

Perryfields



Primary

Perryfields Primary School

Behaviour and Discipline Policy

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Purpose of the Behaviour and Discipline Policy

This Behaviour and Discipline policy promotes

- an environment where everyone feels happy, safe and secure,
- recognition of all positive behaviours with reinforcement that gives pupils the opportunity to reflect and recover negative behaviours,
- an expectation that every member of its community behaves in a considerate way towards others.

Perryfields Primary School's positive learning ethos is reinforced through assemblies and class activities, encouraging all pupils to assess their individual effort and contributions towards achieving this aim.

Perryfields Primary School encourages and expects parents to support their child's learning and to co-operate with school, as set out in the home-school agreement.

Collaboration between parents and school staff is encouraged throughout this Behaviour and Discipline Policy. When expectations at home and in school are shared, pupils receive a consistent approach from both home and school. School has installed Class Charts to record the positive affirmation that has been given when correct behaviour choices have been made at home, at school and outside school. This structure supports pupils to learn how to ensure they are making good choices and to take responsibility for their own actions,

Fairness is encouraged through the consistent application of this Behaviour and Discipline Policy. However, there are incidents when the processes within this policy may need to be superseded. For example, pupils with special educational needs, such as identified Social, Emotional and Mental Health issues, may require a bespoke approach, which will be advised by Sandwell's Inclusion Support or other health professionals.

Similarly, the gravity of an incident may require the Headteacher to use their judgment to decide where to begin the process within this policy.

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing Board supports the Headteacher in carrying out these guidelines. The Governing Board are kept informed on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Governing Board to monitor the rate of exclusions, and to ensure that administration of the school Behaviour and Discipline Policy is done fairly and consistently. The Governing Board reviews this policy annually. The Governors may review the policy earlier than this if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

Monitoring Behaviour using Class Charts

Class Charts is an online programme, which has been chosen by Perryfields Primary School to monitor the behaviour of its pupils. Parents are encouraged to engage by logging on to Class Charts, enabling them to have a supportive conversation to celebrate their child's positive behaviours or, if negative behaviours have been recorded, to discuss their expectations of behaviour at school and in the community.

All staff at Perryfields Primary School support the development of all pupils' in relation to wellbeing and their positive learning behaviours and do so by awarding points to pupils, indicating both positive and negative behaviours that have been displayed in school.

Positive Behaviour

Positive Learning Behaviours and BLP

Perryfields Primary School follows the work of Professor Guy Claxton 'Building Learning Power', otherwise known as BLP.

The four key learning dispositions are reinforced through the receipt of positive praise. Our staff make a conscious effort to praise pupils every lesson, which is recorded on Class Charts for pupils, parents and staff to see. Positive Behaviour Points will be awarded around the four key learning dispositions that Perryfields Primary School promotes:

1. Resilience

Perseverance, Noticing, Managing Distractions and Absorption.

Pupils learn how to stay absorbed in their learning, the importance of never giving up and the benefits of learning when getting un-stuck.

2. Resourcefulness

Questioning, Capitalising, Making Links, Reasoning and Imagining.

Pupils develop their ability to ask and answer questions, use resources around them to help them with their learning, make links between the different areas of their learning and of course, use their imaginations!

3. Reflectiveness

Planning, Meta-learning, Distilling and Revising.

Pupils learn how and why they learn and will be encouraged to regularly look back on their learning to see whether they have met their targets and objectives. They will be asked to think about future targets and areas for improvement.

4. Reciprocity

Imitation, Interdependence, Listening and Collaboration.

Pupils learn how, why and when it is best to learn on their own, with a partner or within a group and develop the skills they need to be a valued member of a team and a learning community.

School Values

The Perryfields Primary School Values are also endorsed by the receipt of Positive Behaviour Points. The values are;

**Collaboration – Confidence – Courage – Happiness – Honesty – Independence
Kindness – Patience – Perseverance – Respect – Responsibility – Tolerance**

As a guide, Positive Behaviour Points may be issued as rewards for displays of:

1 Point	2 Points	3 Points
Good work On task Classroom Expectations Collaboration Good Listening Homework Managing distractions Prepared for the day Right place, right time Good progress	Kindness Caring Good Manners Helpful Respecting our environment Positive engagement in lessons	Courage Perseverance Positive attitude

Rewarding Positive Behaviour Points

Positive Behaviour Points will accrue to gain treats and rewards that are awarded to pupils by their class teacher, a member of the Senior Leadership Team or the Headteacher.

The School Council is encouraged to develop the system of rewards and they will review it termly to include any new ideas and incentives that have been recommended by their peers.

Praise Assembly

The school acknowledges all the efforts and achievements of its pupils, both in and out of school, during Praise Assembly every week. Both pupil and staff achievements are recognised.

Dinner Time

Dinner staff recognise whole class good behaviour by giving Lunchtime Bonus Points. Individual or group points may also be awarded on a weekly basis. Individual pupils receive certificates from the lunchtime staff at the end of term.

End of Term Assembly

Pupils who have consistently made good choices are recognised in assembly and presented with a certificate.

Negative Behaviour

Although Perryfields Primary School does all it can to promote positive behaviour, it understands that negative behaviours can also exist. In order to promote pupil

independence to make the right choices and to encourage change, negative behaviours are recorded on Class Charts so that pupils, parents and staff can monitor and support recovery. An incident will be given the highest ranked negative behaviour at that time, rather than logging a series of negative behaviours points for one incident, which is not supportive when encouraging recovery.

