



# Boston West Academy Behaviour and Discipline Policy (July 2015)



## **Introduction**

The school is committed to providing an environment where all pupils can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

## **The aims of this Policy are to:**

- encourage good behaviour and respect for others within and outside of the school;
- ensure that pupils feel safe and secure;
- create a caring and stimulating environment, a sense of community and shared values which enables everyone to live in harmony with one another;
- promote self-discipline and proper regard for authority among pupils;
- state what is expected of pupils;
- state what is expected from parents and carers;
- provide guidance on possible rewards and sanctions;
- ensure that staff are seen to be fair and consistent.

## **Who was consulted?**

Staff, Governors, pupils and parents / carers have all been consulted in the process of developing this policy.

## **Relationship to other policies**

This Policy is linked to the following policies:

- Safeguarding
- Anti-Bullying
- Teaching and Learning
- Equality
- Home-School Agreement

## **Publication**

The policy is available to all staff on the school G:drive and its contents discussed as part of staff induction. It is available to parents / carers on the school website and as a paper copy on request. This policy can be made available in large print or other accessible format if required.

## Scope

This policy applies to all pupils at Boston West Academy when they are in school and also in some circumstances when they are out of school and during holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of public, or which brings the school into disrepute.

## School Rules

At Boston West children are expected to:

- treat others as they themselves would like to be treated
- listen carefully to teachers and other adults and to speak politely
- be honest, helpful and friendly
- work quietly and sensibly in class
- always show good manners, consideration and respect for others
- take care of books, equipment, the school building and grounds
- put litter in the bins provided
- do their best at all times
- only have items in school that are allowed

This list of rules is displayed in every classroom and in communal areas throughout the school.

## Conduct

Children should be encouraged to recognise that they have choices about the way they behave. Staff should emphasise this and the consequences of a child's chosen action. This provides an opportunity for a child to modify their behaviour without need for further intervention.

It is vital that children know and understand why any inappropriate behaviour is unacceptable.

Pupils are expected to be polite and show consideration towards each other, school staff and others.

Pupils are required to assist the school with tackling bullying and to follow the school's Anti-Bullying Policy.

Pupils, whether in or out of school, are expected to have:

- respect for others: their feelings, opinions, cultures, limitations including any differences;
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times;
- respect for the environment: their own, the school's and other people's property and the community in which we live;
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.
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The School does not accept anti-social behaviour in any form. We realise that we must work closely with parents and develop strategies to encourage children to follow the school rules. In order to reinforce acceptable behaviour staff will:

- be consistent and approachable in the management of children;
- provide a role model for children;
- be sure that children are made aware of expectations and what is considered to be acceptable behaviour;
- work with children to produce and display specific class rules (in line with the school rules) which apply to behaviour and routines in class;
- always be fair and firm when necessary, encouraging and praising achievement in work and behaviour;
- communicate the policy to parents to encourage a shared responsibility for maintaining acceptable behaviour inside and outside school;
- seek guidance from other agencies when necessary to support the particular needs of any child

## **Rewards and sanctions**

### **Rewards**

We believe that rewards can be more effective than punishment in motivating pupils. It is the school policy to recognise, acknowledge and reward individual achievements by pupils. In addition to direct, verbal praise, the school has a well-established reward system, within which pupils gain 'points' for positive effort, attitudes, behaviour, performance etc. These 'points' are collated and the school's winning team announced in a weekly Achievement Assembly. At the end of each term, parents are invited to Achievement Assemblies when special certificates / trophies are presented. (See Appendix A: Reward System Procedures)

### **Dealing with unacceptable behaviour**

Good social behaviour has to be learnt from birth, however at Boston West we also expect children to learn from counselling they receive from all members of staff and we will look for evidence that children are trying to learn from their mistakes.

The punishment given to any child who misbehaves will be determined by considering the nature of the incident, the circumstances surrounding it and the time lapse since any previous incident. All factors concerning the punishment of a child must be given careful consideration.

Members of staff who witness unacceptable behaviour must always reprimand a child. If this is considered to be sufficient then no further action will be taken. If the behaviour is of a serious nature, or it follows warnings that have gone unheeded, the matter will be reported to the Leadership and Management Team and subsequently may be reported to the child's parents (see Sanctions section below).

It is the school's view that the co-operation of parents is essential to the successful outcome of disciplinary measures. The training of children in good social behaviour is a partnership between home and school.

## Sanctions

The School understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

**It is of paramount importance that the learning of other children in the class is not disrupted by any child's unacceptable behaviour – incidents must be dealt with promptly and very firmly.**

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The School has a range of disciplinary sanctions that may be implemented as appropriate. In order of severity, they include:

1. Adults give a verbal rebuke and/or reiterate the school rules
2. \*Loss of breaktime (stay inside or stand with adult outside) / lose playtime activities
3. \*Time out either in class or sent to another teacher / class
4. \*Sent to Deputy HT/Assistant HT, which may result in parents being informed/invited to school to discuss the situation
5. \*Exclusion from school clubs
6. \*In certain cases a child may be excluded from school:
  - at lunchtimes
  - for a fixed period of days
  - permanently

Each teacher will maintain a Behaviour Book in which they record incidents of unacceptable behaviour that occur in the classroom and at break-times / lunch-times.

In class, unless of a very serious nature, a child will first of all be warned.

Behaviour that results in any of sanctions 2 – 5 requires the pupil's name and the incident to be entered in the Class Behaviour Book, which automatically results in an appropriate sanction.

A decision by the teacher to enter the child's name in the Behaviour Book will then be based on their own professional judgement, using their knowledge and understanding of the child and the following guidance:

- Behaviour that impedes children's learning, including low level 'disruption' eg off-task talking, fiddling, rocking on chair
- Behaviour that hurts or upsets another child
- Repeated and/or defiant behaviour
- Being rude, insolent or disrespectful towards an adult

Unacceptable behaviour outside the classroom should be dealt with immediately by the observer and if necessary reported to the class teacher. The observer may decide that the child's name should be entered into the Behaviour Book themselves or in consultation with the class teacher.

Children at any stage of the SEN Code of Practice may follow a different reward/sanction procedure in line with their individual education plan (IEP) but names will still feature in the class Behaviour Book, indicated by an asterisk.

The routine for dealing with unacceptable behaviour at lunchtimes can be found in Appendix B: Lunchtime Guidance. More serious and/or persistent incidents are reported to the DHT / AHT, who will inform the class teacher and enter the child's name into the Behaviour Book.

The Behaviour Book is scrutinised by the KS Co-ordinators each week. Children causing any concern are highlighted and details passed to the Teaching and Learning Leaders at the end of the week. This information is collated and passed to the Leadership and Management Team (LMT) who consider appropriate action.

In all cases of serious misconduct, including those outside of the school, the Headteacher will consider whether the police or the local authority's anti-social behaviour co-ordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's Safeguarding Policy will be followed.

## **Exclusions**

The school will follow Government guidance on exclusions, unless there is good reason to depart . The school aims to operate within the principles of fairness and natural justice.

Parents have the right to make representations to the Governing Body about an exclusion. The Governing Body must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a Governing Body upholds a permanent exclusion, parents have the right to request that an independent review panel reviews this decision.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

## **Searching pupils**

School staff can search pupils with their consent for any item which is banned by the School's 'Rules', Policies / Guidance eg certain items of food for breaks, toys, fashion items, seasonal 'games' that have caused an issue resulting in a ban.

The Headteacher, Deputy Headteacher, Assistant Headteachers and Teaching and Learning Leaders have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks

- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex in the presence of the pupil and another member of staff of the same sex where possible.

### **Use of reasonable force**

All school staff have the power to use reasonable force to prevent pupils:

- committing an offence;
- injuring themselves or others;
- damaging property; and
- to maintain good order and discipline in the classroom.

The Headteacher, Deputy Headteacher, Assistant Headteachers and Teaching and learning Leaders can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the School's 'Rules', Policies, Guidance documentation eg. in School Prospectus / Guidance for Parents.

When restraint is used by staff, this is recorded in writing and in serious cases, the parents of the pupil will be informed. Force is never used as a form of punishment.

### **Malicious allegations against staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected

### **Bullying**

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-Bullying Policy will be followed.

### **Partnership with Parents/Carers**

Parents/Carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/Carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/Carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

### **Strategies to be considered for achieving acceptable behaviour**

- Children must understand why their behaviour is unacceptable – staff should explain and reason with children

- Children should be encouraged to apologise and show remorse
- Staff must find time to listen to children – always be seen to speak to any child about whom you have received a complaint
- Children will learn to trust and respect staff who take time to listen and deal with situations
- The school and class rules provide clear expectations
- Be firm and fair – never humiliate children
- Provide training for staff
- Encourage positive behaviour through praise and the school's team/achievement system
- Introduce specific programmes for individuals e.g. behaviour charts/diaries
- Involve parents
- Seek advice from the Pathways and/or Education Psychology Service

### **Arrangements for monitoring, evaluation and review**

The Headteacher will evaluate the impact of this Policy by collecting and analysing data through regular discussion following scrutiny of Behaviour Books and any other relevant actions at Leadership and Management Team meetings.

Prior to any review of the policy, feedback will be sought from the School Council, staff and parents on the effectiveness of the Policy. This Policy will be reviewed at least once a year by the Governing Body.

### **Conclusion**

The school recognise that if children are to develop a sense of what is acceptable in a civilised society and in our school, discipline and behaviour must be a shared responsibility between school, staff, governors and parents.

A code of behaviour is necessary if children are to feel safe, happy and secure. All staff should endeavour to support and encourage all children to adhere to our code of behaviour, thus reducing the need to take action for misdemeanours.

## Appendix A: Reward System Procedures

- Award of team points (by any member of staff, anywhere in school and at any time). Team points are recorded in each class using an agreed format eg. tally chart, marble in the jar chart. Children in Key Stage 1 may also have their reward re-enforced with a small personal reward sticker to be worn on their clothing.  
In class, 'team points' may be awarded for anything that the teacher/TA feels is worthy of praise. When marking, teachers may award 'team points' when a child shows that they have achieved the learning objective and/or for effort/quality of presentation. This will be indicated by a smiley face and the number of 'team points', with a word or phrase indicating the reason for the award if this is for a reason other than achieving the learning objective e.g. neat, well tried, using ruler, well set out.
- Special stickers / ink stamps on written work will be given by class teachers for particularly good work, effort, behaviour etc. These will be stuck on Achievement cards which, when filled, are taken by the child to the Headteacher who will sign the card and give a Headteacher sticker (and lots of praise!). If awarded for work in books, this will be indicated by an ink stamp.
- Lunchtime supervisors will reward positive behaviour by giving team points and / or stickers. They will also select one or two children to receive a 'Lunchtime Award' certificate each week.
- Each week a whole school Achievement Assembly will be held. Teachers select 1 child on each occasion to be praised for their work/behaviour/effort/particular piece of work. Y6 monitors are selected to total each team's points on Friday morning and pass the results to the Headteacher – Attenborough (green), Darwin (red), Goodall (yellow) and Bellamy (blue). During the assembly the selected children sit at the front of the hall, receive public praise/audience shown work where appropriate by Headteacher who will also give a Headteacher's sticker. The winning team is announced and Achievement Cup presented to team representatives, accompanied by loud cheers and sporting applause. A running total of wins in the form of coloured stars is displayed on screen during the assembly.
- At the end of Terms 2, 4 and 6 parents are invited to Achievement Assembly to see their child receive an Achievement Certificate presented by the Headteacher (3 pupils per class). In addition, one pupil per class will receive an Achievement Certificate and a book token. On each occasion class teachers will select children for significant improvement or sustained performance in quality of work / attitude / effort / behaviour.
- At the end of the school year, FS/KS1 and KS2 Achievement Assemblies also include presentation of special awards / trophies to pupils in Y2 and Y6 for outstanding performance / contribution across a range of key aspects of school life eg progress / attainment in learning, sport, the Arts, environmental commitment.



## Appendix B: Lunchtime guidance (Summer Term 2015)

### Do

- Talk to children
- Praise them
- Give 'marble in the jar', stickers / certificates to children for any positive behaviour/actions
- Join their games
- Listen to them
- Be seen to talk with any child who has allegedly done something wrong
- Explain why negative behaviour is not acceptable
- Move around the area you are supervising interacting with the children – praising positive behaviour, 'nipping in the bud' any potential problems.

### Do Not

- Shout at children
- Implement any action that may humiliate a child

## **Recognise and deal calmly with negative behaviour, emphasise and praise positive behaviour.**

### Incidents at lunchtime (order of sanctions)

1. Adults give a verbal rebuke and/or reiterate the school rules
2. Removal of child from zone/activity where the problem has arisen for some or all of lunchtime (outside)  
Removal of child from the hall for lunchtime(s) – eating in isolation (inside)
3. 'Time out' standing with Supervisor or by a wall/fence (outside), never facing it
4. Sent to KS Co-ordinator – following discussion, may miss the remainder of lunchtime / name entered into the Behaviour Book.

Further sanctions followed by the school are:

5. Sent to Deputy HT / Assistant HT, which may result in parents being informed / invited to school to discuss the situation
6. Exclusion from Clubs
7. Persistent or serious offences at lunchtime may result in the child being excluded during the midday break
8. In certain cases a child may be excluded from school for either a fixed period or permanently

Sanctions should be considered for the following:

- Behaviour towards another child that causes distress or injury
- Rudeness towards an adult
- Behaving in a manner that risks injury
- Misuse of equipment
- Persisting in an action or behaviour following a warning