



Growing, Learning, Achieving Together

Behaviour and Discipline Policy 2019

	Date	Signature
Discussed at Staff meeting	23.09.19	
Discussed at Curriculum Governors		
FGB:	01.10.19	

Responsibility of Full Governing Body

Review date: September 2022

The School's Christian Vision Statement

"Let your light shine" Matthew 5:16 is our central vision. Everyone is encouraged to shine through living out our values of trust, honesty, thankfulness, respect and faith.

Enabling us to grow, learn and achieve together

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- **Growing** in confidence, faith, personal awareness and ability
- **Learning** in creative, fun, technologically assisted and investigative ways
- **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities
- **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)



Principles

At Cold Harbour C of E Primary School, we want to encourage a calm, purposeful and happy atmosphere. We want to foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

We will encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour.

We aim to have a consistent approach to behaviour throughout the schools with parental co-operation and involvement.

We will ensure there are clear expectations of behaviour and create an environment where everyone feels safe at all times within school.

Cold Harbour has a high expectation of behaviour by our pupils. Behaviour is linked to the Dojo System. Pupils can gain Dojo points for themselves and their class. About once a half term we celebrate the success of all pupils with a class treat, where pupils can choose the treat themselves.

As a school, we believe it is important that children understand which behaviours are acceptable and which behaviours they need to be mindful of.

We use the following “Cold Harbour Rules” as a basis for our behaviour management:

- **Be ready**
- **Be respectful**
- **Be safe**

These rules are discussed with the children and referred to regularly. The “Cold Harbour Rules” also provide the foundation for individual classes.

Children are taught how they are expected to behave and this is represented by our colour behaviour system. These colours are displayed in classrooms and around the school. Children understand that each behaviour is represented by a colour. We expect every child to be displaying **green** behaviour. Each class will display what **green** behaviour looks like and these will form the class expectations. All staff will follow Cold Harbour’s application of the rules and consistently apply them through the coloured steps. (Appendix 1)

Green Behaviours (Expected)

Expectations for every child:

- **We are ready to learn**
- **We are respectful**
- **We keep ourselves safe**
- **We ask for help and accept help from others.**
- **We think about what we need.**
- **We stay calm and don’t allow things to make us cross.**
- **We talk to each other.**
- **We play with others.**

- We learn from each other.
- We are happy about the things we do well and the things that other people do well.
- We will try new things.
- We aren't afraid to make mistakes because we can learn from them.
- We set ourselves targets
- We share what has worked.
- We all help each other do what is right.
- We listen to others and make all people feel important.
- We welcome new people and help them.
- We find the things we need to help ourselves.
- We set a good example for all others in the school and outside.
- We make the school an enjoyable place to be for everyone.

Use of Class Dojos

- Teachers are expected to create a Class Dojo account via the website www.classdojo.com.
- Teachers are expected to send out invitations to the parents in their class, and regularly encourage parents to join up- please remember to add children new to your class part way through the year.
- All members of staff using Class Dojo are asked to set a 'quiet hours' on their page, this is where parents are informed that you may not read or reply to messages out of the designated hours. It is suggested that quiet hours are between 4.30pm and 8.30am.
- Teachers are respectfully reminded to not engage in any conversations about personal matters via the class page or the messaging service. (Please familiarise yourself with the school's Social Networking Policy).
- All users of Class Dojo are to make themselves fully aware of the children who are in LEA care or who do not have permission to have their photographs shared on websites and social media from the school.

Class Dojo treats

Children will work towards earning dojo points individually and as a class.

Individual class dojo points:

- Children will have an avatar created for them to earn points.
- Teachers will add dojo points for positive praise throughout the school day/week.
- As a class, the children and the teacher will decide how dojo points will be rewarded with treats. It is up to the individual class teacher how many points manifests into treats.

Whole-class dojo points:

- Children will work as a class to earn whole-class dojo points. These can be collected and displayed in a variety of ways e.g. marbles in a jar, whole-class avatar, point builder display.
- About each half term, a whole class treat will be rewarded. Those children who have not behaved appropriately will not be rewarded. Parents will have been warned in advance if children are at risk of missing a treat to give them every opportunity to address the behaviour at home.

Consequences of inappropriate behaviour and poor choices

If a child is not displaying the expected behaviour then they will be reminded of the expectations for **green** behaviour. The teacher will refer to the behaviour guidelines. If behaviour continues then other distraction techniques may be needed. For example: move next to the teacher, TA to sit with the child, give the child a distraction/job.

Children can move down the behaviour colours if they display behaviours that are not expected. The child will need a verbal warning that the behaviour they are displaying is unacceptable and if it continues, the child will be moved to yellow. Children are given every chance to think about, correct and improve their behaviour.

If the behaviour starts to disrupt the **learning** of the other children, then the child will move to **yellow**. **Staff will continue to support through the behaviour guidelines providing support to change behaviour.**

Yellow Behaviours (Needs improving) (Level 1)

- **Distracting others from their learning**
- **Being unkind**
- **Refusal to follow instructions**
- **Not completing either class or homework to a high enough standard.**

Consequences for **yellow** behaviour include:

- 5 mins time out with the Learning Mentor (e.g break-time, lunch, end of the day) in the Nurture Room with the Learning Mentors investigating any underlying reasons for the behaviour and to give strategies to get back to **green**. They will need to demonstrate that they are ready to be moved back to green. If an incident occurs during the afternoon, this will occur the following day.
- This incident will be recorded by the Learning Mentor in a behaviour log and patterns of behaviour over time will be monitored.
- Foundation timeout will be 3 minutes.

