



Behaviour and Discipline Policy

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Signed: _____ **Date:** _____

(Chair of Governors/Chair of Responsible Committee)

At Twyford our vision is centred on a commitment to ensure that everyone is given the encouragement and opportunity to succeed. We serve our community by providing an education of the highest quality with the context of Christian belief and practice. We strive to ensure that every child is prepared for the challenges and changes of the future. We take pride in providing strong pastoral support where every child and adult is valued and truly matters.

*County adopted policies only

Introduction

Twyford C of E School expects a high standard of behaviour from all members of the school community. We believe that good behaviour, positive relationships and discipline within the school are essential if children are to learn and teachers are to teach effectively. As staff we work hard to create a supportive, safe and calm school environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld. We aim to assist every child to grow up as a positive British citizen with a clear and acceptable view of what is right and wrong; appreciating the needs of others and the society around them. Our whole school approach to behaviour reflects our Christian visions, aims and values.

Aims

Through the consistent approach to our behaviour policy and by upholding our school values, we aim to:

- foster a caring, family atmosphere in which teaching and learning can take place in a safe, secure and happy environment based on Christian values;
- create a positive ethos where children can thrive;
- promote good personal relationships between people based on cooperation and mutual respect, justice and reconciliation;
- encourage a caring and responsible attitude towards the lives, opinions and property of others;
- eliminate all forms of discrimination, disruption, harassment and bullying;
- create a welcoming and cooperative school community;
- reinforce good behaviour, which will help to promote self-esteem, confidence, and reinforce desired behaviours through good role models;
- make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow;
- resolve behavioural problems in a caring and sympathetic manner as they occur, in an expectation of achieving an improvement in behaviour;
- ensure that vulnerable and pupils with SEND receive behaviour support which is relevant to their specific needs;
- support those pupils who find it hard to comply with the expected behaviour within school by establishing consistent and explicit systems of discipline;
- ensure that all staff take responsibility for consistently supporting appropriate behaviour within the school, treating all children fairly and applying this Behaviour Policy in a consistent way;
- deal quickly, consistently and fairly with any cases of this behaviour or bullying, using de-escalation techniques whenever possible;
- establish prompt open lines of communication with parents to work in partnership to support pupils' behavioural needs;
- refer, if necessary, to the appropriate support provided by the LA;

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Roles and Responsibilities

The Governing Board

The Governing Board is responsible for reviewing and approving the Written Statement of Behaviour Principles. The Welfare, Health and Safety Committee will also review this Behaviour Policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Welfare Health and Safety Committee. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff in the school aim to create and sustain a positive, supportive and secure environment. They will prepare lessons to stimulate all pupils and provide activities that are differentiated to ensure a good match between content and ability.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behavior
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Parents/Carers

The part parents/carers play in their child's education is vital and parents obviously have a major role in determining the way their children behave in school. If parents/carers support the behavioural aims of the school, then the job of the school in promoting good behaviour will be that much easier. The school regards the relationship between it and parents/carers as absolutely crucial to the positive behaviour patterns of all pupils and hence to their successful learning. To support and develop this, the school has developed a "Home-School Agreement". This agreement asks parents to make a number of commitments and it is a requirement of entry to Twyford C of E School.

Parents are expected to:

- Support their child in adhering to the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

We have identified certain key rights and responsibilities that belong to every member of the school community. These will be shared with parents and children:

