



Southfields Primary School

Behaviour and Discipline Policy

Approved by:

**Governing
Body**

Date: 01.07.21

Last reviewed:

Summer 2021

Next review due by:

Summer 2022

At Southfields Primary School we:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others and for everyone to model this behaviour at all times.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good choices, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

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

- Teachers congratulate children.
- Teachers give children dojo points as rewards.
- Each week we nominate children from each class to be either "star of the week" or a "superstar learner" and they receive a certificate in the school assembly.
- Each week in assembly certificates are given out to celebrate good learning and behaviour in a variety of subjects. This work is shared with the school.
- Each month a special "reading certificate" is awarded to one child from each class because reading underpins our curriculum and reading for pleasure is widely promoted throughout school.
- Our GARK (Good learning, Acceptance, Respect and Kind) values are promoted and rewarded in assemblies and class. (See Appendix 2)
- All classes have an opportunity to lead an assembly where they are able to show examples of their best work.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring certificates into school for presentation on Friday, for example, sport or swimming certificates.

2.3 The school has a stepped approach (See Appendix 1) for sanctioning inappropriate behaviour that does not adhere to the school rules or GARK values. This ensures a safe and positive learning environment. Sanctions are given appropriately to each individual situation.

- We expect children to follow the GARK values and make good choices (See Appendix 2).
- We expect children to try their best in all activities.
- If a child is making inappropriate choices in class or does not follow instructions, the teacher follows the stepped boundaries (See Appendix 1).

2.4 The class teacher discusses the GARK values (Appendix 2) with each class. In addition, each class also has its own charter, which is created and agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class through PSHE sessions also related to our GARK values or during-bespoke lessons addressing the issue.

2.5 Southfields Primary School does not tolerate bullying of any kind including cyberbullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (See Appendix 1).

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See separate anti-bullying policy and safeguarding policy including cyber bullying).

2.6 Southfields Primary School will not tolerate verbal abuse.

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to where appropriate e.g. a meeting with parents.

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

This demonstrates Southfields Primary School's zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE non-statutory guidance for head teachers, staff and governing bodies (July 2013) on using force to control or restrain pupils and the guidance on reasonable force in the KCSIE (Keeping Children Safe in Education) document. Teachers in our school do not physically punish children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and the school's Safer Handling Policy.

3 The role of school staff

3.1 It is the responsibility of all staff to ensure that children behave in a responsible manner during lesson time and around school.

3.2 The staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability using the above-mentioned rewards and sanctions when appropriate.

3.3 Staff treat each child fairly and promote the school's GARK values consistently. The teachers treat all children in their classes with respect and understanding.

3.4 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the learning mentors or LA behaviour support service.

3.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

3.6 Staff will record all level 2, 3 and 4 behaviours on CPOMS.

4 The role of the head teacher

4.1 It is the responsibility of the head teacher 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 head teacher to ensure the health, safety and welfare of all children in the school.

4.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 The head teacher keeps records of all reported serious incidents of misbehaviour via CPOMS.

4.4 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school Governors have been notified.

5 The role of parents

5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

5.2 Our expectations are explained via newsletter and through the policy on the website, and we expect parents to read them and support them. The school's GARK values are explained to both parents and children during their school admissions meeting with the head teacher.

5.3 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to discipline a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of Governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the head teacher in adhering to these guidelines.

6.2 The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2017. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is: <http://education.gov.uk/aboutdfe/statutory/g00210521/statutory-guidance-regs-2012/guidance>

7.2 Only the head teacher (or the acting head teacher) has the power to exclude a child from

The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert fixed-term exclusions into permanent exclusions, if the circumstances warrant this.

7.3 If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it 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.

7.4 The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

7.6 The Governing body considers any exclusion appeals on behalf of the Governors.

7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

7.8 If the Governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

7.9 Supporting Individual Pupils with Behavioural Difficulties / Special Educational Needs and Disabilities

Pupils who find it difficult to manage their own behaviour in school will be monitored by the SENCO in order to ensure that they receive appropriate help and support. This may be through a behaviour and emotional support plan and an ABC chart which allows staff to determine the function of a child's behaviour. It does this by breaking down staff observations into three elements:

Antecedents (A): what happened directly before the behaviour occurred.

Behaviour (B): the specific action(s) or behaviour of interest.

Consequences (C): what happened directly after the behaviour occurred.

