



## The Bawburgh School Positive Discipline & Behaviour Policy

### Rules

These are our school rules, they are displayed prominently around school and are regularly reinforced:

- I will listen to all adults and follow their instructions.
- I will be respectful of others.
- I will look after equipment.
- I will keep my hands and my feet to myself.
- I will be responsible for my learning and behaviour.

Every class will display the school rules in a central place in the classroom. All communal areas will also have these rules displayed.

### **Positive Discipline & Behaviour Policy**

#### Introduction

This policy aims to further improve the behaviour of the children at The Bawburgh School and maintain the children's behaviour at a high level by putting the main emphasis on rewarding good behaviour. This will help to ensure that the children are happy at school and that the maximum amount of learning takes place during their time at school. It is accepted that some parts of this policy will not apply to our Early Years Foundation Stage. For children with SEND and/or additional needs we will make reasonable adjustments which may include adaptations to suit their individual need where necessary.

#### Philosophy

At The Bawburgh School we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our main aim is to encourage good behaviour through rewards and praise. Sanctions are in place to discourage poor behaviour. This policy is therefore designed to encourage the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

So that everyone is aware of what is expected of them, the school has formulated a set of responsibilities for children, staff, parents and governors:

#### Responsibilities

##### **Children's Responsibilities:**

- To follow the rules of the school.
- To work to the best of their abilities, and allow others to do the same.
- To treat others with mutual respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To be in the right place at the right time.

### **Staff Responsibilities:**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and to be aware of their needs.
- To offer a framework for social education.

### **Parent's Responsibilities:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To make sure that their children arrive on time, in appropriate clothing for the weather, and make sure that they are collected on time.
- To get their children to bed at a reasonable time so that they are fresh for school the next day.
- To show an interest in all that their child does at school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To offer a framework for social education.
- To come in to school and discuss any concerns you may have with your child's class teacher in the first instance.

### **Governors Responsibilities:**

- To support the partnership between home and school.
- To monitor and evaluate the implementation of this policy.

### **Rewards**

To show that the school appreciates good behaviour, the children will be rewarded as follows:

### **Dojos**

- Dojos will be given for providing a 'good answer' to a question, being well behaved and for demonstrating our JONK Learning Behaviours - Resourceful, Resilient, Reflective, Curious, Creative and Collaborative.
- A silver star sticker and 2 Dojos will be given to any child who is put on silver, as part of our behaviour traffic light system.
- A gold star sticker and 5 dojos will be given to any child who is put on gold, as part of our behaviour traffic light system.

### **Dojo Milestones**

When a child reaches the following Dojo milestones they will receive the following reward:

- 50 Dojos – Bronze Certificate, Bronze Badge and a dip in the Dojo reward box
- 100 Dojos – Silver Certificate, Silver Badge and a dip in the Dojo reward box
- 150 Dojos – Gold certificate, Gold Badge and a dip in the Dojo reward box
- 200 Dojos – Platinum Certificate, Platinum Badge and a dip in the Dojo reward box

- 250 Dojos – Certificate, Hot Chocolate Badge, Hot Chocolate with Miss Stedman and a dip in the Dojo reward box.

A child achieving a Dojo milestone will have their photo taken and this will be posted on their Dojo Class Story page.

### **Whole Class Dojo Rewards**

Each class will set their own termly Whole Class Dojo target, this might be anywhere between 1000 and 2000 Dojos. If the class achieves this target the children will have an afternoon class party session.

### **Headteacher Award**

Children who have been identified by the class teacher to have worked/performed/behaved exceptionally are invited to bring their work to show the headteacher who will adorn them and their work with a Headteacher Gold sticker and 10 Dojos. Children will have their photo taken and this will be posted on their Dojo Class Story page.

### **Celebrate Success Certificate**

A celebrate success certificate will be given to a child who has successfully demonstrated one of the Joy of Not Knowing (JONK) learning behaviours (Reflective, Resourceful, Resilient, Collaborative, Creative and Curious) in their work. This could be: Child has shown great resilience when solving multi step word problems. The child will be given a certificate, have their photo taken with their work and this will be posted on their Dojo Class Story page.

### **Accelerated Reader**

Throughout the course of the year, children will achieve a Bronze, Silver and hopefully a Gold award (and beyond if needed) for their achievement within the Accelerated Reader programme. The child will receive a certificate and badge, have their photo taken and this will be posted on their Dojo Class Story page.

### **Stickers**

In addition to the whole school reward system, adults might choose to give additional stickers within their classes.

### **Traffic Light System and Sanctions**

Each class has a 'traffic light behaviour system', which will record behaviour on a daily basis. Every pupil will have their photo displayed on the traffic light system.

Gold star – My behaviour and/or attitude to learning is outstanding.

Silver star – My behaviour and/or attitude to learning is a good example to others.