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| Our rights are: | Pupil Responsibility | Staff Responsibility | Parent Responsibility |
|--------------------------------------|---|--|---|
| To be able to learn | To be ready for each lesson. To listen and be involved in the lessons. To follow instructions, stay on task, to ask for help. To work as asked by a member of staff. To dress appropriately as per the uniform policy. To bring appropriate equipment. | To plan and teach the curriculum to a high standard. Make lessons relevant to the children's abilities. To provide necessary support and resources for learners. To assess children's next steps in learning. | To ensure arrival at school on time. To ensure children are dressed appropriately – as per the uniform policy. To ensure homework is completed. To ensure appropriate equipment is provided. |
| To be shown respect and be valued. | To respect all adults and other children. To show good manners. To include others and share. To speak politely. To welcome newcomers. To support and praise each other. To listen to everyone. | To model expected behaviour. To show mutual respect to the community. To welcome any newcomers to school. To recognise the value of other people's ideas. To support and praise all community members. | To show support and respect to the school community. To model expected behaviour. To encourage, support and praise children. |
| To feel safe | To play safely. To keep our hands and feet to ourselves. To say 'no' to bullying. To speak to a member of staff if there is a problem. | To listen to problems and help solve difficulties. To actively promote personal safety and intervene, if necessary. To ensure safe behaviour. | To speak to teaching staff if there is a problem involving another child. |
| To follow health and safety guidance | To move around the school safely, both inside and out. To follow instructions. | On a regular basis, to check their own classroom, communal areas etc. for safety issues. To be prompt when on playground duty. To appoint monitors to keep shared areas tidy. | To collect children promptly at home time and after clubs. To inform school if a different adult is collecting their child. |

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Strategies to Encourage Good Behaviour

Although good behaviour may be rewarded, it must be expected. Maintaining high expectations is fundamental to the policy and to behaviour management in the school. At the beginning of the year, class rules and expectations of learning behaviours are established by the teachers and the children together. These are reinforced through school staff and in Collective Worship. Every effort is made to ensure that our approach to behaviour is based on mutual respect and on recognising and rewarding instances of positive behaviour.

Positive strategies include:

- creating an environment where children feel safe, secure and happy;
- establishing clear and consistent expectations of behavior;
- building supportive relationships;
- assisting children in developing good standards of personal behavior;
- developing in each child a sense of their own worth;
- acknowledging that every person in the school community has a part to play;
- demonstrating good manners and encouraging all members of the community; respond in a polite, thoughtful manner to one another;
- identifying methods of positive reinforcement backed up by rewards;
- identifying sanctions to be applied when the agreed rules are broken.

The following rewards are considered good practice in the school:

- Verbal praise;
- Catching children doing the right thing (moving up the behavior ladder);
- A certificate when they have reached the top of the behavior ladder;
- Referral of exceptional effort to the headteacher – sticker awarded;
- Written comments praising effort of work;
- Displays of pupil's work;
- Award of 'Star of the Week' certificate for demonstrating kindness, care and considerations for others.

School Rules

In order to keep everyone safe and happy at our school we have devised the following rules:

- Be polite, kind, helpful and caring to others.
- Be gentle and respect the personal space of others.
- Be honest, always tell the truth and accept responsibility for the things you do.
- Play games fairly, allow everyone to join in and take turns.
- Inside the school building, use a quiet voice and walk calmly.
- Follow adult instructions willingly and cooperatively.
- Be in the right place at the right time.
- Respect other people, their possessions and school property.

These rules are clearly communicated to pupils and staff and are displayed around the school. The rules are revisited at regular intervals to refresh staff and pupils. In this way, every child in the school knows the standard of behaviour that we expect.

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Behaviour Ladders

| KS1 | |
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| <p>Stage 1: Encourage positive behaviour</p> | <p>Positive behaviour</p> <ul style="list-style-type: none"> • All children will start on green at the beginning of the week • Children move <u>up the rainbow chart for good behaviour</u>. A sunshine certificate will be sent home when a child reaches the sunshine. • Star of the week |
| <p>Stage 2: Verbal warning</p> | <p>Low level disruption. Strategies and actions include:</p> <ul style="list-style-type: none"> • The look • Tactical ignoring • Reminder of rules and expectations • Choice or consequence, "if you choose to... then you are also choosing to.." |
| <p>Stage 3: Action /Repeated low level disruption/unkind behaviour</p> | <p>Repeated poor behaviour</p> <ul style="list-style-type: none"> • Move name down on the rainbow chart and explain reasons why • The children can move back up the chart during the day if their behaviour improves • Each day children restart on green, if they ended the previous day on a colour below green (new day = new start) |
| <p>Stage 4: Continued poor behavior/significant behavior issue</p> | <p>Once on "the cloud" the teacher will speak to parent at the end of the day</p> <ul style="list-style-type: none"> • The child will have a time out (minutes according to their age) and may be excluded from the playground at break time or lunchtime (must be supervised by an adult) • Teacher will record in class behaviour log • Once time out is completed a child will restart from green • Children can move back up from the cloud during the day if there is improvement <u>but parents must be notified</u> if a child has been on the cloud at any point during the day. |
| <p>Stage 5: Dangerous or aggressive behaviour</p> <p>Continued poor behaviour over a period of time</p> | <p>If a child physically hurts another child, is verbally aggressive or uses inappropriate language, their name will immediately move to the cloud and the same action as stage 4 will be followed.</p> <p>Support from a senior leader may be sought if needed.</p> <p>Either the teacher or senior leader will speak to the parent at the end of the day.</p> <p>If there is continued poor behaviour this will be monitored by a senior leader for a specified period of time. If required, a behaviour Log will be set up to monitor behaviour patterns and support the child in making the right choices.</p> |

