

ASTON FENCE J & I SCHOOL



BEHAVIOUR & DISCIPLINE POLICY

January 2021

BEHAVIOUR & DISCIPLINE POLICY

We aim to provide a supportive environment in which children receive care and stability through promoting good behaviour as well as helping children to work through their frustrations and anger.

It is every child's entitlement to attend school in a climate free from fear of physical and psychological harm.

They are entitled to receive an education without interruption or disturbance.

All children within school are taught that there is a consequence for their actions/behaviour, whether this be positive or negative. As a school, we define a consequence as a means of teaching, maintaining accountability and maintaining safety.

THE AIMS OF OUR BEHAVIOUR POLICY

For children to have respect for their school

For children to have respect for each other

For children to appreciate that other individuals have rights and feelings just like themselves and are worthy of respect and consideration.

THREE BASIC RIGHTS

1. To feel safe and be safe
2. To learn
3. To be treated with respect

All three basic principles/rights to be applied with relentless consistency throughout school.

ESTABLISH A POSITIVE CLASSROOM

6 ways to create a positive environment:

1. Catch children doing the right thing
2. Say what you do want ... not what you don't
3. Get to know your pupils' interests
4. Acknowledge feelings
5. Establish routines for pupils who need help
6. Encourage and be specific – real things that can be pointed out

Good behaviour, right attitude, sensitivity to others and politeness to others are always rewarded with praise and encouragement.

We should not need to issue praise for every single thing a child does if it only falls within the parameters of the set standard for that particular child.

Through positive reinforcement of what a child achieves, we can hopefully re-set new goals or targets, which we and the child consider to be worthwhile and attainable.

It is important that we treat each child as we find them and not by a reputation that goes before them.

Every day is a new start.

Praise can be given in a variety of ways and can include the following:

- Recognition to the whole class of a good piece of work or deed (work may then be displayed in or around the school as a way of showcasing it)
- Positive comments on a piece of work – marking and feedback
- A visit to another teacher for praise
- A visit to the Headteacher
- Recognition in front of the whole school (Good Work Assembly)
- Letter to parents or text message
- A simple quiet word of congratulations
- Praise cards to be taken home
- Special mentions on Twitter

EXPECTATIONS REQUIRED OF ALL STAFF

Mutual respect by both adults of children and children of adults has a vital role in the behaviour policy.

Expect to give and receive respect.

Good order has to be worked for: it does not simply happen.

Good relationships are vital between everyone at every level.

Accept that some 'problems' are normal where children are learning and testing the boundaries of acceptable behaviour.

Be positive, address the problem – listen, establish the facts, judge only when certain and avoid confrontation.

Our success is judged not by the absence of problems but the way in which we deal with them.

We should ensure that all children, irrespective of their sex, colour or creed are given the same opportunities and that this is clearly seen throughout school by other children.

Be consistent in the way situations are handled. Establish routines and apply with relentless consistency.

Ensure that consequences we wish to administer are carried out by ourselves and are seen by the rest of the class to be working.

Support each other, talk with colleagues in a sensible and honest manner so that we can help each other as and when necessary.

Keep things in perspective.

Recognise that behaviour needs to be taught and take care not to measure success or failure in too short a time span.

CLASSROOM

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. Bored, frustrated children often result in poor behaviour.

Expect to:

- Arrive before the class and begin on time
- Be prepared for the lesson
- Keep everyone occupied and interested
- Extend and motivate all pupils
- Mark all work promptly and constructively in line with the Marking and Feedback Policy
- Encourage creative dialogue
- Keep an attractive, clean and tidy room
- Maintain interesting displays.

Make sparing and consistent use of reprimands. Be firm, not aggressive - target the right pupil, criticise the behaviour, not the person, use private rather than public reprimands whenever possible, be fair and consistent and avoid sarcasm and idle threats. Avoid consequences which humiliate – this breeds resentment.

Model standards of behaviour expected of pupils. Emphasise the positive, including praise for good behaviour as well as good work.

Establish routines and apply consistently.

PLAYGROUND DUTY

Everyone is involved with a duty at sometime. It is vital that we are consistent with procedures. Children like structure and to know where they stand.

Send children out onto the yard only when the teacher on duty is outside.

