



“Working together to fulfil potential”

Behaviour & Discipline Policy

At James Brindley Primary the behaviour of all the children is exemplary for the majority of the time and this behaviour policy is written for clarity and fairness to all children, parents, guardians, visitors and adults working at the school. It is a detailed policy that aims to cover most eventualities. We believe fundamentally that we should search for good behaviour and overtly praise in support of this behaviour. Pupils are encouraged to reflect on their behaviour and recognise the choices that they make. We should always reward good behaviour and support poor behaviour. Parents are kept fully informed of the behaviour of their child.

At James Brindley Primary School, we have agreed that all children should abide by 'Golden Rules'. These are the moral values that emphasise the positive behaviour we wish to encourage whilst also acknowledging negative behaviour, which is to be discouraged. The 'Golden Rules' should regularly be the focus of discussion during class 'Circle Time' when they can be explored at a level appropriate to the maturity of the children concerned.

1.0 Golden Rules

- We are gentle; don't hurt anybody.
- We are kind and helpful; don't hurt the feelings of others.
- We are honest; don't cover up the truth.
- We work hard; don't waste time.
- We are after property; don't waste or damage things.
- We listen; don't interrupt.

2.0 INTRODUCTION - AIMS AND FUNDAMENTAL PRINCIPLES

In our school aims it says:

“We aim to develop and sustain a happy and secure environment in which our children gain in confidence and independence, while learning to accept responsibility and to make a positive contribution to a caring school community”

In order to achieve this aim the following fundamental principles have been agreed by all staff and the governing body:

- Everyone within the James Brindley School community is of equal value.
- The school will promote an ethos in which all members of the school can develop their personal self-esteem within a climate of mutual respect.
- Disciplinary problems are greatly reduced in an atmosphere of kindness, patience and understanding.
- We aim to promote such an atmosphere at James Brindley School.
- We recognise that all children have the right to be heard, irrespective of their age, understanding and ability.
- Behaviour management is a shared responsibility.

- The school is committed to a partnership between staff, pupils, parents and the community.
- We actively support the principle of inclusion.
- All staff are responsible for the behaviour of **any** child at any time.
- We aim for pupils to develop self-discipline and the desire to strive towards their own high expectations and standards
- Our systems of rewards and sanctions and whole school behaviour initiatives support pupils in achieving these goals.

All parents are entitled to receive a copy of this Behaviour Policy and they can also access the policy independently from our website. The policy identifies the stage at which parents will always be consulted. However as our school Prospectus states:

"No problem is too small - if you or your child are unhappy, please come and discuss it with us - we may be able to help" This includes any concerns parents may have about behaviour or bullying and informal contact is encouraged at an early stage. Information about pupils' behaviour and personal and social development is included in the school Ofsted report.

3.0 REWARDS / INCENTIVES

Rewards or incentives are one of the ways in which we celebrate children's personal, social and academic development at James Brindley School. Their use helps us to create a positive ethos in our school.

All members of staff will actively praise whenever possible.

Stickers will be used liberally to symbolise the recognition of this praise.

The 'Golden Class Book' will record names and details of those following the Golden Rules.

Golden Rules notelets are used daily to support good behaviour.

A Golden Raffle will be carried out ½ termly and will provide prizes for all those that have maintained all the Golden Rules during the preceding half term.

4.0 REWARD ASSEMBLY

Once a week the whole school meets for a 'Celebration Assembly' and certificates are awarded to congratulate children for academic achievement for good behaviour and attitudes. A 'Golden Award' certificate recognises pupils that have displayed outstanding adherence to our Golden Rules during the preceding seven days. An 'Award of Merit' certificate recognises academic achievement during the same period.

5.0 SANCTIONS

The purpose of sanctions:

If some children at James Brindley School are seen to break the agreed code of behaviour without incurring any consequences, then the message we give is that the moral values of our school are unimportant. It is therefore essential to have a clear system of sanctions that are fairly and consistently implemented.

