



CORRINGHAM

Corringham C. E. Primary School

Behaviour and Discipline Policy

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1. SCHOOL PHILOSOPHY:

All members of Corringham CE Primary School have the right to feel safe and happy, be cared for, feel respected and valued whilst engaging in a challenging and stimulating curriculum. High standards are expected in every area of school life and these are underpinned by Christian values.

2. KEY PRINCIPLES AND AIMS:

- All members of the school community will feel valued and respected. Each person will be treated fairly and well. The behaviour policy supports the primary aim to create a caring environment where everyone feels happy, safe and secure.
- Good relationships between pupils, staff, parents, governors, outside agencies and those within the community are important to promote an atmosphere where all work together with the common purpose of helping everyone learn.
- The school expects every member of the school community to behave in a considerate way towards others.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent people.
- The school staff rewards good behaviour and believe that positive attitudes and words create a climate of respect and trust. **This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.**

3. PROCEDURES:

Rewards: We aim to 'catch them being good!'

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children and give verbal recognition
- Staff give children team points or stickers
- Each week each member of staff can nominate one child for a certificate of Achievement which is awarded in assembly by the Headteacher
- Classes have an opportunity to be part of an achievement assembly where they are able to show examples of their best work.
- Children earn their golden time each week by following our school rules.

The staff and governors of the school promote high expectations in all aspects of

school life and believe that good behaviour should be recognised and celebrated.

Sanctions:

Sanctions are used to ensure that a safe and positive learning environment is maintained. We employ sanctions appropriate to each individual situation (see Appendix A).

A number of sanctions are used in a hierarchal way, although some extreme behaviour will warrant more severe sanctions (see Appendix B and C).

CODE OF CONDUCT FOR PUPILS - in all instances we aim to respond by praising those who are 'doing the right thing'.

Expectation	Consequence if this expectation is not achieved
<ul style="list-style-type: none"> *Children will try their best in all activities. * Children will listen carefully to instructions and teaching in lessons and know expectations. *Children will not disrupt the class. *Children will always behave in a safe way. *Children will always be kind and behave in a non-violent way towards others. 	<ul style="list-style-type: none"> *Task to be re-attempted. *After a warning, child will be asked to move to a place nearer the teacher. *Teacher will warn following the sanctions set out in Appendix B. If behaviour continues the child is isolated from rest of class until s/he calms down. *Teacher will stop the activity. The child will not be able to participate further in that activity. *Threatening or violent behaviour will be recorded. Repeated acts which disrupt or upset others will result in parents being contacted, with a view to improving the child's behaviour.

IMPLEMENTATION:

The class teacher discusses the rules with the class. Some rules will be whole school rules whilst others may be specific to that class, which is agreed by the children and displayed. Therefore, every child in the school knows the standard of behaviour that is expected in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

Physical Intervention

The actions that we take are in line with government guidelines on the restraint of children and all staff have undertaken 'Positive Handling' training. All staff will use restraint as a last resort in line with **Use of reasonable force in schools - July 2013**

Staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

BULLYING

Corringham CE Primary School does not tolerate bullying of any kind. The Office of Children and Young People's Services' Anti-Bullying Strategy defines bullying as **a persistent, deliberate attempt to hurt or humiliate someone**. There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

4. THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that:

- the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- high expectations of the children in terms of behaviour are upheld, and that all children work to the best of their ability.
- each child is treated fairly and with respect and understanding.
- each class displays a behaviour monitoring system to support children visually. This is consistent across the school and is currently based on a sunshine/rain cloud system (although consequences vary according to the age of the child)

The class teacher will:

- record incidents of misbehaviour in class. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.
- liaise with external agencies, as necessary, to support and guide the progress of each child.
- report to parents about the progress of each child in their class, in line with the whole-school reporting policy. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

5. THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher, 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 will:

- support the staff by implementing the policy and setting the standards of behaviour.
- keep a record of all reported serious incidents of misbehaviour.
- deal with issues of bullying or intimidation.
- communicate with parents regarding serious issues of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. School governors are notified of these actions.

6. THE ROLE OF PARENTS

Corringham CE Primary School is committed to working collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

It is the responsibility of parents to:

- support the school rules and give a consistent message to their child.
- support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should:

- * initially contact the class teacher.
- * If the concern remains, they should contact the Headteacher.
- * If these discussions cannot resolve the problem, then governors can be approached.

A formal grievance or appeal process can be implemented.

7. THE ROLE OF GOVERNORS

It is the responsibility of governors to:

- set down these general guidelines on standards of discipline and behaviour.
- review their effectiveness.
- support the Headteacher in carrying out these guidelines.

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 will take this into account when making decisions about matters of behaviour.

8. FIXED TERM AND PERMANENT EXCLUSIONS

- * Only the Headteacher (or the senior teacher) 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 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 from school then the following process will occur:

- the parents are informed immediately, giving the reasons for exclusion
- the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform 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 beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

Exclusion Appeals:

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.

When an appeals panel meets to consider an exclusion, they will consider:

- the circumstances in which the pupil was excluded.
- any representation by parents and the LA.
- whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

9. MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to governors.

The Headteacher will make any recommendations for further improvement.

Records:

The school keeps a variety of records of incidents of misbehaviour.

- * The class teacher records minor classroom incidents.
- * The Headteacher records those incidents where a child is sent on account of bad behaviour.