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| KS2 | |
|--|---|
| Stage 1: Encourage positive behaviour | Positive behaviour <ul style="list-style-type: none"> • Star of the week. • Behaviour chart as in KS1 but modified to reflect age of the class and not as many steps. |
| Stage 2: Verbal warning | Low level disruption Children may be given a verbal warning depending on level of disruption or type of behaviour. Strategies and actions include: <ul style="list-style-type: none"> • The look • Tactical ignoring • Reminder of rules and expectations • Give children the opportunity to recognise they are making the wrong choice • Choice or consequence, “if you choose to... then you are also choosing to..” |
| Stage 3: Repeated low level disruption Unkind behaviour | Children may be asked to complete unfinished work during break time if their low level disruptive behaviour prevented them from completing what was required. Move name down on behaviour chart and explain the reasons why and discuss what they need to know to improve. Child to apologise to peer if relating to unkind behaviour. Children can move back up the chart during the day if behaviour improves. |
| Stage 4: Continued poor behaviour Significant behaviour issue | Repeated incidents which result in moving down the behaviour charts. Significant behaviour may include: rudeness, lying, refusal to follow instructions, significantly unkind to another child, physically hurts another child, is verbally aggressive or uses inappropriate language. A child will move to the bottom of the behaviour chart. Time out given (up to 10 minutes) in designated area of classroom which may be over break time (must be supervised by an adult) . The teacher will log this in the pupil incident folder including date, time, description of behaviours and actions taken. Teacher will speak to parent at the end of the day and inform the senior leaders. |

Fixed-term and Permanent Exclusions

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents

or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make such an appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond 5 days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. When an appeals committee meets to consider exclusion, they consider the circumstances in which a pupil was excluded, consider any representation by parents or carers and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decided that a pupil should be reinstated, the headteacher must comply with this ruling.

Racial Incidents

If racial, abusive or homophobic language is used by a child to another pupil or an adult, it will be reported to the pupil's class teacher and headteacher. A written record will be created and it will be discussed with parents of the children involved.

Malicious Allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour Outside School

All pupils are expected to maintain our high standards of behaviour outside school when wearing their school uniform or representing our school. Behaviour that falls below our expected standard of our distinctive core Christian values and Rules when on trips, residential visits or out in the community should be dealt with in the same way as within school – following the behaviour ladder.

Whilst wearing their school uniform out of school, if children pose a threat to another pupil, or their behaviour has repercussions for the orderly running of the school (thus bringing the school's good name into disrepute), their poor conduct will be dealt with using our behaviour ladder. A senior leader will contact parents and agree on the relevant consequence of their behaviour, using our behaviour ladder as a guide.

Breakfast Club and Extra-Curricular Club

This policy also covers Twyford C of E School pupils that attend breakfast club and after school extra-curricular clubs.

Lunchtime and Playtimes

At lunchtime and playtime, we seek to promote positive behaviour and aim to create a happy and safe environment in which pupils can enjoy their periods of rest and relaxation. All staff who work in school are regarded as team members and are to be treated with politeness and respect. Lunchtime staff follow the principles contained in this policy when dealing with inappropriate behaviour.

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