



**Barnfields Primary School  
Behaviour and Discipline Policy**



<b>Date Approved: September 2020</b>	<b>Print Name: Richard Chadwick</b>
<b>Date to be Reviewed: September 2021</b>	<b>Signed: Richard Chadwick</b>
<b>Rationale</b>	
Barnfields Primary School seeks to create an environment which encourages and reinforces good behaviour and that reflects the school values of Reflect, Resilience, Positivity, Respect and Responsibility. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.	
<b>Aims</b>	
<ul style="list-style-type: none"><li>• To develop a whole school Behaviour Policy supported by the school's Anti Bullying Policy, and followed by the whole school community, parents, teachers, children, support staff and governors, based on a sense of community and shared values.</li><li>• To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.</li><li>• To teach, through the curriculum, both the school's and the British Values and attitudes, as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and respect for themselves and for other people and for property, ensure children show resilience in challenging situations whilst remaining positive.</li><li>• To create an environment which encourages and reinforces good behaviour.</li><li>• To define acceptable standards of behaviour and to make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.</li><li>• To promote self-esteem, self-discipline and positive relationships.</li><li>• To ensure that the school's expectations and strategies are widely known and understood.</li></ul>	
<b>Code of Conduct</b>	
<ul style="list-style-type: none"><li>• All members of the school community are asked to respect each other.</li><li>• All children are expected to respect their teachers, other adults and fellow pupils.</li><li>• All children are expected to respect their own and other people's property and to take care of books and equipment.</li><li>• Children are asked to be well-behaved, well-mannered, positive and attentive, showing a reflective attitude to their behaviour.</li><li>• Children should walk when moving around school.</li><li>• If a child has regular, repeated grievance from another child and methods of resolving it discussed in PSHE lessons have had no effect, it must be reported to a member of staff who will deal with the matter under the guidance of the Anti-Bullying Policy.</li><li>• Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.</li><li>• Abusive language will not be tolerated on school premises.</li><li>• Children are expected to be punctual.</li><li>• Children must not bring sharp or dangerous instruments to school.</li></ul>	

- Children should develop a responsibility within themselves to ensure they are wearing the correct uniform at all times.
- Jewellery should not be worn except for small, plain stud earrings. Hair attire should be simple and preferably in school colours.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

### **Standards of Behaviour**

The school has a central role in the children's social, moral, emotional and cultural development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals as outlined in our school values (Reflect, Resilience, Positivity, Respect and Responsibility).

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic values of respect and responsibility linked with being reflective and remaining positive in situations that are challenging. It follows that acceptable standards of behaviour are those which reflect these values.

Children should reflect on their own behaviours and understand the impact/effect poor behaviour may have on others.

Children should understand they can't always change the behaviour of others but they do have the power to change how they deal with it and handle the effect and impact it has on them, focus on the positive steps they can take and be more resilient.

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within a group and by their peers;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- To be aware of the anti-bullying policy having a responsibility to implement it.

### **Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and

differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. The values of Reflection, Positivity and Resilience are at the core of our approach to learning. Our school values will run as a thread throughout the curriculum to ensure they are embedded and a natural part of the school day.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. All children should be responsible for the classroom, showing respect for each other and the resources within the room. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm, positivity and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

### **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour and importance of these rules as discussed in the pupil class charter at the start of a term.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development; a class charter will be produced at the beginning of each year and reviewed at least at the start of every term.
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.
- Where it is thought to be appropriate, some children will attend either a social or friendship group to support their behaviours enabling them to show respect to others and participate in activities making appropriate choices and knowing the consequences that could arise from their actions.

### **Rewards**

Our emphasis is on rewards to reinforce good and positive behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned through effort, by the school value of positivity and by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults

as for children. Levels of praise for behaviour should be as high as for work.

Recognition of the following rewards is presented publicly in class or during assembly:-

- House points
- Certificates
- Stickers

### **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- Support to children will be given through friendship and social skills groups.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with by the class teacher. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and breaking rules will lead to consequences. These may include a verbal reprimand and reminder of expected behaviour, loss of free times e.g. playtimes, moving to sit alone, sending work home, writing letters of apology, and a loss of responsibilities. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Behavioural Support may be necessary. This possibility should be discussed with the Headteacher.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Deputy Headteacher who will deal with it severely, particularly if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

### **Procedures for Dealing with Major Breaches of Discipline**

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct.
- A letter and/or phone call to parents informing them of the problem.
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour.
- An Individual Behaviour Plan to be formulated in consultation with parents, class teacher and child.

- If the problem is severe or recurring then exclusion procedures are implemented in consultation with the Governing Board.
- A case conference involving parents and support agencies.
- Permanent exclusion after consultation with the Governing Board and the LA.
- Parents have the right of appeal to the Governing Board against any decision to exclude.

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.