## Behaviour and Discipline Policy

<table>
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<td>Position</td>
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<tr>
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1 Introduction

Springfield Primary School strives to create an environment where:

- Pupils’ attitudes to learning are exemplary
- Parents, staff and pupils are unreservedly positive about the behaviour at the school
- Pupils’ behaviour during and outside lessons is almost always impeccable, with the excellent conduct and manners of the pupils showing a pride in their school
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for pupils with particular behavioural needs

There are eight fundamental beliefs that are non-negotiable within this Policy, and which underpin our approach to promoting good behaviour.

- All children have a right to consistent, high quality learning without disruption from other pupils
- Regular communication is vital between pupils, parents and staff
- The behaviour of children inside and outside the school is important
- Children who are hurt, abused or bullied by others in school should receive support
- The curriculum plays an important role in the management of behaviour in school
- The school actively seeks to collaborate with external agencies
- The ‘pupil voice’ is important when making whole school decisions
- All adults in school must demand equal respect from pupils

This Policy outlines how positive behaviour and attitudes are promoted and how we aim to eliminate instances of poor behaviour. There is just one rule at Springfield Primary School:

*We all treat people and the environment with kindness, care and respect.*
2 Personal, Learning, Emotional or Medical Issues

Poor behaviour can stem from personal problems or difficulties. To punish bad behaviour and ignore reasons for it will only have a short-term effect and will not provide a lasting solution. It is important, therefore, to look for the reasons for bad behaviour. A high, consistent quality of teaching and learning is also essential in promoting and maintaining good behaviour inside and outside the classroom.
3 Parents

The involvement of parents is essential to the effectiveness of this policy. Good communication is therefore vital and staff are encouraged to be available for parents at the beginning and end of the school day. The Home-School Diary may also be used as a means of communication. Pupils are given termly gradings for their behaviour and this information is shared with parents as part of Parents' Evenings.
4 Conduct Around School

All children are to walk around school in an orderly manner.

Coming into school in the morning:

- Pupils will arrive at school between 8.45 a.m. and 8.55 a.m. and go straight to their classrooms, where an early-bird activity will be waiting. The school day begins promptly at 8:55 a.m.

Breaktimes:

- At the end of playtime, the whistle is blown once for the children to stand still and then again for the children to line-up
- At the end of lunchtime, children will be brought quietly into class by the Midday Supervisors, where the teacher will be waiting to ensure that lessons start promptly.
- When a class has PE immediately after lunch, the Midday Supervisor will lead the class to the cloakroom and deliver to the PE teacher

Talking to and addressing all adults and the role of prefects:

- All adults in school must demand equal respect from pupils. Respect must be insisted upon but staff must model it in the respectful way they deal with and talk to pupils
- The school uses prefects, pupils from Year 6 who help to ensure the welfare of pupils, particularly at lunchtimes, by reminding children of rules and helping to ensure that cloakrooms and corridors are calm, orderly and safe. They will also assist the Midday Supervisors with the younger children on the Infant Playground.
5 Rewards and Sanctions

Rewards
Staff share with parents positive work and behaviour, as well as when a reprimand has been necessary, in keeping with the school’s ethos of encouragement of good behaviour.

Examples of rewards used in school are:

- Written comments on pupil’s work either in general terms or including developmental remarks
- Use of stickers and certificates, e.g. Merit Certificates are awarded to two children in each class during Friday’s Assembly.
- House points – A trophy is awarded weekly in assembly to the house with the most points for good behaviour and effort. More tangible rewards are given to children in the winning house, as opportunities arise - e.g. Derby County Football tickets
- House Point Super Star of the week is awarded each week for the child in each class who has earned the most house points
- Public words of praise in front of the class, year group or whole school
- Class Merits (50 merits for a class treat of their choice)
- Responsibility given to a pupil by the class teacher, e.g. Monitor, School Council, Prefect
- ‘Golden Time’ each Friday afternoon - see section below
- A visit to the Head teacher for commendation
- A special event to mark the achievements of Year 6 children as they leave Springfield Primary School
- Positive comments during Parents’ Evenings and School reports or in Newsletters to parents

Golden Time
Golden Time is a strategy designed to reward children, who try their best with their learning and their behaviour and follow the school rules.

Each child begins the week with their full complement of 30 minutes golden time. Using the ‘weather chart’ system, as illustrated in the diagrams, children will receive 3 warnings before losing a 5 minute chunk of their Golden Time.

