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**PRIMARY SCHOOL**

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## **Positive behaviour and discipline policy**

### **Introduction**

We have a number of school rules (set out in our *Home-school agreement*) but the primary aim of this policy is not to be a system to enforce rules. 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. It is designed to promote good, rather than merely deter anti-social, behaviour. We reward good behaviour as we believe that this will develop an ethos of kindness and co-operation.

This policy should be read in conjunction with other related school policies: *Anti-bullying, Care control & restraint, Race equality, Inclusion* and our *Home-school agreement*. All school policies are available on our website or from the office on request.

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## **1 Aims and expectations**

Our primary aim is for every member of the school community to feel valued and respected and for each person to be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect. This policy is, therefore, designed to enable all members of the school to live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure and where children are helped to become positive, responsible and increasingly independent members of the school community.

- 1.1 This policy can be summarised as follows:
  - a. Everyone has responsibilities as well as rights.
  - b. We work with parents and carers to encourage children to take responsibility for their behaviour.
  - c. We care for the children, not their misbehaviour.
  - d. Sanctions are intended to help children understand how to modify their behaviour.
  - e. If at all possible, reprimands are given in private.
  - f. After a reprimand, the child is given a fresh start.
  - g. We are always ready to listen, with the child's best interest at heart.
- 1.2 The school expects every member of the school community to behave in a considerate way towards others.
- 1.3 We treat all children fairly and apply this behaviour policy in a consistent way.

## **2 Rules and regulations**

The school's Golden Rules (part of the *Home-school agreement*) are discussed 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. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class, especially during 'circle time'.

- 2.1 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 completely, we do everything in our power to ensure that all children attend school free from fear (see our *Anti-bullying policy*).
- 2.2 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE *Circular 10/98*, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. 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 (see our *Care, control & restraint policy*).

## **3 Rewards**

We praise and reward children for good behaviour in a variety of ways:

- a. Teachers congratulate children.
- b. Teachers operate reward systems to suit the needs of their class.



- c. Every week two children from each class are nominated to receive Golden Awards which are given out during whole-school assemblies in front of parents and carers.
- d. 100% attendance is rewarded with certificates at an annual assembly.

## **4 Sanctions**

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. Appendix 1 (*Behaviours, sanctions and procedures*) outlines examples of low, moderate and serious levels of misbehaviour and expected sanctions. However, each sanction is employed appropriately to each individual situation and is appropriate to the age of the child involved.

### **4.1 EY and KS1 classroom sanctions**

#### **a. Low level misbehaviour**

Behaviour is managed in the classroom.

#### **b. Persistent low level or moderate misbehaviour**

Children are sent to the Headteacher (HT) or Deputy HT to discuss their behaviour and it is recorded in the behaviour log.

#### **c. Serious level**

Children are sent to the HT or Deputy HT and parents informed. Incident is recorded in the behaviour log.

### **4.2 KS2 sanctions**

#### **a. Low level or moderate misbehaviour**

Two warnings given and then sent to HT or Deputy HT to discuss their behaviour and an appropriate sanction determined. Incident is recorded in the behaviour log. Children who have three or more negative behaviours logged in a week have a letter sent home to their parents.

#### **b. Severe incidents**

Children are sent to the HT or Deputy HT and parents informed. Incident is recorded in the behaviour log.

### **4.3 Playtime and lunchtime sanctions**

#### **a. Low level misbehaviour**

Behaviour is managed in the playground.

#### **b. Persistent low level or moderate misbehaviour**

Children are sent to discuss their behaviour with a member of the leadership team and it is recorded in the behaviour log.

#### **c. Serious level**

Children are sent to the HT or Deputy HT and parents informed. Incident is recorded in the behaviour log.

## **5 Fixed-term and permanent exclusions**

Only the HT (or the acting HT) has the power to exclude children from school. The HT may exclude a child for one or more fixed periods (for up to 45 days in any one school year), or exclude a child permanently. A fixed-term exclusion can be converted into a permanent exclusion if the circumstances warrant this.