Green - I am following the school rules.

Amber – At the moment, I need a reminder so that my behaviour and/or attitude to learning are in line with the school rules.

Red – My behaviour and/or attitude to learning is unacceptable.

All children will start each am or pm session on the 'green traffic light' – giving each child the chance of a positive, fresh start.

If pupils are moved onto silver or gold in the morning or afternoon session they stay there but all other pupils must start a new day on the green traffic light.

For children who misbehave during the day (and then continue to misbehave), the following course of action will be taken:

1. The child will receive an initial warning.
2. After this, the child's name will be moved to the 'amber traffic light'.
3. If behaviour and attitude does not improve, the child's name will be moved to the 'red traffic light' and is given 10 minutes 'time out', this will be taken in another classroom\*. Pupils will have their time out in the following classes:
  - ✓ Reception – office
  - ✓ Year 1 - Reception
  - ✓ Year 2 – Reception
  - ✓ Year 3 – Year 1
  - ✓ Year 4 – Year 2
  - ✓ Year 5 – Year 3
  - ✓ Year 6 – Year 4
4. Every classroom will have a dedicated timeout space on the carpet, a 10 minute egg timer will be used to time the timeout. Afterwards the child will return to the classroom and their photo will move from Red to Amber.
5. If a child refuses to move for, or leave a time out, the child will receive a break time detention.
6. If in the same session am or pm, the child is moved to red again, they will receive a break time detention, on the day or the next day.
7. If a child hits red for a third time in a single session either am or pm, they will be sent to Headteacher (or Head of School in her absence) for a verbal warning and they will receive an after school detention the next day. Parents will be invited in to discuss their child's poor behaviour. If over the course of a week a child receives three separate timeouts, they will receive an afterschool detention. Parents will be given 24 hours notice.
8. After school detention will be from 3.15pm to 3.45pm or 3.30pm – 4pm. Any child in after school detention will need to be sent to the office where they will be collected by the adult on duty.
9. Any timeout or detention will be recorded and placed on the child's file and shared with the parents.
10. If a child is regularly being sent for timeouts and detentions, parents will be invited in and together we will create a behaviour plan in order to support the child.

If a detention is not deemed to be a suitable consequence, the headteacher and class teacher will decide the best route of action, the parents will also be informed.

### **Other Consequences**

For serious breaches of the school rules and 'flash events', such as fighting, bullying or inappropriate language including swearing, a sanction decided by the Headteacher and class teacher will be chosen. This could take the form of: a detention, an internal suspension, a fixed term suspension or permanent exclusion. The school will seek and follow advice from Norfolk County Council on any proposed suspension or Permanent Exclusions. We also adhere to:

- The DfE guidance Suspensions and Permanent Exclusions from Maintained Schools, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181584/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf)
- The DfE guidance, Behaviour in schools advice for headteachers and school staff, [https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf)

If a child has a position of responsibility in school and they consistently display poor behaviour and a poor attitude to learning the responsibility will be removed as they are no longer a positive role model for the rest of the children in the school.

If an act of poor behaviour and/or poor attitude to learning hasn't been witnessed by an adult, it will be fully investigated by the adults in that child's classroom and an appropriate sanction (if warranted) will be given.

### **Before and After school club provision**

All children will be expected to follow this policy. The traffic light system will be used. Timeouts will be held in the same room. If a child consistently behaves poorly and does not follow the school positive discipline and behaviour policy they will not be allowed to attend the clubs.

### **Playtimes and Lunchtimes**

Children will be expected to follow the school's positive discipline and behaviour policy whilst at play. The traffic light system will be used:

- Any child who does not amend their behaviour following two verbal warnings (i.e. a move to Amber and then Red) will be sent for a timeout in the school office for 10 minutes.
- If the child refuses to leave for a timeout, they will receive a break time detention.
- If poor behaviour continues following a timeout (a move back to red) the child will receive a break time detention the following day.
- The adults on the playground or field are responsible for informing the child's class teacher that a timeout and or detention has been given so they are able to act accordingly.

### **Links to Other Policies and Government Advice**

1. **The behaviour and discipline policy runs in tandem with our Anti-bullying Policy and Safeguarding Policy.**
2. **Any incidents of bullying, including prejudicial bullying will be dealt with as described in our Anti-bullying policy.**
3. **The school follows the advice given in Norfolk Safeguarding Partnership protocol 8.3 "Allegations against persons who work/volunteer with children" <https://www.norfolkscb.org/about/policies-procedures/8-3-allegations-against-persons-who-work-with-children/>**
4. **The school follows the advice given by the DfE in the 'Screening, Searching and Confiscation' document, Jan 2018 <https://www.gov.uk/government/publications/searching-screening-and-confiscation>**
5. **The school follows the advice given by the DfE in the 'Use of Reasonable Force' document, July 2013. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>**