



Bournmoor Primary School

Behaviour and Discipline Policy

Date for Review	October 2024
Headteacher	Mrs Laura Snowdon
Chair of Governors	Mrs Tracy Bell

At Bournmoor Primary School, we believe that it is important that every member of our school community feels respected and valued. As a Rights and Respecting school, The Rights of the Child are fundamental in our school practice. As such we ensure that:

- The best interests of the children are a priority (Article 3),
- Children have the right to say what they think matters concerning them (Article 12),
- Children have the right to be protected from being hurt or mistreated, in body or mind (Article 19),
- Children have the right to be safe (Article 37).

Within our school community, we believe that each person should be treated fairly so we work can together in a supportive environment. Therefore, clear guidelines are needed with regards to behaviours so individuals understand the expectations required to work collaboratively in our school and allow everyone to achieve their best. Our Behaviour Policy sets out these expectations and how we recognise when children are following them. Also, it notes the actions we take when they are not being followed to support pupils to meet our behavior expectations.

Definition

Our school believes that “behaviour” includes physical, emotional and personal attitudes which affect each person around them. The behaviour should be protective towards, and supportive of others within the school.

Scope

This policy applies to all pupils, the nursery and to all adults who work in the school and all visitors to the school. We have a whole school agreed peg system which is displayed in each classroom to ensure that all learners can see the expectations:

Aims

It is the aim of the school to:

1. Promote respect for other people
2. Promote self-discipline and a respect for authority within its pupils
3. Teach good behaviour amongst its pupils
4. Ensure that the standards of behaviour are acceptable
5. Regulate the conduct of pupils
6. Develop within the pupil’s behaviour patterns which serve to improve their lives and produce a sound basis for adulthood

Objectives

By planning for the management of behaviour it is intended to have the following outcomes:

1. Adults including parents will lead by demonstrating respectful behavior.
2. Children and adults will treat each other with respect, kindness and consideration.
3. Children will develop self-discipline and self-respect.
4. Children will develop a sense of fairness, together with respect for the school charter of rights and responsibilities.
5. Children will develop an awareness of, and tolerance towards ways of life, culture, opinions and ideas different from their own.
6. Respect for the school environment.
7. Co-operative links between the home and school will be strengthened.
8. Children’s and adult’s attitudes to school and work will be positive and the learning environments will be conducive to the raising of educational standards.

Requirements

- Our school will produce a policy for the management of behaviour which will be reviewed annually.
- The school will publish clear charters for classroom and playground behaviour.

- The teachers and other staff will be given training in behaviour management and supportive skills.
- The pupils will be taught correct behaviour attitudes and will be rewarded for achieving these.
- A clear statement of the school charter of Rights and Responsibilities, identified acceptable and unacceptable behaviours, the rewards and sanctions as well as the exclusion process will be produced and presented to all pupils and staff.

Guidelines for Behaviour Management

Introduction

- The school system of behaviour management is based on respect for all.
- Children are rewarded for good behaviour.
- All children are expected to follow the School Charter of Rights and Responsibilities, their classroom charter and the lunch-time charter.
- We use our Peg System to promote and reward positive behaviours (peg is moved up) and also to provide guidance on unacceptable behaviors (peg is moved down).
- Parents agree to support the school's Charter of Rights and Responsibilities when they sign the home school agreement.
- Consequences for rewarding good behaviours and for behaving inappropriately should be applied consistently by all members of staff.

Our School Charter

Rights	Respectful Actions
To be listened to.	To listen to others.
To get the help we need to understand our work.	To listen and follow instructions.
To have a clean and tidy school.	To help to keep the school tidy.
To be spoken to politely.	To speak politely to everyone.
To feel safe in school.	To keep our hands, feet and objects to ourselves.
To be treated with respect.	To never hurt other people's feelings by what we say.

Classroom charters

Each class agrees a class charter of rights and responsibilities.

Rewards

- Praise
- Pegs moved up towards 'Super Star Status' using the whole class system.
- Stars, stickers, stamps on work or on sweatshirts for good work or behaviour.
- Stars on team charts in the hall (awarded individually, to a group or to a class) for special work or behavior). The team with the most stars at the end of each half term is rewarded by a non-uniform day (as suggested by School Council).
- Headteacher Awards for excellent work or behavior are given out regularly and this allows pupils to build up to their awards towards prizes (chosen by School Council).

Consequences

- Verbal warning (to remind the pupil to make positive choices).
- The child's peg is moved down on visual display chart so they can see the outcome of their behaviours.
- The child may be moved away from the group.
- Loss of playtime (from 5 minutes to 15 minutes).
- Sent to the Headteacher or Deputy Headteacher.
- Headteacher phones parents/carers to engage home support.
- Headteacher sends letter home (following a phone call, this outlines the behaviours demonstrated in school, the support in place for the pupil and requests home/school partnership to help the pupil succeed).