*Staff keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents FILE that we keep in the office.

*The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

*It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10. REVIEW

The Governing Body and staff will review this policy every **two years**. However, if the government introduces new legislation or recommendations are made then this may be done earlier.

Appendix A

Guidance for staff - Factors to consider

Issue: Hurting Another Person

+	-
<ul style="list-style-type: none"> • Planned revenge • Kicking/biting • Injury occurs • Vulnerable victim (smaller child, SEN) 	<ul style="list-style-type: none"> • Provoked • Single push/shove
Other influencing factors: SEN, regular attacks on others, single one off attack?	

Issue: Damage to Property

+	-
<ul style="list-style-type: none"> • Planned revenge • Kicking/biting • Injury occurs • Item damaged belongs to a vulnerable child 	<ul style="list-style-type: none"> • Provoked • Single reckless action
Other influencing factors: SEN, regular damage to property, single one off attack?	

Issue: Outburst/Defiant Behaviour

+	-
<ul style="list-style-type: none"> • Continued when asked to stop • Affects other children eg interrupts learning 	<ul style="list-style-type: none"> • Provoked • Stops immediately when asked
Other influencing factors: SEN, regular outbursts, single one off incident?	

Issue: Prejudice and Discrimination

+	-
<ul style="list-style-type: none"> • Deliberate and maliciously used to offend or hurt • Repetitive • Racial words used 	<ul style="list-style-type: none"> • Misunderstanding of term • Stops immediately
Any racist incidents must be reported to the Headteacher or senior teacher in their absence.	

In recognising the individual needs of our children, the school may choose to inform parents via letter, telephone call or face to face when incidents occur and therefore the RED/Yellow strategy may not be necessary. Incidents will be logged but the use of the RED/Yellow Card may not be beneficial to all children.

Appendix B Our school rewards and sanctions:

All staff are committed to building good rapport with the children and to have high expectations in all aspects of conduct.

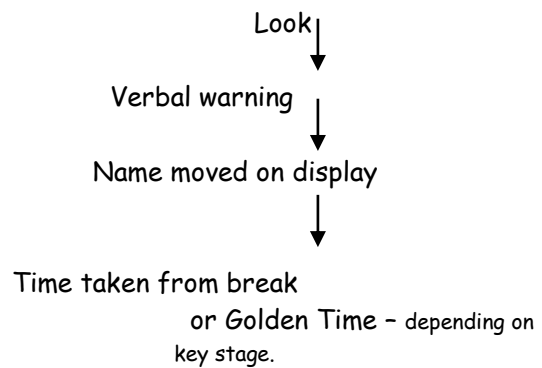
REWARDS

Hierarchical

All children's names will be on display in the 'Golden' area of the classroom



SANCTIONS



Golden Time System

Golden time is to reward good behaviour, it has to be earned.



KS1 - 2mins break



KS1 - 5mins break

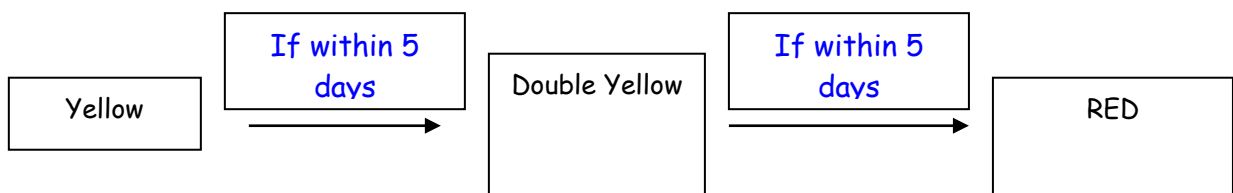
(With persistent losing GT)

KS2 - 2mins Reflection Time at break and 2 mins GT

KS2 5 mins Refection

Time at break plus 5 mins GT
(With persistent losing GT)

If inappropriate behaviour continues:



<https://corringham365.sh>

Phonecall/
meeting

ringham/Admin/Behaviour

Formal
meeting

RED

RED

RED

Appendix C
ZERO TOLERANCE BEHAVIOUR

In line with government policy the following will be taken into account when enforcing sanctions:

- *Age of child*
- *Any special education needs and/or disabilities*
- *Any religious requirements the child may have*

The following behaviour warrants a **red** slip:

- Swearing with intention or in an aggressive way at children or staff
- Deliberately and maliciously damaging property
- Bullying
- Racist language/intimidation
- Persistent defiance towards staff
- Prolonged disruptive behaviour

A decision to exclude a pupil permanently will be taken only:

- a) in response to serious breached of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

* This may include threat and harm to self and others,

Risk of damage to resources,
Threat of undermining staff with likely consequences of pupils discipline being undermined.

In line with government policy and reflecting our school values and ethos the headteacher and governors will make a balanced and objective decision when considering exclusion. The following will be taken into account:

- *Any provocation and the events leading up to the incident*
- *The severity of the injury*
- *The effect upon the victim*
- *The degree of remorse*

Support structures will be implemented for any child at risk of exclusion, or returning from a period of exclusion. This may be in the form of a personal support plan, a Team around the child, working with LA support services and an agreed behaviour plan with appropriate rewards and sanctions. The school will provide on periods of exclusion, educational resources, to allow them to continue their education.

This policy will be reviewed by Staff in January 2025.