



## Policy Document for BEHAVIOUR AND DISCIPLINE 2019/20

### **OVERVIEW**

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school rules will be learnt and followed by all and the Reward and Sanctions Policy will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

### **OBJECTIVES**

1. To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To use good behaviour to promote community cohesion.

### **STRATEGIES**

1. The school rules will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
4. Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
5. The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is held to be responsible for the good behaviour of the children in their care.
7. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the Headteacher who will agree an appropriate strategy of help and support.
8. The Headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
9. When there is a serious problem with a learner's behaviour, the Headteacher will, where appropriate, involve outside agencies.
10. In extreme cases, a learner's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

### **OUTCOMES**

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.

## Behaviour – rewards and sanctions

### **Our expectations for Moor End children:**

We expect children to:-

- try hard to achieve their best.
- treat others with politeness, consideration and respect.
- be aware of others feelings and opinions.
- care for the school, personal possessions and school equipment.

### **At Moor End we encourage our children to:-**

- develop confidence in themselves and pride in their achievements.
- develop tolerance and understanding with consideration for others rights and views.
- develop self discipline.
- accept responsibility for their own behaviour, as well as self control and accountability.

## **Individual and collective responsibility and rewards**

### **Rewards**

#### **How do we encourage good behaviour? We:**

- recognise and highlight good behaviour as it occurs.
- ensure that all children are praised for behaving well, rewarding them as appropriate.
- ensure that criticism is constructive.
- inform parents about their child's good behaviour.
  - operate high levels of supervision.

#### **Bookmarks**

Every child has a reward bookmark, on which they earn stickers for good conduct. On completion of the book mark they are rewarded with a gift from the Headteacher's reward box.

This is done in assembly and used as an example to others.

#### **Class Certificates**

Every week two children are identified by the class teacher, a special certificate is made and then presented by the class teacher in 'Good News Assembly'. A copy of achievement is kept as a record and displayed in the main corridor.

#### **Headteacher Award**

There are four levels of award: Bronze, silver, Gold and Platinum.

These are presented to children consecutively for examples of outstanding achievement, either academic or for an act of kindness to another person. These are rare awards and presented in Good news assembly when they occur.

#### **Team Points – collective responsibility and reward**

Every child in school is a member of one of the school's four House Teams. Good work in books or examples of good behaviour are rewarded by giving out team points. These are collected and totalled at the end of each week and announced in the 'Good News' Assembly. A cup is presented to the winning captains for that week and is displayed with the team's colours in the main corridor.

# **Sanctions**

## **How do we discourage inappropriate behaviour?**

We:-

- remind pupils of the rules.
- apply sanctions according to the Behaviour policy, and apply them consistently.
- keep parents informed.
- Work with pupils to improve their behaviour
- Develop the role of the Learning Mentor to support pupils and parents.
- Set in place a rewards system that recognises good behaviour (see above)

## **Red and Yellow Cards and Golden Time**

Every half term we hold a Golden Time afternoon, which recognises how hard the children have worked and seeks to offer extra curricular activities to everyone. Golden Time Groups consist of mixed ages, from Reception to year 6 who work through a carousel of activities throughout the year.

Children earn the right to attend Golden Time by their consistent good behaviour. However, a system of red and yellow cards is also used as a sanction which when accumulated, can lead to exclusion from Golden Time.

### **Yellow cards**

These are issued to children for persistent, low level disruption or mis-behaviour.

Calling out in class, being rude to others, the distraction of other pupils in the classroom all warrant a yellow card. These are issued after a warning has been given. These are recorded in a class book.

Yellow cards can be cleared if children's behaviour then reverts back to good for a period of time. This allows children the opportunity to make amends.

Yellow cards can be issued by any member of teaching or support staff, but the reason must always be recorded.

If three yellow cards are issued in any one half term period, the children are sent to the Headteacher to be issued with a Red Card.

### **Red Cards**

A serious incident can lead to a straight Red card. Fighting, abusive language, threatening behaviour, bullying etc is a straight red card. These are followed up by speaking directly to parents, either at the end of the school day or by telephone.

Red cards can only be issued by the Headteacher.

Red Cards cannot be cleared.

Any child who accumulates three Red cards in a half term spends the Golden Time with the Headteacher. A letter is sent home to explain why they have missed it.

All cards are reported each half term in a termly report card, which also indicates how each child has behaved for that half term. See Below.

# Moor End Primary School Report Card

Term Autumn 1

Name \_\_\_\_\_

	Effort					Progress				
	1	2	3	4	5	1	2	3	4	5
Reading										
Writing										
Numeracy										
Behaviour										
Number of Red Cards					Number of Yellow Cards					

1= Excellent                      5= Poor

**Red Cards** are issued for serious misbehaviour e.g fighting, abusive language, open defiance

**Yellow cards** are issued for persistent low level misbehaviour e.g calling out, distracting others

### **Inappropriate behaviour will not be tolerated.**

We take great pride in the behaviour of our children at Moor End. Our children want to learn and deserve the right to feel safe. Exclusion of pupil's with challenging behaviour is a last resort, but the Governor's reserve the right to make that decision in the interests of the children, the staff and the wider community.

This will only occur after all other avenues have been exhausted.

Support strategies could involve:

- One to one support and nurture groups with our Learning Mentor
- Allocation of extra resources, such as TA support where possible to provide additional pastoral support.
- To remove the child from a cohort where it is identified this may minimise disruption and benefit a child's access to the curriculum.
- The instigation of team around the child meetings to involve other agencies such as family support workers or medical practitioners
- The involvement of an educational psychologist to identify strategies
- To follow the Lancashire behavioural guideline involving seeking out alternative provision if the possibility of permanent exclusion is a possibility

Problems are best resolved through discussion. Any parent exhibiting threatening behaviour or using inappropriate language on the school premises will be asked to leave; in the interests of the children, the staff, and other parents.