50 Class Merits
A class treat of their choice. This is something for children to gain by the whole class achieving high standards of behaviour, effort and general discipline at a certain time.
Start with the expectation that all the children will follow the school rules and will enjoy all of their Golden Time.
(Half an hour of Golden Time every week)

- Child follows school rules all week and no Golden Time Lost
  - Child enjoys all of Golden Time

- Child breaks a school rule – Warning
  - Then peg placed on warning cloud.
  - (Half sun behind cloud)
  - No further rules broken
  - Peg placed back on sun.
  - (KS1/KS2 after each morning/afternoon)
  - Child enjoys all of Golden Time

- Child breaks a school rule – Warning
  - Then peg placed on warning cloud.
  - (Half sun behind cloud)
  - Further rule is broken.
  - Peg moved to second warning cloud (grey cloud)

- Child receives a detention (see list of serious incidents)
  - Further rule is broken.
  - Peg moved to third cloud (raining cloud)
  - Child loses 5 minutes Golden Time.
  - Amount lost to be recorded in class Golden Time book
  - KS1 – Child loses next playtime
  - KS2 - Child loses next 2 playtimes

**Figure 1** Sanctions - Key Stage One and Two
Start with the expectation that all the children will follow the school rules and will enjoy all of their Golden Time. (Half an hour of Golden Time every week)

Child follows school rules all week and no Golden Time Lost

Child breaks a school rule – Warning
Then peg placed on warning cloud. (Half sun behind cloud)

No further rules broken
peg placed back on sun after each morning/afternoon

Child enjoys all of Golden Time

Child breaks a school rule – Warning
Then peg placed on warning cloud. (Half sun behind cloud)

Further rule is broken. Peg moved to second warning cloud (grey cloud)

Further rule is broken. Peg moved to third cloud (raining cloud)

Child loses 5 minutes Golden Time. Amount lost to be recorded in class Golden Time book

Child enjoys all of Golden Time

Child enjoys all of Golden Time

Figure 2  Sanctions - Foundation Stage

Even with loss of Golden Time, if the child continues to break the school rules consider the list of alternatives, on the grounds that it is sensible not to reach the ultimate sanction too soon. Whatever the sanction may be it is less likely to be effective if over-used. Staff are discouraged from bypassing earlier sanctions so that the next step is always available for use. Staff should avoid using threats or statements that leave them or senior staff with no room for manoeuvre.

Examples of sanctions used in school are:
• Withdrawal of break or lunchtime privileges
• Withholding participation in school trips or events that are not an essential part of the curriculum
• Completion of work during break-times
• Being sent to the Deputy or the Head Teacher
• Detention System (see section 8)
• Parents asked to attend a Governors' Disciplinary Committee meeting
• Exclusion, either fixed term or permanent

Exclusion will be considered:

• In response to serious breaches of the school’s discipline policy and/or
• if allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school

Exclusion will only be applied as a last resort. Usually, and except in the most extreme of cases, exclusion will be the culmination of a series of other discipline measures that have previously been tried by the school. This could include the formulation of a pupil’s Behaviour Support Plan and liaison with other professionals. Good communication with the parents of children at risk of exclusion is essential. It should not, under most circumstances, come as a surprise to the child’s parents that exclusion is a real possibility.
6 Enhanced Resource Facility

The Behaviour and Discipline Policy of the ERF follows the principles of the main school policy with additional personalised behaviour plans where needed; these focus on strategies which are beneficial to each child and personalised incentives and rewards.

Rewards and Sanctions

Children will receive a Star Token for each session (English, Maths and Topic) they engage in, to a maximum of three per day. A visual wallchart shows how many stars are needed to earn Golden Time (refer to a child’s individual behaviour plan for amount needed); stars are cannot lost once they have been earned. Golden Time is one hour per week and activities are different each week, they are designed to motivate and encourage all the children.

The children receive ten minutes Choosing Time after each session, time can be lost due to inappropriate behaviours. The child will be given a warning, if the behaviour occurs again they will be warned again, a third time results in minutes missed from Choosing Time. Refer to individual behaviour plans for guidance.

Teachers of any ERF pupils who access mainstream lessons will be given a copy of the child’s individual behaviour plan to follow to ensure continuity of approach when dealing with inappropriate behaviours.
7  Serious Incidents

Most incidents of poor behaviour can be managed by applying Classroom Sanctions or by attention to minor incidents on the playground. However, some events may be classed as 'serious'.

7.1  ERF Unit

Serious incidents within the ERF result in loss of playtimes.

A 'serious incident' is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Deliberate and provocative racist comments
- Running away
- Deliberate damage to property
- Sexual harassment
- Persistent bullying (also see separate policy)

There will inevitably be ‘grey’ areas and varying degrees of seriousness and staff will often have to make a professional judgement when deciding whether an incident is serious enough to warrant losing playtime.

7.2  Main School

A ‘serious incident’ is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with an adult
- Disruption in class
- Running away
- Rudeness or Insolence to an adult
- Deliberate damage to property
- Sexual harassment
- Persistent bullying (also see separate policy)

There will inevitably be ‘grey’ areas and varying degrees of seriousness and staff will often have to make a professional judgement when deciding whether an incident is serious enough to warrant a detention.
8 Detention and Report System

Detention

Where a serious incident occurs, the pupil may go into ‘detention’. Only a teacher, a Teaching Assistant or the Secretary can invoke the detention system. Detention means that a junior pupil will miss the next two playtimes and an infant pupil will miss part of the day, in keeping with the age of the child and the seriousness of their misdemeanour. Whilst a detention is clearly a sanction, it also represents an opportunity for a child to reflect on their actions and the chance to discuss with an adult how it can be avoided in the future by helping the child with strategies to diffuse a ‘situation’ or handle in an alternative way.

