



## WEST TYNE FEDERATION OF SCHOOLS

### Discipline and Behaviour Policy

Our Vision..... Inspire, Support, Believe, Achieve

Our Mission.....

Our values-based schools nurture curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is paramount. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

The Federation is committed to the personal development of all involved and aim to provide life- long learning.

We aim to provide extended facilities in both our schools in order to support each child on their learning journey.

As a federation of church schools, the Staff and Governors recognise the crucial role that an effective Discipline and Behaviour policy can have on all aspects of school life.

An effective Discipline and Behaviour policy will:

- Identify the boundaries for 'what is' and 'what isn't' acceptable behaviour.
- Give children, parents and staff clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour sanctioned.
- Play a vital role in ensuring that all children achieve their academic potential.
- Help children's moral and social awareness, including that of citizenship.
- State clearly the procedures for exclusion.
- Outline roles and responsibilities for pupils, parents & staff.
- Ensure the Schools commitment to Safeguarding its pupils can continue to be achieved.

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values. It is crucial that all members of a school community recognise the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

The Governors have a high level of expectation regarding behaviour and the special Christian nature of our school ensures that all persons are required to put Christian principles into practice.

All persons are expected to manifest behaviour which reflects and supports the following school rules which are displayed throughout the school.

Within the Federation we expect all children and adults to be:

Respectful  
Careful  
Honest  
Attentive  
Polite  
Hardworking

The overriding aim of our schools is to help children operate with self-discipline in all aspects of their lives. We recognise that for most children, this is a growing process and that this invariably requires considerable nurturing.

### **REWARDING CHILDREN'S WORK & BEHAVIOUR**

As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class's attitude and behaviour.

These strategies include:

#### **ON-GOING INDIVIDUAL PUPIL AWARDS:**

Achievement of personal targets, Good work, Effort, Positive attitudes, A weeks completed homework task etc... are rewarded with a smiley face on the class record chart or using rewards on School 360. All smiley faces on the class chart are recognised at celebration assembly.

#### **WEEKLY AWARDS:**

- Certificates are given at celebration assembly for good work, effort & attitude, to one child from each class
- Teachers keep a register to ensure all children receive at least one award each half term.
- 'Star of the Week' certificates are awarded in celebration assembly.
- The Headteacher's award is also handed out weekly.

## **AWARDING SANCTIONS FOR MISBEHAVIOUR**

### **Breaking of school rules:**

- Consideration is given to Special Educational Needs (SEN) and other identified children who require an individual approach.
- Identify 'why' behaviour is unacceptable & demonstrate the appropriate behaviour.
- Focus on the behaviour being unacceptable not the child.
- It's the school rules that discipline a child so there's no need to shout and be intimidating.
- Correct in private and praise in public wherever possible.
- We discipline because we care about the child behaving appropriately 100% not 95%.
- Use a second member of Staff in difficult situations as a witness and for support.
- Avoid wasting lesson time and refer pupils to the Head/Senior teacher
- All staff are empowered to give sanctions.
- Sanctions are monitored and reported to Governors.

## **Acknowledging Behaviour**

### **General Principles**

Acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that children learn how to behave quickly and effectively.

Behaviour we encourage	Unacceptable behaviour includes:
<ul style="list-style-type: none"><li>• Respect for other people, their views and their work.</li><li>• Attentiveness.</li><li>• A sense of right and wrong.</li><li>• Self-respect.</li><li>• Respect for the environment.</li><li>• Working co-operatively.</li><li>• Honesty and trust.</li><li>• Fairness.</li><li>• Self-discipline.</li><li>• Politeness and good manners.</li><li>• Setting a good example.</li></ul>	<ul style="list-style-type: none"><li>• Racial harassment.</li><li>• Violence and aggression.</li><li>• Hurting other people's feelings.</li><li>• Physically hurting others</li><li>• Threatening behaviour including bullying.</li><li>• Dishonesty.</li><li>• Deliberate disobedience.</li><li>• Discrimination.</li><li>• Lack of respect.</li><li>• Using unacceptable language.</li><li>• Deliberately damaging property.</li><li>• Disrupting teaching and learning.</li><li>• Taking things that do not belong to us.</li></ul>

It is important to consider the following:

1. Consistency - throughout the school. A whole school framework should ideally have some approaches used by everybody and have flexibility for individuals.
2. Fairness - it is easy to miss out the 'in the middle' children who do not stand out. It is important that teachers keep some sort of checklist to ensure that all children are considered.
3. Ground rules - used for ongoing class management and individual to each class.
4. Communication - within school, but also between school and home (White communication books)
5. Variety - so that approaches do not become stale, but at the same time some strategies should remain constant for stability.

Greenhead and Henshaw Primary Schools will always take into account, offer special support and make reasonable adjustments with regard to children with special needs, disability and vulnerable children when implementing our behaviour policy.

### **Exclusions:**

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community.

### **Internal**

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incidents. Internal exclusions happen if behaviour has been persistently unacceptable. The class teacher must liaise with the teacher of the class the pupil is being sent to and set work for the day. Any pupil on internal exclusion will not be allowed out to play and must spend lunchtime in detention. You must advise admin of any internal exclusion so the appropriate letters and forms can be completed.

An example of internal exclusion would be: consistently on red behaviour.

### **External**

Only the Headteacher or the Senior Teacher can exclude children externally.

A decision to externally exclude will only be taken when all other possibilities and strategies have been made.

## **Parent Links**

It is important to develop a good working relationship between teachers and parents through:

- Maintaining regular meetings and working together as a team.
- Parents should be able to contact their child's teacher in addition to the regular consultations if there is an immediate concern that needs to be addressed quickly
- Teachers should discuss with parents any concerns or successes at an early stage.

**Parents should not be approached on the playground or in the vicinity of other parents but should be contacted via the phone or home/school communication book. These discussions should take place at the end of the day to avoid the disruption of lessons in the morning. If this is not possible due to children being child-minded etc, then a telephone call or letter home (delivered by a responsible adult) may be appropriate.**

Children have the right –

- To be treated with respect
- To be treated kindly
- To be listened to
- To be helped
- To have a friend
- To join in class games and other games by agreement
- To be happy
- To feel wanted
- To be safe
- To be special
- To lead a healthy lifestyle
- To have an opinion
- To be treated equally

Adults have the right to be treated with respect by everyone-

- To be treated kindly
- To be listened to
- To be happy
- To feel wanted
- To be safe
- To be special
- To be treated equally
- To be valued for who and what they are

Signed: *Sarah Hutchinson*  
Position: Executive Headteacher  
Date: November 2017  
Review date: Oct 2019

Signed: *David Ratcliff*  
Position: Chair of Governors  
Date: November 2017  
Review date: Oct 2019