Thinking of behaviour in these terms helps to understand why a child is behaving in a particular manner. This allows more meaningful interventions rather than just trying to prevent the behaviour itself.

7.10 Restorative Practice.

It is our policy for all children to learn to take responsibility for their behaviour and to understand the consequences of inappropriate behaviour. Following a behaviour incident, it is essential that an adult discusses the issue with the child, so that they understand how the behaviour did not follow Southfields GARK values and the consequence of their actions for themselves and others around them.

They must understand how they can improve the behaviour and the child must make every attempt to put right the wrong that he/she has done. This can be done by a verbal apology, a written letter of apology or repair of any damaged property.

Children whose behaviour has been identified as level 3 or 4 will spend their lunchtime reflecting on the behaviour with the Pastoral Team.

There will be a clear explanation of the behaviour they have shown and how this does not demonstrate our school core values.

The lunchtime reflection session aims to:

- teach children the impact of the behaviours they have shown
- help children to take responsibility for their own behaviour
- know how to repair the impact of their behaviours with an apology
- support children with positive strategies to improve their future behaviour

Adults will take every opportunity to praise the child for improved behaviour following the incident.

Some children will find self-regulating their emotions a challenge when reflecting on behaviour. These children need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right.

Staff have been trained on how to use **emotion coaching** techniques to support children. Only when the child/children have been supported to calm themselves will the consequences of the behaviour be discussed.

Step one	Recognise the child's feelings and empathise them
Step Two	Validate the feelings and label them
Step Three	Set Limits on behaviour
Step Four	Problem Solve with the child

Staff will make clear distinctions between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions. It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying areas of poor behaviour.

Behaviour is often a reaction to events or circumstances so adults need to understand how a change to provision or practice for the group or individual can help improve behaviour. The Pastoral Team will work with the families and children respectively where there are difficult circumstances and support can be implemented.

8 Monitoring and review

8.1 The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 Staff record Level 2, 3 and Level 4 behaviour incidents on CPOMs. Level 1 behaviour incidents are recorded through ClassDojo and its negative points system.

8.3 The head teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of exclusions short term and permanent, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

8.5 The Governing body reviews this policy annually. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Agreed by Governors:

Renew Date: July 2022

Appendix 1-Behaviours

Level 1 Warnings	Level 2 Negative Behaviours	Level 3 Unacceptable Behaviours	Level 4 Serious Unacceptable Behaviours
Chatting in class	Teasing another child	Verbal Retaliation	Physical Retaliation
Chatting in assembly	Being unkind to others	Hitting a child (depending on severity)	Hitting a child (depending on severity)
Calling out or interrupting	Name calling	Verbal abuse to another	Deliberately injuring another child
Not on task/ wasting time	Negative body language	Making derogatory comments about another child/adult	Hitting an adult
Not responding to instructions	Uncooperative behaviour	Using bad language/ swearing	Kicking an adult/child
Distracting another child	Deliberate avoidance or non-completion of set work	Dangerous rough play	Fighting
Hiding under furniture	Rough play	Saying 'no' to adult instructions/request	Spitting at another person
Negative tone of voice	Telling lies	Refusal of an adult's reasonable request	Biting an adult/child
Play fighting		Answering back to an adult anywhere in the school	Endangerment by not following instructions
Running indoors		Walking away from an adult	Racial/homophobic/prejudice abuse
		Pulling another child's clothing down	Bullying
		Deliberately damaging another child's property	Cyber bullying
		Defacing/damaging school property	Stealing
		Treating school equipment disrespectfully	Deliberate, persistent or malicious lying
		Throwing food in dining hall	Deliberately breaking equipment
			Deliberately urinating on the floor
			Throwing furniture
			Bringing dangerous items into school
			Leaving the premises without consent

