

# Foston and Terrington CE Federation and Stillington Community Primary School

## Behaviour and Discipline Policy

*Foston and Terrington Behaviour and Discipline policy is informed by Christian values which underpin every aspect of our community's life and work, including our curriculum. These values are rooted in the teaching of Jesus Christ. Central to our policy are St Paul, the apostle's words, from a letter written in Galatians.*

*Stillington Community Primary School's Behaviour Policy is informed by the shared values across the collaboration of schools.*



### Love, Learn and Grow Together

**Commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity, rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control' (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff building an ethos where all can flourish.**

**At Stillington Community Primary School our commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity is rooted in the core values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. These core values are fostered in the pupils and staff building an ethos where all can flourish.**

*This policy has been drawn up in consultation with pupils, staff, parents and governors and is in line with current legislation. The Governing Body recognises that it is their responsibility to ensure that, through the head teacher, good behaviour and discipline are maintained at Foston and Terrington Federation and Stillington Primary School.*

### **Our Behaviour and Discipline Policy aims to:**

- Foster a positive and **compassionate** environment in which children can flourish and reach their full potential
- Develop in our children a sense of self-discipline and acceptance of responsibility for their own actions
- Promote telling the truth, taking responsibility and accountability
- Encourage pupils to have respect for rules, laws and all forms of authority
- Create the conditions for an orderly community in which effective learning can take place, whereby there is mutual respect between all members
- Ensure that the school is a safe environment for all pupils and staff
- Develop relationships based on respect, generosity, integrity and trust between all members of the school community
- Raise awareness of desired behaviours by celebrating and rewarding occasions when our core values of **love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control** have been demonstrated

### **As a community we will:**

- Build stronger relationships
- Experience what it means to live as a member of an open, generous and forgiving community
- Benefit from a calm and secure environment
- Be fully involved in regular reviews of our behaviour policy
- Model forgiveness and the possibility of restoration and a new beginning in our relationships
- Clearly convey behaviour expectations

### **We will promote Good Behaviour through:**

- We will have reflection areas focussing on the core values in school
- Values Champion: Each week the staff / children will select a Values Champion from their class and they will be affirmed and praised during Friday's collective worship
- Verbal praise and positive comments: Praise and positive comments etc. will be given readily. All staff will be encouraged to comment on good behaviour using our 'Values language' in order that children understand and relate their behaviour to our values
- Half termly sharing assembly to celebrate consistent good behaviour / work

All pupils will have the opportunity to regularly link their experience with our core values of **love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control** through our RE curriculum, assemblies, PSHE and citizenship curriculum and our restorative approaches.

### **Restorative Practice**

This demands a positive policy encouraging appropriate attitudes through rewards and praise. We aim to prevent unacceptable behaviour rather than to react to it with restorative sanctions. The school uses restorative approaches to deal with any negative behaviour. This works by a neutral facilitator focusing attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone given the same opportunity to speak. The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability.

By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed. It not only allows the "harmer" to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in any way by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future. This gives them a personal stake in the success of the contract. Through the use of restorative practices, participants:

**Develop** - truth telling skills, **responsibility, accountability**

**Learn about** - real impact of actions, consequences

**Are able to** - make amends, show **remorse, change** behaviour, agree a way forward

**Inclusion** As a school, we understand that a child's behaviour may be a reaction to personal circumstance, a diagnosed condition, or a specific learning need. We actively seek to understand and support each and every child through giving behavioural targets, working with families and involvement of outside agencies where appropriate.

### **Code of Conduct**

Pupils are made aware of the school rules and are expected to adhere to them. Every new family receives a copy of our Code of Conduct. Parents are expected to discuss the importance of this with the child.

