



**St. Giles Junior School
Behaviour and
Discipline Policy**

Adopted by the Governing Board:

Reviewed by: Mrs. Natalie So (Acting Deputy Head Teacher)

Signed: Chair of Governors

..... Head teacher

Date: March 2016

Date of next review: March 2018

St. Giles School

Behaviour and Discipline Policy

1 Aims and objectives

- 1.1 It is a primary aim of our school that every member of St. Giles 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 in which everyone feels happy, safe and secure.
- 1.2 St. Giles School has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It 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.
- 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 behaviour, 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 punishments

- 2.1 Our whole school rules are based around the themes of:
We listen carefully
We take responsibility for our own behaviour and learning
We respect property
We keep our hands and feet to ourselves
We are polite to adults and children

The format of these rules will be regularly refreshed to maintain interest.
These rules are displayed around school.

- 2.2 We praise and reward children for good behaviour and following the rules in a variety of ways:
 - Teachers congratulate children verbally or in written marking.
 - Children are rewarded with house points for good behaviour, good work or other positive behaviours (e.g. being especially kind or helpful.)
 - Children are awarded certificates for their house points:
25 house points = Bronze Award, 50 house points = Silver Award, 100 house points = Gold Award, 200 house points = Platinum Award

- Each week, we nominate a child from each class for a 'Dive into Learning' Award and this is given out in our weekly Achievement Assembly.
- Each week, we also nominate a child to receive a 'Presentation Award' or 'Star Award', which are also given out in the Achievement Assembly.
- Children are encouraged to bring in certificates or awards they have achieved outside of school (e.g. for dancing or swimming) and these are shared during the Achievement assembly.
- We have different "Reward Schemes" for example "Tokens / Marbles" and teachers will award tokens / marbles as a class reward (once a class has reached 100 tokens / marbles, they can decide on a class treat of around an hour e.g. Watching a DVD, extra Art / ICT / PE or free-choice play).

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- During lessons, if a child is not following a whole school rule, a behaviour routine is followed (see appendix).
- If a child continues to break the school rules repeatedly, we remove the child from the rest of the class, for around 10 minutes, to work in another class to allow them time to think about how they will work sensibly again with others.
- Children who receive a red or yellow card in a session are expected to pay back time during breaks. Yellow card = miss all of morning break and Red card = miss all of lunch time break (after eating.)
- If a red or yellow card is given in the morning session, it is paid back and then they are given a fresh start for the afternoon sessions.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session or removes the class from the situation
- If a child repeatedly acts in a way that disrupts or upsets others, the child is put on a class report which is signed daily by parent / guardian with a view to improving the behaviour of the child.
- Class teachers will record incidents of severe rule breaking or consistent bad behaviour via 'CPOMs.' This allows class teachers to log incidents and alert other staff members, including SMT, to the incidents.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is 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.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers. Teaching and non - teaching staff receive training on the use of force to

control or restrain pupils, which will be updated regularly. Teachers in our school do not hit, push or slap 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.

- 2.7 Children are expected to behave well during break times and lunchtimes. If a child does not follow the following rules during those times, as sanction system will be followed (see appendix.)

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during the school day.
- 3.2 The class teachers 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.
- 3.3 The class teacher treats each child fairly, and enforces the school rules and classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him / herself in the normal manner, as outlined above. However, if misbehaviour continues, the class teacher seeks help and advice from the Head / Deputy Head teacher.
- 3.5 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 education social worker or the LA's behaviour support service.
- 3.6 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.

4 The role of the head teacher and deputy head teacher

- 4.1 It is the responsibility of the HT and DHT 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 HT and DHT to ensure the health, safety and welfare of all children in the school.
- 4.2 The HT and DHT support 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 HT and DHT keep records of all reported serious incidents of misbehaviour.
- 4.4 The HT has the responsibility for giving fixed-term suspensions 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 We explain the school rules in the school prospectus, and by sending their children to St. Giles the parents support the procedures outlined in this policy.
- 5.3 We expect parents to support their child's learning, and to maintain a supportive dialogue between the school and home. We inform parents immediately if we have concerns about their child's welfare or behaviour through home school diaries, class report sheets, face-to-face meetings and/or phone calls, as required.
- 5.4 If the school has to use reasonable sanctions to punish 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1 Our Governing Board have produced a written Behaviour Statement which outlines their expectations of behaviour in school. The Behaviour Statement is taken into account when the Whole School Behaviour Policy is discussed and written.

The Governing Board 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, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. In November 2005, the Internet address was www.teachernet.gov.uk and the relevant page was [/whole school/behaviour/exclusion/guidance/](#)
- 7.2 Only the head teacher (or the acting head teacher) has the power to exclude a child from school. 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 exclusion into a permanent exclusion, if the circumstances warrant this. The head teacher will discuss all exclusions with the Chair of Governors.

- 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 board. The school informs the parents how to make any such appeal.
- 7.4 The head teacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing board itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- 7.6 The governing board has a Discipline Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under 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 All of the above points are in line with the recommendations made by the local LA. We regularly check for changes or updates to the LA's policy on exclusions and as such, the above points could change if we are advised.

8 Drug- and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

- 9.1 The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- 9.3 The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing board 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.
- 9.5 The governing board reviews this policy every two years. The governors may, however, 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.