- A record will be kept by the Senior Leadership Team (SLT) of all detention incidents, and each half term will represent a fresh start for pupils
- When a child is in detention a letter will go home, signed by one of the SLT saying what has happened and that the incident has been investigated.
- If it is apparent that detentions are having little or no effect, the SLT may decide to issue an after school detention for an hour. This will only be used very exceptionally and with the agreement of the Chair of Governors (or representative, if the Chair is unavailable) and the Head teacher. Parents will receive at least 24 hours’ notice and the child will be supervised by a member of the SLT.
- Where a pupil is consistently in detention the ‘report’ system will be used for a short, fixed period. This is a two-way method of communication between school and home, detailing the progress of the child in every lesson. The pupil is graded with either: ‘A’ representing good, ‘B’ satisfactory or ‘C’ poor behaviour.
9 Outside School

9.1 School Trips/Visits
Every effort will be made to ensure provision for all pupils to take part in educational journeys. However, a pupil may be excluded from planned school trips, educational journeys or residential visits where the potential poor behaviour of that pupil will harm the reputation of the school or where the conduct of the pupil may put the health and safety of himself/herself or others at risk.

9.2 Travelling to and from School
Sometimes incidents of poor behaviour occur on the way to and from school. We consider that at such times pupils are representing the school and where such incidents occur, and depending on the seriousness, school sanctions may be applied and parents contacted.
10 Support of Pupils

Individual Support

- We believe that those who are hurt, abused or bullied by others in school should receive support. Pupils should feel that if they are the recipients of such behaviour it is right to tell an adult.
- Those who commit serious incidents will be offered appropriate support. Some pupils whose behaviour is a serious cause for concern, could benefit from time spent in a shared or short-term placement with another school, or Newton’s Walk Pupil Referral Unit, or from attending school on a part-time timetable.
# Abbreviations

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<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>ERF</td>
<td>Enhanced Resource Facility</td>
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<td>KS1</td>
<td>Key Stage 1</td>
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<tr>
<td>KS2</td>
<td>Key Stage 2</td>
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<td>SLT</td>
<td>Senior Leadership Team</td>
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12 References

1 SPS-POL-0nn, Latest Issue, Anti-Bullying Policy
Appendix A  Forms and Letters

A.1  Detention Form

Springfield Primary School

Detention Form

Name of Child

Class

Date of Incident

<table>
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<tr>
<th>Reason for Detention (from list of Serious Incidents)</th>
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Description of Incident
(Include the names of other children and how they were involved)

Was there an admission of guilt?  Yes / No
Was there an apology?  Yes / No

Signed:  ________________________________  (Teacher)  Date  ______________

Please complete this form and return it to Mrs Joyce or Mrs Willis
A.2 Notification of Detention Key Stage 1 (KS1)

Dear

Notification of Detention Key Stage 1

I am writing to inform you that _________________ has received a detention for the following reason/s:

• ______________________________________________________________________

• ______________________________________________________________________

This means that he/she will lose the next break in school.

If a child receives 3 detentions in a term Mr Blackwell, Head Teacher, or myself may ask the parents of the child to come into school to discuss the issues. So far this term your child has received ______ detention/s, including this one.

Please complete the attached slip and return it on the next school day.

Yours sincerely

Mrs Joyce
Deputy Head Teacher

Detention Notification

I have received notification of my child's detention.

Child's Name ___________________________________________ Class ____________

Signed ______________________________________________ (Parent/Carer) Date ____________

Proud to be part of The Odyssey Collaborative Trust
A.3 Notification of Detention Key Stage 2 (KS2)

Dear

Notification of Detention Key Stage 2

I am writing to inform you that ______________________ has received a detention for the following reason/s:

• ____________________________________________

• ____________________________________________

This means that he/she will lose the next two breaks in school.

If a child receives 3 detentions in a term Mr Blackwell, Head Teacher, or myself may ask the parents of the child to come into school to discuss the issues. So far this term your child has received ______ detention/s, including this one.

Please complete the attached slip and return it on the next school day.

Yours sincerely

Mrs Joyce
Deputy Head Teacher

Detention Notification

I have received notification of my child's detention.

Child's Name ____________________________________________ Class _____________

Signed ____________________________________________  (Parent/Carer)  Date _____________

Proud to be part of The Odyssey Collaborative Trust
A.4 Arrangement of Appointment Letter

SPRINGFIELD PRIMARY SCHOOL
West Road, Spondon, Derby. DE21 7AB
Tel: 01332 673846
e-mail: admin@springfield.derby.sch.uk
www.springfield.derby.sch.uk

Headteacher: Mr D Blackwell

05 July 2019

Dear

Re: Detention

Our records show that ________________ has received 3 detentions this half term.

Please contact the school to arrange an appointment with Mr Blackwell, Head Teacher, or myself to discuss how the behaviour of ________________ can be improved.

Yours sincerely

Mrs Joyce
Deputy Head Teacher