This means that we:

- **Respect** our self, each other, staff, property and our school
- Are **proud** of ourselves and our school and stand up for what we believe in
- Are **friendly, kind**, show **consideration** and be cooperative
- Show **tolerance** towards others, **respecting** their views
- Are honest, **trusting** and **hard-working**
- Are **polite, well-mannered** and well-behaved
- Take responsibility for our words, actions and how we make others feel (See Anti-Bullying policy)
- Make the most of our learning opportunities and do not disrupt others from learning
- Use equipment safely and carefully
- Care and share
- Move gently and quietly around the school
- Will be good ambassadors when representing the school

### **Rewards and Sanctions (appendix)**

#### **Rewards**

A traffic light system will be used in each class:

Rainbow – prize

Purple – sticker / house point

Green – daily starting point

Amber – warning (5 mins play)

Red – warning (10mins play)

During Friday's collective worship a certificate will be awarded to a child from each class.

**A values champion** – where teachers choose a child who has shown they are using our school values.

Each child will receive a certificate be able to sit on a chair for the remainder of the assembly.

Each class can have their own reward systems running alongside the whole school system. These will be determined by the children and the class teacher e.g. beads in a jar, golden time, prizes for individual achievement or effort etc.

House points will be rewarded for good behaviour / hard work and totalled with the collaboration schools. A termly celebration will be held for the winning house.

### **Sanctions (Also see appendix flow chart)**

<b>Low level behaviours</b>	<b>Mid-level behaviours</b>	<b>High level behaviours</b>
Chatting to classmates during lesson input, quiet work, assembly etc.	Ignoring a staff member's request	Persistent refusal to comply with a staff members request
Touching/playing with equipment at an inappropriate time	Hitting/pushing another pupil in response to being pushed first	Unprovoked violence towards anyone in school
Moving around the classroom at an inappropriate time	Calling another pupil names/shouting in response to provocation	Swearing
Pushing in front of peers in the line	Disrupting a lesson/game to the extent others cannot working/playing	Destruction or damage to property (schools or pupils)
Running in school	Deliberately misusing classroom equipment	Refusal to remove themselves to another classroom at a staff members request
Taking equipment from another pupil	Persistent misuse of playground equipment	Using racist or homophobic language or comments against disabled people
Calling another pupil a name	Persistent breach of playground rules	
	Not engaging with staff members attempts to resolve a problem/argument between pupils	

## **Use Of Reasonable Force**

In order to keep children and adults safe it may on occasion be necessary for staff to employ reasonable force strategies. This will only be carried out following the guidance published by the government entitled [Use of Reasonable Force In Schools](#) July 2013 published by the government.

Examples of when reasonable force may be used are listed below (this is not an exhaustive list)

- 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

All occasions where reasonable force are used will result in the following:

- Be recorded on scholarpack with a description of the incident
- Parents will be notified
- If required a behaviour risk assessment be put in place if not already agreed with parents
- appropriate staff will undertake restraint training and refresh every 3 years and others will ensure compliance with the use of reasonable force guidance

## **Absconding From The School Site**

If a pupil is suspected of leaving the school site without permission: -

1. The member of staff will alert the Headteacher or, in their absence, the deputising teacher and any second adult.
2. If the child appears to be missing but there is no evidence that he/she has left the site, a quick but thorough search of the site will be conducted before the parents/police are informed and the search widened.
3. If there is no doubt that the pupil has absconded, the school will contact the pupil's parent(s)/carer(s) to inform them and call the police unless a prior agreement is in place with parents. Staff will not chase the pupil as this could lead to the pupil wandering further afield, acting impetuously, or causing a traffic accident. However, professional judgement will be deployed, and consideration given to the age of the child, the given situation and the relationship between the child and adult as to whether they follow at a safe distance.
4. If the child is within an easy distance of the school, staff will use relevant strategies based on their knowledge of the child whilst being aware that that the child could be in a heightened emotional state. Parents will be called to come to school if required. If absolutely necessary, staff would use positive handling techniques to keep the child safe and return them to the school premises.

5. All parents will be informed at a time deemed suitable by school staff to ensure ongoing safety of all children. The police will be informed if there has been damage to school &/or neighbouring property.

Please also refer to the School Anti-Bullying Policy document, Equalities scheme and LEA Exclusion Policy documents.

Parents and pupils have been consulted and their views have been incorporated into the review of this policy.