Red Behaviours (Poor)

- **Walking out of class**
- **Refusal**
- **Disrupting class**
- **Swearing at others**
- **Inappropriate attention**
- **Persistent yellow behaviour**
- **Throwing things**
- **Physical assault**

If a child's behaviour is poor, they will move to **red** where the behaviour will be managed by the Learning Mentors. The Learning Mentors will record this in the behaviour log and on CPOMs. Parents will be informed, either by a phone call home or through a face to face meeting. Parents may be informed that children are at risk of losing the next 'treat', or, if a warning has been given already, the next 'treat' will be removed.

Children on **red** will discuss their behaviour with a member of the Nurture team or SLT. When a child is ready to accept responsibility for their actions / choices, they will be reintegrated back into the classroom.

Teachers and Learning Mentors will inform the child that they will be missing a set amount of break and or lunchtimes. If necessary, children may be placed on *report* and will need to check in with SLT members regularly throughout the day.

- Any child who is missing a treat for persistent poor behaviour will spend time with our learning mentors. If children are kept off school (on treat day) they will miss the next class treat until the consequence has been followed through.

Behaviour Logs

Behaviour logs are a way of recording and monitoring **yellow** or **red** behaviours. All staff will follow the colour behaviour system consistently. When a pupil is moved to yellow, a record will be kept by the Learning Mentors. When a pupil reaches red, a record is kept in the sanction book and also onto CPOMs.

The Behaviour log is reviewed regularly to monitor the frequency of yellow or red behaviours for individual pupils. These logs help the Learning Mentors and SLT to involve parents when necessary and will help to investigate patterns or underlying causes of behaviour as to support the child effectively. Parents will be contacted if a child is recorded as presenting yellow behaviours on a regular basis or if there is an identified change in pattern of behaviour.

The behaviour policy is in place for all times within the school including before and after school, play and lunch time.

Staff responsibilities are:

- To consistently apply the Cold Harbour Behaviour policy and follow the behaviour steps
- To treat all children fairly and with respect.
- To raise self-esteem and help children to reach their full potential.
- To create and deliver an engaging and challenging curriculum.
- To maintain a safe and engaging learning environment.
- To be a positive role model at all times and consistently follow the school's behaviour policy.
- To form positive relationships with parents and children so that we are all working towards a common goal.
- To recognise that all children are individuals and to be respectful, courteous and inclusive.
- To ensure that all behavioural incidents are logged in the pupil's individual behaviour log on the central system and are kept up to date and accessible at all times.

Parental responsibilities are:

- To support children to take responsibility for their behaviour and make the right decisions.
- To encourage independence.
- To show an interest in their child's school life.
- To read and agree to the home/school agreement, including appropriate use of the Dojo system.
- To develop a good relationship with staff in supporting the implementation of the behaviour.

Pupils responsibilities are:

- To strive to remain on green following the rules of Be Ready, Be Safe and Be Respectful
- To engage within the restorative conversation to support with managing their own behaviour

Beyond usual incentives and consequences

There are occasions when normal incentives and consequences fail to restore appropriate behaviour and it is then that further preventative measures may have to be taken. Parents/carers of the child concerned will have been contacted regarding their child's inappropriate and/or anti-social behaviour, often during the behaviour log process. Governors will be informed at this stage.

Further preventative measures:

- SLT will discuss the measures to be taken with the parents or carers involving the SENCo

- Where appropriate SLT will engage the Nurture team to support with social, emotional and mental health issues
- If behaviour persists then SLT/SENCo will analyse the behavioural patterns of the child by observing him or her in a range of situations and set SMART targets, which may be part of a Pastoral Support Programme (PSP), to enable the child to make progress in consultation with the school – this may involve part-time placement in a PRU
- Any targets will be monitored by the class teacher, SENCo, SLT and success will be recognised and rewarded using an appropriate and relevant system
- Incidents of inappropriate behaviour will be logged by the class teacher throughout the process

Fixed-term and permanent exclusions

- Only the headteacher (or the acting 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 also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion stated in a letter. It must be made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

Team Teach (Physical Restraint)

- All staff members are aware of the regulations regarding the use of Restrictive Physical Interventions (RPIs). Only members of staff who are trained by Team-Teach will use these interventions unless an emergency situation arises. Trained staff members only intervene physically to prevent: self-harming, injury to another individual, damage to property, an offence being committed or any behaviour prejudicial to the maintenance of good order and discipline. When a RPI is necessary it will be carried out by two trained members of staff. Written records are kept when an RPI has been used and the parents of the child are informed.
- Parents are asked to sign a Home-School agreement which sets out the circumstances in which a RPI might be used. It is made clear to parents that by accepting the Home-School agreement they are acknowledging the school's responsibility to use reasonable force in the circumstances described above.

- The Senior Leadership Team monitors the use of RPIs and assesses the frequency and severity of incidents. Details of the RPIs used are shared with Governors by the Headteacher.

Equality for All

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Behaviour support specialists
- Local PRU outreach service
- Educational Welfare Officer
- Families First Team

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.
- The school keeps a variety of records of incidents of misbehaviour.
- The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions and they ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every three years. The governors may vary this review of the policy if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1: Quick reference