Behaviour Recovery

STEP 1: before a negative behaviour point is allocated, staff will address pupils and always give one opportunity for them to put things right and show responsibility.

STEP 2: if the negative behaviour continues after a member staff has given warning, this is viewed as disrespectful and a negative behaviour point will be allocated on Class Charts.

STEP 3: when a negative behaviour point is allocated on Class Charts, pupils are given the opportunity to recover by showing resilience and responsibility, noticeably turning their behaviour around. This is to encourage pupils to put things right, and to acknowledge that this has happened, pupils will be awarded a positive point called 'Behaviour Recovery'. Points are weighted to identify the severity of behaviour. As a guide;

1 Point	2 Points	3 Points
Chatty Shouting out Off task Distracting others Homework issue	Inappropriate verbal and body language Rudeness Disrespectful Defiance Provoking Teasing	Insulting and Hurtful Arguing Wrong place, wrong time Making the wrong choice Aggression

Sanctions for Negative Behaviour Points

It will depend upon the severity of the negative behaviour but, in general, Perryfields Primary School will strive to ensure that a sanction is served in a timely manner, usually that day or the next.

Lunchtime Detention

The Senior Leadership Team will hold a lunchtime detention session to give pupils an opportunity to reflect upon their behaviour. It is determined by the severity of the negative behaviour. It is likely that a lunchtime detention will be given to behaviours that are 2 or 3 negative points.

Monitoring Incidences

Through Class Charts, pupils, parents and staff can monitor behaviour as it happens. It is expected that, as soon as either a parent or school have concerns about the continuing negative behaviours a pupil displays, a discussion will take place and steps may be taken to support the pupils at a professional level, such as placing the pupil on a Behaviour Plan and involving Sandwell's Inclusion Support Services.

Unacceptable Behaviours

In the interest of all its pupils, staff and its community, Perryfields Primary School may need to deem a pupil's behaviour as wholly unacceptable. As such, they could lead to fixed term exclusion or permanent exclusion. Examples of such behaviours include:

- Physical abuse
- Verbal abuse
- Defiance and/or rudeness to adults
- Wilful damage to school property or the property of others
- Persistent disruption
- Provision of weapons or artefacts to be used as weapons
- Bullying is not tolerated in any form and reference should be made to Perryfields Primary School's Anti-Bullying Policy.
- Inappropriate behaviours of a racial nature a dealt with in line with the Perryfields Primary School's Anti-Racism Policy.

Due to the COVID pandemic and restrictions, there will be occasions when the following additions are also regarded as unacceptable behaviours:

- ***Flouting of procedures that have been put in place by the headteacher to keep self and others safe from Covid-19***
- ***Defiance of following procedures that have been put in place by the headteacher to keep self and others safe from Covid-19***

Examples include ignoring the requirement to remain in Year Group bubbles dismissing hygiene expectations etc

This list is not exhaustive.

Responsibility

The Headteacher is responsible for the decision to exclude pupils for serious acts of unacceptable behaviour. An exclusion may be decided upon because of a one-off incident, culmination of an unacceptable number of fixed term exclusions or repeated acts of anti-social behaviour.

This Behaviour and Discipline Policy will always be referred to but there may be a need to bypass these published steps in recognition of the enormity of a behaviour.

Internal Reflection

If a pupil makes unacceptable behaviour choices or if the gravity of their single behaviour warrants such discipline, pupils may receive an Internal Reflection for at least a half day and up to three days.

During Internal Reflection, the pupil will be expected to complete their usual classwork independently, while supervised by a member of staff. At the end of the

Internal Reflection, parents will be invited to a formal meeting to discuss how to encourage the positive behaviours expected in school.

Fixed Term Exclusion

The period of a fixed term exclusion will depend on the nature of the incident and will be decided by the Headteacher.

When a fixed term exclusion has been decided;

- Parents will be invited to school to discuss the terms of the fixed term exclusion, which will be formalised in a letter and will include details of the incident and what the next steps will be. The exclusion is recorded on the pupil's records.
- When the fixed term exclusion is completed, parents and pupil attend a meeting with the Headteacher/Deputy Headteacher to clarify the reason for exclusion and reinforce behaviour expectations.
- There may be a need for a graduated integration back into the classroom.
- There may be a need for a Behaviour Contract to be drawn up and agreed by pupil, parents and school. This will contain expectations that, should they be broken, may lead to a further exclusion.
- The Headteacher reports incidences of fixed term exclusions to the Governors.

Permanent Exclusion

Permanent exclusions are rare and, as such, can be the result of a singular serious breach of the school rules and this policy, or the culmination of a series of breaches. The decision to permanently exclude a pupil is only made after careful consideration of the circumstances that have led to that point. Governors are included in the decision process that may lead to the permanent exclusion of a pupil.

Permanent exclusion is served following consultation with Sandwell's Exclusion Team. Further information is available at:

http://www.sandwell.gov.uk/info/200295/schools_and_learning/531/pupil_exclusions

Use of Force

All members of staff are aware of the regulations regarding the use of force, relating to section 550A of the Education Act 1996 and in accordance with the publication 'Use of Reasonable Force in Schools' (Department for Education, 2013). Staff only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself. Key staff are trained in the use of specific restraint techniques, such as Team Teach and MAPPA.