In line with Equalities Act 2010

Policy Reviewed: September 2022

Agreed by staff: September 2022

Review Date: September 2023

## APPENDICES:

### **Inclusion**

#### **Children who are unable to engage with normative disciplinary practices**

Where children are unable to engage with our behaviour systems because of immaturity, for example caused by developmental trauma, alternative strategies need to be implemented. Other strategies recommended by outside agencies will be used in these cases, with an emphasis on nurture rather than reward, punishment or separation from the group. Removal or exclusion of any type simply reinforces the child's perceptions of being unworthy and unlovable, and invoke shame, so the child should be brought closer to the teacher or key worker at times of stress rather than removed from them, so a 'time in' rather than 'time out'. If he/she needs to be removed from a room or situation, this will have a positive emphasis and will focus on re-establishing a calm state and reconnecting with key adults. Engagement with external agencies will also be sought if not already involved

### **Internal Exclusion**

<b>Foston and Terrington</b>		<b>Stillington</b>	
<b>Year Group</b>	<b>Class Sent To</b>	<b>Year Group</b>	<b>Class Sent To</b>
Nursery / Reception	Class 2	EYFS KS1	KS2
Year 1 / 2	Class 2	KS2	EYFS KS1
Year 3 / 4	Class 1		



# Restorative Questions



## Responding to Those Harmed

- What happened?
- What were you thinking at the time?
- What do you think about it now?
- How has this affected you?
- How has this affected others?
- What has been the hardest thing for you?
- What do you think should happen now?



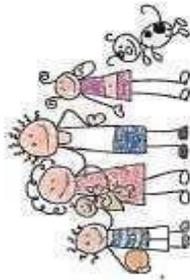
## Responding to Challenging Behaviour

- What happened?
- What were you thinking about at the time?
- What do you think about it now?
- Who has been affected by what you did?
- In what way do you think they have been affected?
- What do you think needs to happen next?

The.....Family

Our Restorative Questions

- What happened?
- What were you thinking at the time?
- What do you think about it now?
- How has this affected you?
- How has this affected others?
- What has been the hardest thing for you?
- What do you think should happen now?



- Who has been affected by what you did?
- In what way do you think they have been affected?
- What do you think needs to happen next?

Restorative Questions

Using restorative questions can resolve conflicts and encourage everyone to think about their feelings and those of others. They also encourage everyone to discuss what should happen next. The most important thing to remember when asking these questions is to say them in a calm and neutral voice, without directing blame at one person. The questions and discussion will prompt children to resolve the issue.

Try to avoid asking 'why?' It is usually the first question we ask... 'Why did you do that?' but if you think about it, most children say 'I don't know' because it is a very hard question to answer.



- What happened?
- What were you thinking at the time?
- What do you think about it now?
- How has this affected you?
- How has this affected others?
- What has been the hardest thing for you?
- What do you think should happen now?

Each person should be asked each question, however if you witnessed them doing something wrong or they have admitted any wrongdoing, you could also ask the following questions.

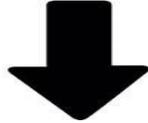
- Who has been affected by what you did?
- In what way do you think they have been affected?
- What do you think needs to happen next?

It is much better to allow the children to resolve their problems by talking it through. A restorative circle usually results in children discussing what has happened, admitting any wrongdoing, sharing feelings and thinking of ideas to move forward. It is an important process for both the wrongdoer and the victim. They both have their voices heard and are part of the process of resolving the problem.

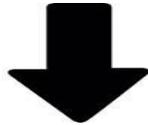
## *Behaviour Flow Chart*

### **Low level behaviour**

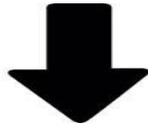
Verbal warning



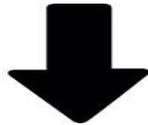
Move name lose 5 mins playtime



Move again 15 mins playtime



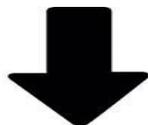
If pupil loses a whole playtime it is recorded in their planner and behaviour log



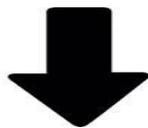
If pupil loses 3+ playtimes in any half term class teacher will invite parents in to discuss behaviour and set up a behaviour plan including targets (NB Children can earn their 5 minutes sections back for good behaviour)