- 5.1 The LA is informed about all permanent exclusions and all fixed-term exclusions of more than 5 days in any one term.
- 5.2 If the HT excludes a pupil, the parents will immediately be informed of the reasons for the exclusion and given details of how to make an appeal against the decision, should they so wish, to the Governing Body (see our *Complaints procedure*).
- 5.3 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the HT.

## **6 Meetings with parents and carers**

- 6.1 **First meeting**  
To inform parents and carers of their child's behaviour and work together to resolve the problems as quickly as possible.
- 6.2 **Second meeting**  
To set up a home-school book and target sheets with short scale rewards eg: stickers for maintaining the class and school rules during each session: morning sessions, lunchtime and afternoon session.
- 6.3 **Third meeting**  
To arrange an individual behaviour management program – this may involve the child attending a weekly group (organised and chaired by the Inclusion Manager) in addition to a target sheet and home school book.

## **7 The role of class teachers**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time, assemblies, around the school and in the playground.

- 7.1 The class teachers in our school have high expectations of the children and they strive to ensure that all children not only work to the best of their ability but also behave well.
- 7.2 The class teacher treats each child fairly, with respect and understanding and enforces the classroom code consistently.

## **8 The role of the Headteacher**

It is the responsibility of the HT, under the School Standards and Framework Act (1998), to implement the school's behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the HT's responsibility to ensure the health, safety and welfare of all children in the school.

- 8.1 The HT sets the standards for behaviour and supports the staff in the implementation of this policy.
- 8.2 The HT keeps records of all reported serious incidents of misbehaviour.



- 8.3 The HT has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the HT may permanently exclude a child. The governors are informed when any such action is taken.

## **9 The role of governors**

The Governing Body is responsible for these general guidelines on standards of discipline and behaviour and for reviewing their effectiveness. The governors support the HT in carrying out these guidelines.

- 9.1 The HT has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the HT about particular disciplinary issues. The HT must take this into account when making decisions about matters of behaviour.

## **10 The role of parents**

We aim to work collaboratively with parents to ensure that children receive consistent messages about how to behave at home and at school.

- 10.1 Children learn best when parents support their learning and co-operate with the school. We expect parents to support the school rules set out in the *Home-school Agreement*, a copy of which they and their child sign on enrolment.
- 10.2 We inform parents immediately if we have concerns about their child's welfare or behaviour.
- 10.3 We hope that parents will work with us and support any reasonable sanctions we might impose as a result of inappropriate behaviour. However, if parents have any concerns about the way that their child is treated, they should initially contact the class teacher. If the concerns remain, they should contact the HT. If these discussions cannot resolve the problem, a formal complaint can be made (see our *Complaints procedure*).

## **11 Monitoring and review**

- 11.1 The HT monitors the effectiveness of this policy on a regular basis and reports on this to the Governing Body making recommendations, if necessary, for improvements.
- 11.2 Incidents of misbehaviour are recorded in the Integris G2 behaviour log.
- 11.3 The HT keeps a record of any pupil who is excluded either for a fixed-term period or permanently.
- 11.4 The Governing Body is responsible for monitoring the rate of exclusions and for ensuring that the school policy is administered fairly and consistently.
- 11.5 This policy is reviewed by the Care and Communication committee every two years or earlier if necessary.



## **12 Glossary**

DfE	Department for Education
EY	Early Years
IEP	Individual Education Plan
HT	Headteacher
KS	Key Stage
LA	Local Authority
PSP	Personal Support Plan

Date of policy: **JUNE 2017**

Policy ratified: ..... (Signature) ..... (Date)