Be outside on time at the end of playtime/lunchtime – very important.

At the end of playtime, children line up in their allocated place. Staff collect children and children enter school in a quiet and orderly manner.

MID-DAY SUPERVISION

If a child is unco-operative, they are spoken to by the supervisor about their behaviour. If they continue not to co-operate, they are asked to walk with the supervisor for 5 minutes. If they continue to be disruptive, another child will be sent in to collect a teacher who will escort the child in. This will add up to two ticks on the board.

BULLYING

Bullying is treated with the utmost concern. A separate policy is available on this subject. This includes Cyber-bullying.

PARENTAL CONCERN

The support of parents in maintaining a high standard of discipline is seen as essential. Communication between all parties is important. If a child has had difficulties away from school, that could cause problems for the child in school - appropriate adults needs to be made aware of the situation.

CONSEQUENCE STEPS

Consequence One

- results in a child getting his/her name on the board. This acts as a warning.

Consequence Two

- the child gets a tick placed alongside their name. They miss 5 minutes of the following playtime. (Teacher responsible – don't pass onto someone else. It gives the wrong message about who is in charge.)

Consequence Three

- child gets a second tick. They will now miss the entire following playtime.

Consequence Four

- child gets a third tick. They are sent to the head/assistant head. The child may at this stage be sent to another class for 15 minutes for time out.

Consequence Five

- Child gets a fourth tick and parent will be contacted.

Possible home-school diary initiated.

Ticks can be removed for good behaviour during the day.

Ticks **will be removed** at the end of each day.

Principles for imposing consequences

- All consequences should follow the agreed school policy.
- Whatever is used should be capable of being seen to be fair and work.
- Consequences should be aimed at undesirable behaviour and not simply the child.
- If possible, consequences should make restitution to the victim or group.
- A warning may be all that is necessary.
- Consequences should be consistent.
- Consequences should be as near in time to the misbehaviour as possible.
- Try to give consequences in a controlled manner.
- If you are emotionally fraught, try to wait or seek support from another adult.

Severity of Consequences

It is the **certainty** of a consequence rather than the severity of it that makes the difference.

Teachers who ALWAYS follow up misbehaviour have the fewest behaviour problems.

Consequences Available

- verbal rebuke – discussion with an adult
- moving the child to another situation in the class
- making restitution to others
- missed playtimes under supervision
- missed lunchtime
- missed privileges – e.g. after-school club if child disrupts the smooth running of the club
- reported to head/assistant head
- discussion with parents (parents coming into school)
- time out in the quiet/study room

- home-school diary between school and home
- internal exclusion monitored by teaching assistants in the quiet/study room
- last resort - fixed term exclusion

Occasionally, alternative consequences or strategies may be used as a form of behaviour management depending upon the situation and/or the need. These may involve an individual pupil, a group of pupils or the whole class.

Fixed-term and Permanent Exclusions

We will follow LA policy and procedures should an exclusion need to be considered. The length of exclusion will be at the discretion of the headteacher.

Exclusions will only ever be used as a final option when all other avenues have been sought. This may include seeking advice from the LA.

In imposing sanctions, consider the following:

- the age of the child and their level of maturity
- their behaviour to date. Is this the first or the tenth time?
- the exact circumstances of the situation
- what contributory factors do we need to consider?
- avoid imposing sanctions if feeling angry

Make sure that you keep in control of the situation and accept your own responsibilities relating to the matter. Sorting something out successfully, without the need of others to assist, gives out an important message to other children.

Expecting someone else to sort out and/or assist in a situation also passes a message to the children, but with the wrong conclusions being drawn if this is always the case.

PROPORTION AND CONSISTENCY

Keep things in perspective

- Make sure that children aren't getting into 'big trouble' over minor incidents.
- Be consistent: If swinging on a chair isn't acceptable for one child, then it isn't acceptable for another.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour.

THE ROLE OF THE PARENTS

We explain the school ethos in the school prospectus, and we expect parents to support this. We expect parents to support their child's learning, and to co-operate with the school. We build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

THE ROLE OF THE GOVERNORS

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The governors provide the appeal panel in case of an exclusion. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Review

The governing body will review this policy every two years. It may, however, review the policy earlier than this, if it is deemed necessary, the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.