Our Indoors Lunchtime Charter

Rights	Respectful Actions
To be able to talk and to be listened to	To talk using inside voices and to listen to others and follow instructions
To have a choice of healthy food	To try the food we have chosen
To have a clean and pleasant environment	To clear away our cups and trays
To be spoken to politely	To speak politely to everyone
To feel safe in the hall	To keep our hands and feet to ourselves and push our chairs in when we get up
To enjoy our meal without being disturbed	To be considerate of others while they are eating

Our Outdoor Lunchtime Charter

Rights	Respectful Actions
To be respected by other people	To play together, share equipment and use kind words
To have a choice of a variety of equipment	To look after equipment and put it away when we are finished playing with it
To play safely	To be aware of other people and our surroundings
To have a choice of activities	To agree to use the equipment safely and follow our active lunch times (e.g. for football)
To have fresh air and exercise	To bring our coats, sensible shoes/wellies, sun cream, hats for when we play outside *

**We have a range of clothing items that are kindly donated by parents.*

Rewards

- Individual stickers awarded.
- Moving up our peg system to achieve 'Super Star' status.
- Being noted as a role model for other children.
- Behaviour Certificate/prize awarded when you get achieve Headteacher awards.
- Praise to child and shared with parents.
- Good news shared in assembly with the school.

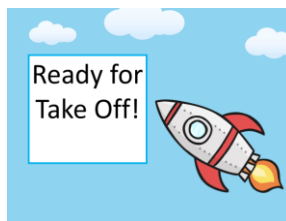
Consequences

- Verbal warning (to remind the pupil to make positive choices).
- Time out for 5 minutes.
- Time out for 10 minutes and teacher informed
- Sent to the Headteacher or Deputy Headteacher.
- Headteacher phones parents/carers to engage home support.
- If required, the Headteacher sends letter home (following a phone call, this outlines the behaviours demonstrated in school, the support in place for the pupil and requests home/school partnership to help the pupil succeed).

Our behavior 'peg system' in each classroom

Each child has their own named peg which starts each day at 'ready for take off'. The nursery also has this system but it is slightly simplified to enable our youngest pupils to engage become familiar with it. We hope that children reach 'super star status'. However, if they are not following the behaviour expectations, then their peg is moved down and sanctions may be applied.

Our whole school peg system is as follows:



Repeated unacceptable behaviour

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. This can include:

- Follow our agreed Peg System for behavior in school
- a verbal reprimand and reminder of the expectations of behaviour
- the setting of written tasks such as an account of their behaviour
- loss of privileges
- loss of playtime
- reporting to Headteacher or Deputy
- suspension (in the most serious of circumstances a permanent exclusion)

We will work with parents and, when needed, the Behaviour Support Services to implement a range of programmes and support to children exhibiting repeated unacceptable behaviours. We offer 'drawing and talking therapy' with our Parent Support Advisor to help pupils who may additional adult support. We work with the child and parents/carers to implement a Behaviour Plan which clearly outlines expectations.

Members of the senior management team ensure they are available each day to support pupils in school with positive behaviour choices, acknowledging and praising when this occurs.

Fixed term and permanent exclusions of a pupil

Our aim is to work with pupils and parents to ensure positives behaviours which ensures everyone is safe and able to learn in our school environment. In the event of behaviours which breaks the code of conduct severely, children may be given a temporary exclusion following County Durham's guidance. The Headteacher may exclude a child for one or more fixed term periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. If the Headteacher excludes a child, parents/carers are informed immediately giving reasons for the exclusion. Parents are given Durham County's information so they can, if they wish, appeal against the decision.

Use of reasonable force

At Bournmoor Primary School we work to provide a warm, caring, safe and collaborative learning environment. When children require additional support for their behaviours, we use a range of approaches to de-escalate and support children i.e. reassurance, positive distraction, verbal advice, time out with another adult (as per our peg system).

However, when necessary, all members of school staff have a legal power to use reasonable force. In schools, reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Schools have the powers to search without consent.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

There are also occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of this within schools include:

- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised;

Behaviour outside of school

When incidents of unacceptable behaviour occur on the way to or from school and are reported to the school the class teacher, deputy headteacher or headteacher will investigate and speak to the children concerned and, if appropriate, liaise with parents and the Community Police officers.

If other incidents occur in the community and are reported to school, staff will use their discretion in talking to children. If appropriate, the Deputy Headteacher or Headteacher will liaise with parents and the local Community Police Officers.

Monitoring and review

This policy is designed to enable the school to develop a clear strategy for the management of pupil's behaviour. Through this strategy and guidance, it is intended that the classroom environment will be supportive of good educational practice, and that the ethos of the school supports a caring, protective and happy working environment. The Headteacher monitors the effectiveness of this policy. The Headteacher also reports to the Governing Body on the effectiveness of this policy. It is the responsibility of the Governing Body to ensure that the Behaviour Policy is administered fairly and consistently.

Relevant documents

- Anti Bullying Policy
- Online Safety Policy
- Safeguarding Policy
- Keeping Children Safe in Education (KCSIE)
- Use of Reasonable Force in Schools (government publications)
- Behaviour in Schools (government publications)
- UNICEF Convention on the Rights of the Child