### Children's Rights and Responsibilities

| <b>Rights:</b> I have a right to...  | <b>Responsibilities:</b> I have a responsibility to...   |
|--|--|
| <ul style="list-style-type: none"> <li>• Be safe and feel safe.</li> <li>• Be treated with respect and fairness and as a social equal by other children and adults, regardless of religious, cultural, racial or sexual differences.</li> <li>• Communicate and be listened to.</li> <li>• Move around the school.</li> <li>• Learn without interruption.</li> <li>• Use and share equipment in the school environment.</li> <li>• Work to the best of their abilities</li> <li>• Co-operate with other children and adults</li> </ul> | <ul style="list-style-type: none"> <li>• Help others to feel safe and secure in the classroom and in the playground.</li> <li>• Treat others with respect and consideration at all times.</li> <li>• Listen to others and value their contributions and respect their opinions.</li> <li>• Move safely and calmly using the agreed guidelines.</li> <li>• Allow others to learn without causing distractions.</li> <li>• Use equipment safely and share with others.</li> <li>• Respect and care for all belongings and resources and the school environment.</li> <li>• Support other children on the playground- Playground Buddies</li> </ul> |

### Staff Rights and Responsibilities

| <b>Rights:</b> I have a right to...  | <b>Responsibilities:</b> I have a responsibility to...  |
|--|---|
| <ul style="list-style-type: none"> <li>• Work in a safe and supportive environment.</li> <li>• Be treated with respect and courtesy by all in the school community.</li> <li>• Teach without interruption.</li> <li>• Have my belongings respected and the property of the school.</li> <li>• Have the opportunity for professional development.</li> <li>• The support of all staff in the school.</li> <li>• A positive relationship with the children and staff of our school.</li> </ul> | <ul style="list-style-type: none"> <li>• Treat all children fairly and with respect.</li> <li>• Reward positive behaviour with praise.</li> <li>• Raise children's self-esteem and develop their full potential.</li> <li>• Provide a challenging, interesting and relevant curriculum.</li> <li>• Create a safe and pleasant environment, physically and emotionally.</li> <li>• Use rules and sanctions clearly and consistently.</li> <li>• Be good role models.</li> <li>• Form good relationships with parents so that all children can see that the key adults in their life share a common purpose.</li> </ul> |

### The Parent's Responsibilities

| <b>Rights:</b> I have a right to...   | <b>Responsibilities:</b> I have a responsibility to...   |
|---|--|
| <ul style="list-style-type: none"> <li>• Know that my child is in a safe, supportive environment.</li> <li>• Be treated with respect and fairness by all children and adults.</li> <li>• Be kept informed about general school events and issues.</li> <li>• Be kept informed about my child's' progress.</li> <li>• Ensure the safety of my child at the beginning and end of the school day.</li> </ul> | <ul style="list-style-type: none"> <li>• To make children aware of appropriate behaviour in all situations.</li> <li>• To encourage independence and self-discipline.</li> <li>• To show an interest in all that their child does in school.</li> <li>• To foster good relationships with the school.</li> <li>• To be aware of the school rules and expectations.</li> <li>• To support the school in the implementation of this policy.</li> <li>• Read school letters and respond appropriately</li> <li>• Respect the professional judgement of the teaching staff.</li> </ul> |

|         | <b>Behaviour</b>  | <b>Sanctions</b>  | <b>Comments</b>  |
|---------|---|---|--|
| Stage 1 | <p><b>AGGRAVATIONS</b><br/>           Wandering about, calling out, interrupting teacher when talking to whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils, silly noises, pushing in line.</p> | <p>Minimal Eye Contact<br/>           Frowns<br/>           Proximity<br/>           Reminders<br/>           Change of seating<br/>           Warning<br/>           Loss of Golden time</p> | <p>Not recorded<br/>           After several repetitions, warnings given: changes to Stage 2 and incidents recorded.</p> |

|         |  |  |   |
|---------|--|--|---|
| Stage 2 | <p><b>SERIOUS</b><br/>Eating sweets, not responding to teachers requests to work. Being more disruptive, deliberately creating a disturbance. General refusal to do anything. Accidental damage through carelessness. Cheeky comments. Minor challenges to authority. Swearing, annoying other children.</p> | <p>Separation from rest of class. Work on own. Write a letter of apology if appropriate. Younger children to draw a picture or have a scribe. Loss of all Golden time and not able to get it back. Complete unfinished work at playtime. Headteacher involvement. If in trouble at playtime, child to stand by the wall away from the other children or sent in to a member of staff. Child NOT to be left inside unsupervised. Parents informed by class teacher.</p> | <p>Minimal use of words. Reminder that the incident is being recorded in class report book.<br/>If missing Golden time 3 times in a row, letter sent home to parents. 3 repetitions in a week. Move to STAGE 3. SEN Governor advised.</p> |
| Stage 3 | <p><b>MORE SERIOUS</b><br/>Deliberately throwing objects with the intention of breaking them. Harming someone. Damaging property (school/pupil). Leaving class without permission. Repeated refusal to do set tasks. Continued cheeky remarks. Harmful, offensive name calling. Bullying.</p>                | <p>Exclusion from class if possible for a given period of time. Headteacher to inform parents. Class report book entry. Daily/weekly report to parents, verbal and written.</p>  | <p>Place on SEN register. Outside Agencies involved. Governor involvement. SEN Governor and Chairman.</p>   |
| Stage 4 | <p><b>VERY SERIOUS</b><br/>Repeatedly leaving classroom without permission. Fighting, physical harm to other children. Serious challenges to authority. Verbal abuse to any staff. Vandalism. Stealing. Bullying.</p>  | <p>Immediate involvement of Headteacher. Telephone call and meeting with parents at the end of the day.<br/><br/>Head teachers report.</p>   | <p>Governing Body involvement. Possible temporary exclusion. LEA involvement. Outside Agencies.</p>   |
| Stage 5 | <p><b>EXTREMELY SERIOUS<br/>EXTREME DANGER OR<br/>VIOLENCE.</b><br/>Very serious challenge to authority. Verbal, physical abuse to any member of staff. Running out of school.</p>   | <p>Probably immediate suspension to allow all parties to return the next day in a calm fashion and gather evidence of actions.<br/><br/>Parents, Headteacher and pupil to meet to agree next step strategy</p>   | <p>Parallel procedures for official out of school activities. LEA involvement plus outside agencies.</p>  |