Strategies and Consequences

Level 1	Level 2	Level 3	Level 4
Reminder of classroom rules	Reminder of schools GARK values and which value they are breaking	1-1 Discussion around behaviour and consequences	SLT to deal with issue
Reminder of schools GARK values and which value they are breaking	Discuss with child about choices making – choice tree – what did they do-what better choice could have been made – the consequences	Verbal warning	Miss break time – go to designated reflection room for restorative work
Non-verbal warning		Miss break time – go to designated reflection room for restorative work	Miss lunch time – go to designated reflection room for restorative work
Tone of voice			Miss Golden Time/ Club time – reflection room
Body language	Peer Mediation- buddy up with good role model	Miss lunch time – go to designated reflection room for restorative work	Reflection time during golden time within the classroom for KS1 and KS2 clubs
Verbal warning /reminder from adult in class/around school about agreed expectations of behaviour	Reflection time – reverse psychology - empathy	Contact parents	
Discuss with child about choices making	Follow up with restorative justice, apologies	Meeting with parents and class teacher and member of SLT	Pastoral Team involvement- safeguarding issues
Simple, clear instructions/ ensure child knows what to do	Pick up in class PSHE lessons	Send to pastoral team- safeguarding issues	Parents spoken to by HT or DH
Time out in classroom/ use of sand timer	Loss of break time – stay in with class teacher and have discussion about behaviour	Pastoral team to share incident with parents	Parents invited in for formal meeting with HT/DH
Negative Dojo points	Negative Dojo points	If persistent, refer parents to Triple P	Loss of class treats
Show/ model good behaviour/language	Incomplete work done in own time	Refer child to AHT or DH	Fixed term exclusion
Apologise and make amends	Reflection time during golden time within the classroom for KS1 and KS2 clubs	Record in CPOMs	Permanent exclusion
If misbehaviour continues and warnings not listened to then move to level 2	Class teacher speak to parents at end of day	Loss of class treats	Record in CPOMs
If persistence speak to parents at classroom door.	If misbehaviour continues and warnings not listened to then refer to Mrs Boyd in KS2 or Mr Booth KS1	Behaviour chart	Police involvement
EYFS – praise children following instructions/reward with stickers	CPOMs recording if persistent	Complete a teacher concern form for SENCo	
Model good behaviour/language	Early Years – time out		
Further teaching in PSHE lesson	Area for thinking/breathing/yoga		
	Change action station		
	Miss whole class reward for that day/session		

Appendix 2

Our school GARK values

At Southfields Primary School, we show...

Good learning, Acceptance, Respect, Kindness

At Southfields Primary School every individual is valued for who they are and what they contribute to the school. Our school GARK values are at the core of everything we do and underpin our teaching and learning and the positive environment in school, which complements the high expectations we hold for each individual child.

The whole staff team and all pupils are involved in promoting our GARK values and recognising where others are 'living the values'. We believe that sharing our values with parents, carers and our community is essential in supporting the children through their journey in school and life. We acknowledge and understand the importance of the role that our community has to play and appreciate the need to inform them of the values through regular updates, newsletters, assemblies, inviting parents to share in themed activities and through our website.

Good learning

When a child leaves Southfields Primary School we believe we have equipped them with the enthusiasm and knowledge, skills and concepts, attitudes and techniques to enable them to continue learning within and beyond school, and in the future. In order to achieve this, children are supported and encouraged to develop good learning habits - take pride in the work they do; use initiative and become independent and confident learners who strive to do their best and reach their full potential; to rise to the challenges, be resilient and persevere to see them through; communicate effectively and work collaboratively on shared learning experiences.

Acceptance

This means to accept our differences. It means showing acceptance and respect, no matter the race, religion, age, gender, ability, opinions, and ideologies of other people or groups. One of the Fundamental British Values to be taught in schools is about tolerance – a fair, and objective, attitude to those whose faith and beliefs may differ from one's own. At Southfields Primary School we do not believe that a diversity of faiths and beliefs is something to be tolerated but rather accepted and celebrated. As a school, we are emboldened and strengthened by our diversity. We promote the importance of learning and working together as defined in our Equality Policy and SEND Policy.

Respect

Mutual respect, another Fundamental British Value, is at the heart of our school and underpins our relationships with each other, our manners, our conversations and our attitude towards each other, our work and our belongings, school, community and world. Through assemblies, PSHE and day to day incidental opportunities, children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. 'Treat others the way you want to be treated, not making anyone feel less than you, everyone's opinions are

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as good as yours, listen to others, show politeness and manners to everyone, help others, be caring and kind, respecting feelings, respecting everyone's property including your own.'

Kindness

This a key component of our ethos and Anti-bullying Policy. Friendliness and empathy sit within this value as we strive to be a bully free school. Being polite to each other, showing affection, smiling, using our manners, thinking about others before ourselves, making others know you care are the ways that we show kindness at Southfields.