### **Mid-level behaviour**

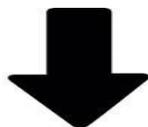
Verbal warning



Move to another class for the remainder of the lesson  
with their work and lose the subsequent playtime



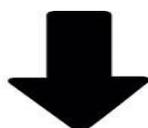
Recorded in planner and behaviour log



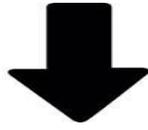
If pupil loses 3+ playtimes in any half term HMc/LB will  
invite parents in to discuss behaviour and set up a  
behaviour plan including targets

### **High Level Behaviours**

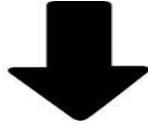
Immediately escorted to the HT/DHT/Senior Teacher



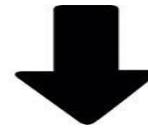
Pupil given time to calm down



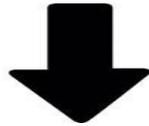
HT/DHT/Senior Teacher will discuss the incident with the pupil using a restorative approach



Pupil will then work away from the other children for a fixed period of time as decided by HT/DHT/Senior Teacher



Incident recorded in planner and on behaviour log.



Parents informed and a behaviour plan reviewed or written

## Teachers

- Collaborate with pupils to develop an agreed set of class rules;
- Teach and model positive communication and conflict resolution strategies;
- Maintain a working atmosphere within the classroom with an appropriate level of noise for the activity.
- Ensure that pupils move around school in the expected manner, supervising them as they do so until pupils have reached their destination (e.g. playground, hall etc) and that another member of staff is ready to commence the supervision;
- Monitor pupils during assemblies, presentations etc;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed sanction(s) in the event of negative behaviour, ensuring that the reasons for the sanction(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems, located on their behaviour plan and positive handling plan;
- Refer to KS leader/headteacher in the event of persistent high level behaviours;
- Communicate effectively and promptly with parents.

## Teaching Assistants

- Model positive communication and conflict resolution strategies;
- Support the teacher in ensuring that pupils move around school in the expected manner, supervising them as they do so until pupils have reached their destination (e.g. playground, hall etc) and that another member of staff is ready to commence the supervision;
- If present, monitor pupils during assemblies, presentations etc;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed sanction(s) in the event of negative behaviour, ensuring that the reasons for the sanction(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems, located on their behaviour plan and positive handling plan;
- Refer to the class teacher in the event of medium and/or high level behaviours;
- In the event of teacher absence, communicate effectively and promptly with parents.

## Parents

- Sign, return and support the home/school agreement;
- Communicate concerns to appropriate members of staff;
- Support the school rules with regard to arriving and leaving school;
- Attend meetings arranged by members of staff and cooperate in devising strategies, planned responses etc which will address any negative behaviour.

## Pupils

- Work hard to meet the school's expectations of behaviour;
- Accept responsibility for their behaviour and their choices;
- Support the school rules with regard to arriving and leaving school;
- Respect the thoughts and feelings of all members of our school community

Have I taught the children a routine for:

- [ ] coming into and leaving the classroom at the start and end of the day?
- [ ] what to do during registration?
- [ ] what to do if they are late?
- [ ] showing that they are ready for learning at the start of the lesson?
- [ ] distributing and collecting resources?
- [ ] moving around the room?
- [ ] understanding the levels of noise expected for different activities?
- [ ] moving from one activity to another?
- [ ] what to do when they are stuck, before asking an adult for help?
- [ ] showing they need help from an adult?
- [ ] getting an adult's attention?
- [ ] getting work marked?
- [ ] what to do if they have finished an activity and have time to spare?
- [ ] asking to leave the classroom?
- [ ] asking to move to a quiet area if they are getting distracted or 'wound up'?
- [ ] clearing up?
- [ ] eating and drinking in the classroom?
- [ ] leaving the classroom at break or lunchtime?
- [ ] lining up at lunch time
- [ ] lining up in alphabetical order

Other: