



CATALYST
ACADEMIES TRUST



Behaviour and Discipline Policy

Mission Statement

Our school family creates a welcoming, supportive and safe learning environment in which every person is valued.

Our school motto is Perseverance Brings Success

Through our core values of Motivation, Social Skills, Empathy, Managing Feelings and Self Awareness, we endeavour to teach the children to become good citizens.

A Whole School Approach

At Benyon Primary, we believe that good behaviour is the key to a good education.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to encourage high standards of positive learning behaviour.
- We/All staff will manage this through praise and positive reinforcement.

Rights and Responsibilities

Everyone in the school community has rights and responsibilities to ensure that Benyon Primary is a safe place to learn and play.

A clear set of school rules, 'The 3 Rights' has been developed. This is to be regularly shared with children and referred to in daily practice.

The 3 Rights are:

- The Right to Learn
- The Right to Respect
- The Right to Safety

A weekly celebration assembly acknowledges children and classes who have set good examples of behaviour in class, the playground, the lunch hall and around the school in general. Children earn a variety of certificates and awards and are held up as examples of achievement and good practice.

Parents are made fully aware of "The 3 Rights" and it is included in the school prospectus, Home/School agreement and is referred to in newsletters and other communication with parents.

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. At Benyon Primary, we work towards standards of behaviour that are based on the '3' rights. Our expectation is that everyone in the school community will aim to show these behaviours at all time.

Whole School Behaviour Policy

Overview

The principle behind this policy is:

- That all pupils have the opportunity to make positive choices about their learning behaviour and influence outcomes
- That teachers promote positive learning behaviour within their teaching and effective behaviour management skills
- Pupils who are regularly following the rules are publicly praised within the classroom environment

Expectations :

- Positive behaviours are discussed and expected by all.
- There is an expectation that pupils make positive individual choices about their behaviour and effort.
- If pupils make negative individual choices, the teacher or TA issue a verbal warning.
- If they continue with this negative behaviour then they may have some reflection time in another class
- For exceptional work or attitude to learning, the children may earn the opportunity to share their work with an adult of their choice.

Praise is the most powerful form of influencing children's behaviour Types of Behaviours that will be praised:-

- School Values
- Completing work to the best of ability
- Being helpful
- Being kind or considerate
- Risk taking
- Remaining on task
- Being polite
- Moving around the school sensibly
- Meeting a target
- Showing improvement
- Listening well
- Demonstrating a positive attitude
- Setting a good example
- Taking ownership of learning

Low level redirection strategies and verbal warnings

In-class Consequences

Staff use least intrusive skills to redirect learning behaviour.

If a member of staff decides to give a child a side of the triangle, they must give a clear reason to the child for doing so, and explain which 'Right' they have broken. They will then need to talk to the child about how the child can change their learning behaviour eg if a child keeps shouting out, ask them which 'Right' they are breaking and then ask them what they **should** do. If the child does this again, give them a side of the triangle and refer back to the earlier conversation. Remind them about how they said they were going to adapt their behaviour.

All members of the classroom community constantly support pupils to make appropriate choices so that they can manage their own behaviour positively.

The following actions are consequences:

Children are first given a reminder about their behaviour and the opportunity to correct themselves.

The school has adopted the following system to manage inappropriate behaviour:

Step 1: Warning : one side of a triangle is given out, with a reminder about appropriate behaviour. 1 side equals 1 minute of lost time during a break time of that same day.

Step 2: Warning : a second side of a triangle is given out, with a reminder about appropriate behaviour. Pupils miss breaktime to reflect upon what they have completed.

Step 3- Final Warning: If inappropriate behaviour continues, a full triangle is given, which means that the pupil will be 'exited' from the classroom to reflect and change behaviours. Parents are informed at this stage.

Step 4: Head teacher/Senior Leadership: At this stage, when behaviour have not improved, a meeting is called with the parent/guardian and consideration of behaviours consistency plans or other support are put in place. .

Lunchtimes: It is the responsibility of the class teaching assistants, when on duty, to inform the class teacher at the end of the lunchtime period who will follow up with the child. Pups can be sent to the timeout room as a consequence.

At times, a child may be put onto a 'Behaviour Consistency Plan' to help them work towards a consistent acceptable level of behaviour. At such time, parents will be involved and specific targets/objectives and strategies to achieve them will be identified and agreed.

Where necessary, staff should consult the SENCO at the earliest opportunity, to decide whether the pupil requires an Individual Education Plan relating to behaviour. Parents should be informed about any actions taken so that they can work with the school.

Further consequences

It is preferred that the vast majority of Behaviour Consequences WILL be dealt with and followed by the Class Teacher. It is only in EXCEPTIONAL cases that the following will need to be used:-

1. Senior Leadership Team involvement.

Pupils will be referred to the SLT will immediately for serious behaviour issues. Pupil behaviour will be discussed and there are three likely outcomes:

A. Reflection time with SLT (using restorative conversation) Pupil thinks of strategies to repair situation and reports back at the end of the day.

B. Phone call or letter home

Parents/ carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour.

C. Parent/ Carer meeting - This may include reviewing and developing pupil targets or developing an Individual Consistency Plan.

Policy on Exclusions and 'Time-Out'

There is an attitude of zero tolerance towards any form of aggressive, violent behaviour or verbal abuse.

Aggressive, violent behaviour or verbal abuse will not be tolerated and, any instance of such, will be referred to the Head teacher or Senior Management, who will inform parents. If this behaviour occurs on the playground, the pupil should immediately be sent into the Head teacher or Senior Management.

A behaviour incident form will be completed as a record of what has happened.

In consultation with the Head Teacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class. Pupils may also be excluded from lunchtimes/playground or clubs.

School Suspensions/Exclusions

Pupils may also be suspended from the school for a 'fixed term' or permanently excluded for disciplinary reasons. Suspensions and exclusions are subject to regulations and should be recorded and dealt with systematically by the headteacher in line with the **DFE Exclusion and Suspension Guidance: DFE [Suspension and permanent exclusion guidance](#)**

On return to school after a period of 'fixed term' suspension, parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

Behaviour tracking sheets, including ABC Sheets, from class teachers will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils. This information will contribute towards:

- Home school books
- Consistency Plans
- Support from external agencies

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

If a pupil is excluded from the school this will be undertaken within the Thurrock Exclusion Guidelines. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

Incident Forms

Pupil/Staff behaviour incident forms are completed by all staff and passed the relevant member of ELT. The Head Teacher and ELT record and monitor these.

The Use of Physical Restraint

In order to maintain firm boundaries of acceptable learning behaviour and ensure the safety of all staff and pupils, it may be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

Refer to school policy (Positive Handling) on the acceptable use of restraint.

Curriculum

We recognise that well planned, motivating lessons have a positive impact on pupil's learning behaviour. Whilst holding high expectations we ensure that lessons are differentiated to meet pupil needs and abilities.

Through PSHE we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning.

Racial & Sexual Harassment

Racial Harassment is defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and / or there is evidence of racism.

Sexual harassment may be defined as violence which may be verbal or physical, and which includes attacks on property as well on the person suffered by individuals or groups because of their gender, when the victim believes that the perpetrator was acting on gender ground and / or there is evidence of sexism.

Dealing with racial and sexual discrimination and harassment

At Benyon Primary we believe that

- Everyone should be treated with respect and courtesy
- Consideration should be given to other people, their feelings and opinions
- Problems should be discussed and conflict avoided

Discrimination - making a distinction between people based on race or gender, and acting on that distinction to someone's advantage or disadvantage.

Harassment - behaving towards someone in a way that is unwelcome or hostile because of their race or gender.

Acts of discrimination and harassment are contrary to our code of conduct. Our aims:

- To treat every child, regardless of gender, social or cultural background, ethnic origin or religion as being of equal value and having the same entitlement to educational opportunities
- There is no place for discrimination or harassment on the basis of gender, ethnic origin, culture or religion in Benyon Primary, and our aim is to eliminate them
- To extend our pupils' knowledge and understanding of other cultures, by providing a wide range of experiences: these will involve discussion and debate, displays, including artefacts and posters, and the use of music, dance and drama.

Expectations of Pupils

If you are being harassed, or you believe another pupil is being harassed, you must tell someone. This could be your form/class teacher/head of year, a prefect or your parents. Most adults take racial and sexual harassment very seriously, so if the first person you tell doesn't believe you, tell someone else.

Expectations of Staff

Staff should:

- ensure that all incidents of discrimination and/or harassment are dealt with positively and immediately
- be careful to avoid using patronising language when helping to solve problems with pupils
- react positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions etc. and reinforce the school's code of conduct and policy on harassment
- ensure that the (appropriate member of staff) is informed in writing of any instance of harassment, and what action you have taken
- deal with the problems calmly
- show tolerance, courtesy and respect to each other and our students
- foster positive relations with students
- deal with incidents of discrimination and harassment promptly

Expectations of Parents

The role of parents is vital in supporting and reinforcing school policy on racial and sexual harassment. Please encourage your child to:

- follow the code of conduct
- report instances of discrimination and/or harassment

Young children may find it difficult to recognise some of the subtler forms of discrimination, e.g. non-inclusion of individuals based on gender or race - 'this game is too rough for girls'.

You should:

- report any concerns about racial or sexual discrimination to us promptly
- make sure you get feedback
- let us deal with the problem in school, do not confront the offender yourself
- come back to the school immediately if you have further concerns or a problem appears to be continuing or resurfacing.

General information and advice

In modern Britain we expect to be treated with respect and dignity regardless of our gender or background. This was not always the case, as the struggle for women and workers' rights earlier in the last century testifies. Indeed, the struggle against discrimination in the workplace continues today. Today there is a richness and diversity of culture and experience in our country which is part of our heritage. This provides a unique opportunity to understand and share the customs of others and their various responses and contributions to our daily life. Unfortunately, not all adults welcome such diversity and their children bring into school attitudes and language that are not always tolerant or appropriate.

Young children often repeat the language used at home with little understanding of meaning. Whenever appropriate we will therefore make parents aware that we have a policy of welcoming and celebrating cultural and religious diversity. This may be on an individual basis or addressed during parent meeting. Children need affirmation of the value of people of all cultures and genders. They also need to be helped towards avoidance of stereotypes and misinterpretations that can form at a very early age.

Racist incidents may come in many forms, for example young children refusing to hold hands or sit next to or partner a child. In older pupils it may be name-calling, repeating comments brought from home, an aggressive manner towards ethnic minority pupils and imitating accents. We recognise that young children innocently use the colour of a child's skin as a way of identifying a child to someone else. We must encourage pupils to develop non-discriminatory attitudes towards others.

The school will, therefore, both in social situations and through the curriculum (in areas such as Social, Moral, Spiritual and Cultural Education, Religious Education, Art, Music, Drama and Dance), continue to develop a wider understanding of religious and cultural differences. We will promote a tolerant and sensitive attitude to the needs and feelings of others.

PROCEDURES FOR DEALING WITH INCIDENTS OF RACIAL AND SEXUAL HARASSMENT

These guidelines should be followed by all staff, teaching and non-teaching, who are aware of, or suspect, an instance of racial or sexual harassment. Staff should be sensitive towards the difference between unwitting discrimination and harassment.

1. In cases of discrimination it should be explained, calmly and quietly, why this may give offence and be discouraged
2. Incidents of harassment should be picked up immediately and it must be made clear that this is unacceptable. Action and support for the victim must be provided as quickly as possible
3. A member of SLT must be informed immediately, in writing, of your concerns

4. A member of SLT must follow up the incident as quickly as possible making sure that written statements are taken from the children concerned. Notification of any racial incident needs to be recorded using the Racial Incident Form
5. A member of SLT should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the school has taken. They should be offered the opportunity to come into school to discuss the situation.
6. Counselling of the offender and victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
7. The pupil who harasses others, and his/her parents must be left in no doubt of the school's view of harassment and of the range of sanctions that may be imposed should there be a repeat.

Monitoring and review

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

This policy will be reviewed by staff on an annual basis.

Appendix 1

Strategies to help children make the right choices in their behaviour:

It is important that children recognise that they can play an important role in supporting children to make the right choices in their behaviour. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring
For short period of time.
- Tactical pausing
Pause, emphasises attention and focus.
- Non-verbal cueing
- Name reminder
Integrate name into teacher talk.

- Proximity praise
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.

- Behavioural direction
Use name to initiate attention, focus on learning behaviour required rather than what is going wrong, finish with thanks, keep direction brief.

- When.....then.....
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

- Partial agreement
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....

- Stuck record
I would like you to..... The rule is.....

- Direct questions
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.

- Directed choices
Within known rules or routines- refer back to rights roles and responsibilities.

- Assertive comment / direction / command