

	Name of School	Terrington St Clement Community School
	Policy review Date	April 2024
	Date of next Review	April 2026
	Who reviewed this policy?	All Staff

BEHAVIOUR & DISCIPLINE POLICY A WHOLE SCHOOL APPROACH

RATIONALE

In order to facilitate the best possible education for all the pupils at Terrington St Clement School, we expect the children to conduct themselves appropriately in and around the school. These expectations include both their attitude towards their work and their respect for other people and includes ensuring that harmful sexual behaviour in the form of language or actions is never tolerated. We work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

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 own behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help learners, staff and parents have a sense of direction and feeling of common purpose.
- To prepare and equip our learners with skills and values for life beyond school.

EXPECTATIONS OF LEARNERS

Learners as representatives of our school are expected to know and follow our **3 golden rules**:

READY, RESPECTFUL, SAFE

- be **READY** to learn – I show I am listening, I persevere with my work and I try to challenge myself
- be **RESPECTFUL** - I listen when others speak, take responsibility for my actions and respect the property of my friends and the school.
- be **SAFE** - I move around school in a safe manner, I follow instructions to keep myself safe in school and online.

These form part of our [Home/School Agreement](#)

EXPECTATIONS OF STAFF

Staff as representatives of our school, and as role models are expected to treat adults and children with respect at all times. They are expected to emphasise the positive good examples of behaviour and resolve any incidents between learners at the earliest opportunity. Staff are expected to reinforce the authority of any other adult working within the school.

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display our 3 golden rules and refer to these in class
- Develop a positive relationship with learners which may include:
 - Greeting learners in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour clearly
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting each day afresh
 - Implement strategies for dealing with low-level disruption
 - Using positive reinforcement
 - Foster a class community ethos
 - Challenging any harmful sexual language/behaviour

Staff are expected to inform the SLT and to arrange discussions with parents if a child's behaviour is a cause for concern so that an agreed course of action can be arranged.

EXPECTATIONS OF PARENTS/CARERS

Parents/carers are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the schools' home school agreement where we ask parents to commit to the ethos and work of the school.

Parents are expected to:

- To encourage independence and self-discipline
- To foster good relationships with the school
- To be aware of the school rules and expectations and support their child in adhering to these
- To support the school in the implementation of this 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
- Act as responsible citizens and role models around our learners including on social media, treating all staff and learners with consideration and respect

ASSERTIVE DISCIPLINE PROCEDURES

Staff are committed to promoting learner's self-control of their own behaviour through the implementation of assertive discipline procedures. At the beginning of each new school year, the school rules and the rewards and consequences for behaviour choices are discussed with our learners both in class and in assemblies. Any persistent low-level disruption is monitored by class teachers and if necessary, action taken. Serious incidents including any classified as bullying are recorded on an online system (CPOMS) that can be referred to at a later date should the behaviour reoccur.

Rewards

Learners are encouraged to demonstrate our Traditional Values and to be polite, well-mannered and courteous at all times. All staff praise learners demonstrating these values. School rewards include:

1. Praise - Given quietly or in front of the class.
2. Terries (KS1&2 individual points which can be redeemed for rewards), star, sticker or stamp
3. Group/class rewards – fit in with current class practice.
4. Show work to other members of staff.
5. Marvellous Me/ Letters home
6. Certificates awarded during celebration assemblies

Consequences

We encourage and expect learners to develop the self-discipline and self-regulation skills to make good choices. For this reason, learners will sometimes be given the option to 'make good choices' by teachers or Senior Leaders before involving parents/carers. Where learner's behaviour continues to fall below the high standards expected by the school, parents and carers will be involved so that we can work collaboratively to rectify this.

(Children with EHCP may follow a different plan – this will be shared with parents/carers)

1. Warning – up to 3 warnings are given so that children have an opportunity to self-correct
2. Isolate from other children.
3. Remove privileges (e.g. playtime or time out as deemed suitable by teacher).
4. Remove and work in paired class, informing Phase Leader and parents/carers.
5. Involvement of Deputy/Head Teacher.
6. Deputy/Headteacher to arrange meeting with parents to agree a way forward.

The use of sanction is characterised by certain features:

- it must be clear why the sanction is being applied
- it must be made clear that changes in behaviour are required to avoid future sanction
- group sanctions will be avoided where possible

Individual Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's SENCO will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

BULLYING

Bullying both verbal and physical will not be tolerated in this school. We are a 'Telling School'. It is everyone's responsibility to prevent bullying happening or to report any issues. The school will react firmly and promptly when inappropriate behaviour is identified.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Please refer to our Anti-Bullying Policy

MORE SERIOUS OR ONGOING BEHAVIOUR ISSUES

Pupils that are unable to moderate their behaviour using the rewards and consequence system detailed above will be given individual behaviour related targets to work on. These will be assessed at the end of each session (either in-class or playground as appropriate) and shared with parents. Where the existing behaviour sanctions have been put in place and a pupil is unable to moderate their behaviour consistently or where a single behaviour incident is deemed to be of an extreme nature, a child may be removed from the class for a longer period of time. Any malicious allegation made against a member of school staff will result in an exclusion sanction, the severity of which will be dependent on the age of the child and the nature of the allegation.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Theft
- Fighting
- Intentional racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (e.g knives/weapons)

Senior Teacher Time Out

If a child is significantly disturbing other learners through their disruptive behaviour, is refusing to respond to any instructions given by an adult or there are concerns over safety, a senior teacher should be sent for. The child will be escorted away from the class. The Senior Teacher will use a firm calm voice and instruct the child to leave the class with them. Parents will be informed of this action. In cases when there is a refusal by a child to leave the class for time out, an adult will remain with the disruptive child while the teacher escorts the rest of the class out of the room.

Internal Exclusion

If a child is unable to return to class or is removed on numerous occasions by a senior teacher, then the child should spend time the next day working away from their peers.

Short Term External Exclusion

This will be considered when internal exclusion is not deemed to be effective.

Permanent Exclusion

In very rare circumstances, where the strategies outlined above are proving to be ineffective, a permanent exclusion may be considered.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be shared with relevant staff at the start of the term or year. Serious behaviour incidents are logged on our CPOMs system and shared with relevant staff. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development.

Links with other policies

This behaviour policy is linked to the following policies:

- [Anti-bullying policy](#)
- [Safeguarding & CP policy](#)
- [Home/School Partnership Agreement](#)