Review due: **JUNE 2019**



### 13 Examples of misbehaviour and appropriate sanctions

<u>Low level</u>	<u>Dealt with in class.</u>	<u>Sanctions &amp; procedures</u>
<ul style="list-style-type: none"> <li>• Fidgeting / fiddling / walking around the classroom when should be working</li> <li>• Time wasting / failing to keep on task</li> <li>• Leaving the work area untidy</li> <li>• Dropping litter</li> <li>• Telling tales / lies</li> <li>• Being noisy</li> <li>• Being rude / bad language / unkind remarks towards others or their family</li> <li>• Spitting</li> <li>• Not having the correct uniform / PE kit</li> <li>• Running in corridors</li> <li>• Pushing in line</li> <li>• Poor sportsmanship</li> <li>• Borrowing without permission</li> <li>• Not handing in mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>• Warnings given</li> <li>• Any persistence of low level behaviours would move into moderate level</li> </ul>	<ul style="list-style-type: none"> <li>• Frown</li> <li>• Verbal check</li> <li>• Withdrawing attention</li> <li>• Repeat activity</li> <li>• Take work home to complete</li> <li>• Sit alone</li> <li>• Miss out on an activity</li> <li>• Warning</li> <li>• Letter of apology</li> <li>• Related sanction eg complete work, clean up mess</li> </ul>
<u>Moderate level</u>	<u>HT involved if repetitious</u>	<u>Sanctions &amp; procedures</u>
<ul style="list-style-type: none"> <li>• Repeated incidents of any low level behaviours</li> <li>• Consistently shouting out</li> <li>• Distracting others</li> <li>• Walking out of class</li> <li>• Hurting others</li> <li>• Play fighting</li> <li>• Interfering with other children's property</li> <li>• Disregarding adults</li> <li>• Threatening/aggressive behaviour</li> <li>• Refusal to co-operate</li> <li>• Vandalism-graffiti etc.</li> <li>• Outside school:</li> <li>• bringing the school into disrepute</li> </ul>	<ul style="list-style-type: none"> <li>• Parents may be informed.</li> <li>• Any persistence of moderate level behaviours would move into serious level</li> </ul>	<ul style="list-style-type: none"> <li>• Time deducted from own time (playtime lunch)</li> <li>• Time out in another class</li> <li>• Extra work</li> <li>• Buddy system</li> <li>• Reflect and write</li> <li>• Contact with parents</li> <li>• Informal parents phone call meeting</li> <li>• Attendance letter</li> <li>• Loss of privileges (miss class trip or event, club attendance)</li> <li>• Referred to Deputy head or HT</li> </ul>



<b><u>Serious level</u></b>	<b><u>Dealt with by HT</u></b>	<b><u>Sanctions &amp; procedures</u></b>
<ul style="list-style-type: none"> <li>• Persistence of moderate level behaviour</li> <li>• Serious assault</li> <li>• Stealing</li> <li>• Throwing/kicking furniture or equipment</li> <li>• Vandalism eg extreme damage to school property</li> <li>• Serious physical/verbal threats made to staff or children</li> <li>• Violent outbursts, verbal or physical to either pupils or adults</li> <li>• Carrying an offensive weapon</li> <li>• Carrying or using drugs</li> <li>• Leaving school without permission</li> <li>• Sexualised behaviour or language</li> <li>• Racist abuse/incidents</li> <li>• School refusal</li> <li>• Bullying (including cyber bullying)</li> </ul>	<p>Parents informed.</p>	<ul style="list-style-type: none"> <li>• Involve parents</li> <li>• Involve Inclusion manager</li> <li>• Involve outside agency to access support</li> <li>• Weekly behaviour report home</li> <li>• PSP/IEP</li> <li>• Lunchtime exclusion</li> <li>• Modified timetable</li> <li>• Internal exclusion</li> <li>• Fixed term exclusion</li> <li>• Permanent exclusion</li> <li>•</li> </ul>

**14 Form 4W**

<b><u>4W Sheet</u></b>	
Name: _____ Date: _____	
Draw/ write <b><u>What</u> did I do ?</b>	Draw / write <b><u>Why</u> did I do it?</b>
Draw/ write <b><u>Which</u> Golden Rule did I break ?</b>	Draw/ write <b><u>What</u> can I do to make it better ?</b>