Appendix

1. Teacher's Behaviour Routine
2. Our Behaviour Plan – classroom display poster
3. Behaviour Tracking Grid
4. Class Report
5. Deputy Head and Head Teachers Report
6. Break-time sanctions



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Behaviour Routines for staff

If children choose not to follow the school rules, the teacher will-

1. Firstly, look and give a gentle reminder of what the child should be doing or praise correct behaviour that is going on in the class to highlight the expectation for the child.
2. If the unwanted behaviour continues, they will give a verbal warning, clearly explaining the correct behaviour the child should be following and referring to the school rule they need to be following. The teacher will remind the child of the further consequences of not following the rules (yellow and red cards.)
3. If the unwanted behaviour still continues, they will give a yellow card, with explanation of why, as a final warning. The teacher will give the child clear expectations of what they now need to do to avoid a red card.
4. If the unwanted behaviour persists, the teacher will give a red card with an explanation of why. The child will work for 10 minutes in another class. The child will be sent to the receiving teacher with their time out sheet, and a copy of this will be given to the Deputy Head teacher ASAP. On returning to the class, the child will be expected to apologise for their behaviour.

Sanctions

- All behaviour incidents will be recorded on a weekly behaviour tracking grid and tracking grids will start afresh after each morning and each afternoon sessions.
- A yellow card results in missing all of their next morning break
- A red card results in missing all of their next lunch break
- Two red cards in a day will mean immediate Class Report for the child. Parents will be contacted to inform them of this decision,
- If a child has received red or yellow cards on more than 3 days of the same week, they will be put onto a Class Report.
- If a child has been on Class Report more than twice in a half-term, they will be referred to the DHT to be given a Deputy Head report.

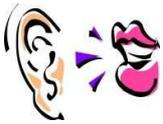


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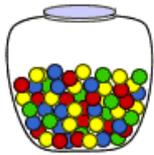


Our Behaviour Plan: Rewards

If I make the right choices about my behaviour and attitude to learning, my teacher or other adults in school will...



Verbally praise me or write a good comment on my work



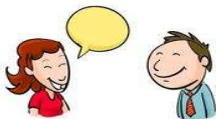
Give out marbles for the class to collect to earn a reward



Reward me with house points



Reward me with a certificate during the achievement assembly



Speak to my parents to tell them they are proud



My 'Good to be Green' card will be displayed to show everyone I am behaving well



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Our Behaviour Plan: Further Sanctions

- If you receive a verbal warning, a yellow card or a red card, your teacher will record this and inform the deputy head teacher at the end of the week
- If you receive two red cards in a day , you will be put onto a 'Class Report' for a week and your parents will be informed
- If you have received red or yellow cards on more than 3 days of the same week, you will be put onto a 'Class Report' and your parents will be informed
- If you have been on a Class Report more than twice in a half-term, and your behaviour has still not improved, you will be sent to the deputy head teacher and you will be put onto a 'Deputy Head Teacher Report' for a week. Your parents will be informed.
- If your behaviour has still not improved on a 'Deputy Head Teacher Report', you will be sent to the Head Teacher
- In some circumstances, the Head Teacher may decide to exclude you from school if your behaviour is dangerous or continually unacceptable



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Our Behaviour Plan: Classroom Sanctions

If I make the wrong choices about my behaviour and attitude to learning, my teacher will...



1. Look at me to remind me about what I should be doing.



2. Give me a verbal warning, tell me which rule I have broken and explain how I can improve my behaviour.



3. Put a yellow card on my 'Good to be Green' name. I will now miss 5 minutes morning play.



4. Put a red card on my 'Good to be Green' name. I will now miss all of my next morning play and I will be sent to work in another class for 10 minutes

...so I need to make the right choices and follow our school rules



Time-Out Reflection

Name: _____ Date: _____ Time: _____

Sent to class: _____

You have been given a red card. You will need to:

- Spend 10 minutes in another classroom to think about how to improve your behaviour
- Miss your next morning play
- Complete each section to help you to reflect on your behaviour. Your reflection will be read by your class teacher and the deputy head teacher.

Circle the rules which you have not followed today:

1. We listen carefully
2. We take responsibility for our own behaviour and learning
3. We respect people and property
4. We keep our hands and feet to ourselves
5. We are polite to adults and children

What stopped you from following the rules today?

What could help you to follow the rules when you go back to class?

Ensure you apologise to your class teacher when you go back to class. Aim for your behaviour to improve as soon as you go back to class.



Class Report

Name _____

This week, I will be working on _____

	How I've done today	Signed by parents / carers
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		



Deputy Head Teacher's Report

Name _____

Behaviours to change

- 1.
- 2.
- 3.

Signed by parents / carers _____

Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

For each lesson please, write the number and sign if a child does not improve behaviour, write a positive comment if all achieved

Head Teacher's Report

Name _____



Behaviours to change

- 1.
- 2.
- 3.

Signed by parents / carers _____

Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

For each lesson indicate if all achieved.

Your target is to achieve _____ successful lessons in a week, showing improved behaviour

Dear Parents/ Guardians

We have recently reviewed our **Behaviour and Discipline Policy** and have made some slight changes to the way we monitor and record behaviour in the school.

We have now included a Class Report for children who may choose not to follow the high standard of behaviour we expect of St. Giles pupils. If your child is put on a class report we would appreciate it if you could talk to them about the behaviours your child should be following in school, and sign their report daily. If no improvements are made, the child will be moved on to a Deputy Head Teacher's Report, and then finally Head Teacher's report before meeting with the Governors to discuss next steps.

As the vast majority of children at St. Giles conduct themselves well, this change is just for your information, and of course they will continue to experience all the benefits of behaving well in school.

As with all school policies, the new document is available for you (free of charge) if you should want a paper copy.

We thank you for your continued support in making St. Giles Junior School a pleasant place to learn.

Kind Regards,