In the classroom, staff have the use of the Golden Display board as the reference point for all disciplinary issues.

Agreed sanctions include:

- A verbal reminder about appropriate behaviour. This should entail a concise explanation of what is acceptable and why. This should relate directly to our Golden Rules and personal decision making.
- Following a further breach of rules, the adult should again explain why behaviour is unacceptable in relation to the Golden Rules and that this has left no option but for the adult to ask the child to move his photograph from the 'Sunshine' in to the 'Sun and Cloud'. This is a staging post from which the child can modify their behaviour to allow the adult to move the said photograph back into the 'Sunshine'.

- A further breach of the Golden Rules would see the child's photograph moved to the 'Sad Cloud'. This results in the following:
 - Loss of 5 mins Golden Time
 - Conversation with Headteacher or Deputy Headteacher about the disciplinary issue.
 - A letter to parents to outline the issue that should be signed and returned.

If a pupil initiates 3 letters home within a term, then a meeting with parents will be called to discuss the ongoing issues.

Staff will always seek to, 'praise in public and reprimand and private'.

6.0 Selection of sanction

If these sanctions are not proving effective in moderating a child's behaviour, the adult should inform the Deputy Headteacher or Headteacher who will decide upon the appropriate course of action in consultation with pupil and teacher.

7.0 Outside the classroom

The 'Playtime Golden Rules' set acceptable behaviour criteria for break times.

When a child has breached these rules, a child may be asked to walk with the adult to reflect on behaviour before being invited to return to their play in an acceptable manner. During this period, the adult can exemplify praise to others who are following the Golden Rules thus embedding appropriate behaviour for the pupil who is reflecting

8.0 Behaviour at Lunchtime

All staff will search for good behaviour to overtly praise using the 'Hall Golden Rules' as their criteria.

If a child is disrespectful to any adult who is working at dinnertime as a supervisor, play leader or cook then this will become an issue for the Deputy Head or Headteacher. Other unacceptable behaviours at dinnertime are recorded by the classteacher following conversation with the welfare staff or other teacher when they are informed. Repeated incidents will warrant the Headteacher or Deputy Head teacher being informed.

9.0 Dinnertime Exclusions

The Head Teacher and Governing Body are also able to consider the following measures.

1. Exclusion of a child during the lunchtime break for either a short or indefinite period. The parent would then be expected to come and collect the child and take him/her home during the dinner time break. This sanction would only be used in the case of continued, serious breaking of the school rules at dinnertime or if the behaviour exhibited proved to constitute a risk to the Health and Safety of the pupil or to the other pupils. If this sanction were to be carried put, parents would be aware that an individual was approaching this level of disciplinary measure from previous meetings

In some cases, a child may have to spend time away from the playground and the SLT will be responsible for looking after the pupil during dinnertime. A dinnertime rota will be put in place.

10.0 Bullying

Staff recognise the seriousness of any instances of bullying and addresses them as a matter of priority. In order to support the victims of bullying it is necessary to define what we mean by bullying:

- Bullying may be verbal, physical or psychological.
- Bullying can take place in person or remotely - online
- Bullying is often repetitive, although one-off incidents do occur.
- Bullying can be premeditated.
- Bullying is often aggressive and malicious.
- Bullying can involve a variety of people.

The victim, other children, the parents or staff, can identify instances of bullying. Adults working in school need to be vigilant for signs of distress that may indicate a child is being bullied. Changes in a child's normal behaviour pattern should be viewed with concern. It is important to take any suggestion or suspicion of bullying seriously. It is essential to listen to what parents/children are saying and feeling. Parents should be involved and an action plan will be drawn up which reflects the needs of the children and families concerned. It is important to be aware of the needs of the "bully" as well as the "victim" the class teacher or a member of the SLT or the Head Teacher should always be informed of any concerns about possible instances of bullying. We have

worked with the BEST team which is a behaviour support team. The SEAL materials are used to teach pupils strategies for behaviour management. A drama production team has also visited the school to address issues around bullying with the KS1 and KS2 pupils.

Bullying should always be addressed by making sure the 'victim' is satisfied with any action that has been taken. The parents of a child that has been bullied must be informed about the action taken. Staff aim to ensure that all children understand the school policy on behaviour and where appropriate use the school curriculum and times of collective assemblies to increase pupils' understanding of the issues involved and to promote personal, social moral and spiritual development.

11.0 Personal And Social Development - The Use Of Circle Time And SEAL

It is school policy to use "Circle Time" as part of our programme of personal and social development. Circle time is valued as part of the school curriculum. It is a time when we are able to focus on the skills of thinking, looking, listening, speaking and concentrating. Every class has regular Circle or Seal Time and may use the system at other times in response to a particular need.

The Purpose of Circle Time is:

- To enable children to develop a sense of belonging to a group they can trust.
- To promote an ethos in which those belonging to the circle feel willing and able to share thoughts and feelings.
- To initiate collective responsibility for the promotion of self-esteem and positive behaviour.
- To establish a forum where children can help one another.
- To encourage self-discipline through the identification of personal behaviour or work problems and the formulation of an action plan to deal with them with the support of others. Circle Time is a planned and structured activity. Each circle meeting has three phases.

An introductory phase to establish an appropriate atmosphere, when children may be involved in activities that enable them to get to know each other better or which develop particular skills, e.g. listening skills.

A middle phase dictated by the needs of the class or of individuals within the group. During this part of the session the children may focus on a relevant theme, e.g. friendship, resolving conflict, co-operation, or may raise a particular issue that is causing them concern.

A closing phase focused on celebrating success or achievements or on cooperative games. It is policy to end each session in a positive and enjoyable way. In order that they may develop the skills to deliver the programme all staff at James Brindley have access to appropriate professional development opportunities. "Quality Circle Time in the Primary Classroom" by Jenny Mosley is used as a resource when planning for this work. Where appropriate to the theme, outside expertise is used to support 'Circle Time'.

The behaviour of every child is everyone's responsibility. You must never ignore good behaviour and you must never ignore an incident of bad behaviour. Good behaviour is the responsibility of every member of staff.

Praise every time you see children adhere to the school rules.

- E.g. "You are walking beautifully well done."
- "What sensible behaviour well done."
- "You are sitting quietly, what a lovely example."
- "Well done for putting that litter in the bin."
- "Thank you for opening the door" "Well done for saying please and thank you"
- "Well done for not dropping that litter."
- "Thank you for sitting quietly in assembly"
- "What a good example you are setting, well done" "You are being golden, well done." "What wonderful walking in the corridor"
- "Well done for putting your chair quietly under your desk" etc.

James Brindley Primary and the Macpherson Report

After deliberation Macpherson settled upon the following definition of institutional racism:

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes, and behaviour which amount to discrimination through unwitting prejudice, ignorance thoughtlessness and racist stereotyping which disadvantage minority ethnic people.’

It persists because of the failure of the organisation openly and adequately to recognise and address its existence and causes by policy, example and leadership. Without recognition and action to eliminate such racism it can prevail as part of the ethos or culture of the organisation. It is a corrosive disease.”

At James Brindley we value the cultural diversity of all and this is explicit in our planning and assemblies we also need to create and implement strategies to address racism.

1. This section will constitute part of the Equal Opportunities Policy.
2. All incidents of racism will be recorded and are reported to the LA.
3. We will provide for the particular needs of all our pupils having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.
4. We will prepare, through P.S H.C E., RE and other activities; all pupils for life in our multicultural society, building upon the strengths of cultural diversity.
5. We will celebrate cultural diversity
6. We will monitor and then target under achievement

Policy C.Moore: Sept 19

Review Date: Sept 20