



# British College La Cañada

Early Years and Primary Department

**BEHAVIOUR AND DISCIPLINE POLICY**



## **Introduction**

We realise that both children and adults thrive best in a calm and ordered environment in which everyone knows what is expected of them and in which children are free to develop without fear or hindrance.

It is essential that the school provides a supportive and secure community where children can learn to cultivate self-discipline and acceptable standards of behaviour in an atmosphere of mutual respect and encouragement.

There are many ways to help children learn that certain behaviours are unacceptable and the responsibility for this lies primarily with the child's class teacher. Good behaviour starts in the classroom where children are taught the skills necessary to acquire self-discipline.

Through discussion the ethos of the classroom is developed and expectations discussed. In this way children learn to take responsibility for their behaviour. Within the class the teacher will have a range of strategies that can be adopted to promote positive behaviour and has the opportunity to discuss with the class any sanctions that may be seen to be appropriate.

## **Aims of the policy**

- to develop a moral framework within which children can mature emotionally and in which sound relationships can flourish;
- to enable children to develop a sense of self-worth, respect and tolerance for others.
- to produce an environment in which children feel safe, secure and respected.

## **Objectives**

For children to show:

- self-confidence;
- self-control;
- respect, courtesy and tolerance towards teachers, other staff and towards each other;
- pride in their achievements;
- interest in their activities;
- empathy with others feelings;
- respect for their environment and community;

Teachers and all staff are expected to be good at managing and improving children's behavior.

It is expected that parents will support the school in encouraging their children to show respect and support the school's authority when disciplining its pupils.

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.



A variety of methods are used to encourage and support pupils to behave appropriately:

- PSHE/Citizenship/Assemblies;
- Sanctions;
- Rewards;
- Areas of Responsibility/good role models; Buddy Stop (Yr6)
- Mutual respect expected of all adults and children;
- Anti-Bullying policy;
- A range of visitors into school and a variety of visits offsite.

### **Rewards**

Rewards are used throughout the school. They range from awards to the whole class, to groups, to individuals and are given by all adults in the school.

### **Star of the Week Award**

Children from each year group [R– 6] are chosen by their class teachers for particular mention in whole school assembly. This may relate to work, attitude, behaviour etc. Each of the winners is presented with a certificate. Their photographs are taken as a group and they are posted on the school Facebook page with samples of their work if applicable.

From Year 1 onwards, each pupil becomes a member of a House. They are: London, Cardiff, Edinburgh and Belfast. The house points are totaled at the end of each week and read out in Assemblies. The weekly totals are added up termly, with those also being announced. The house with the most points at the end of the year is presented with a trophy and a special reward and the colour of that house is then tied around the house trophy which is put on display.

### **Working with us:**

#### **Behaviours for achieving House points:**

- Completing work well
- Trying hard
- Being polite and respectful
- Contributing
- Being tidy
- Positive attitude
- Sitting nicely – in class, on the mat, in assembly etc
- Lining up quietly
- Sharing
- Using kind words



### Foundation Stage and Key Stage 1

Each class has a varying system for pupils to be rewarded for good behaviour. This will involve a ladder style system, where children can move their names up for good behaviour or down for bad behaviour. They will be able to move up and obtain a reward at the end of the day, such as; house points or stickers. Should they have to move their names down this will have various implications such 5 minutes loss of playtime or Golden Time.

Nursery has time out chairs / areas and unacceptable behaviour is outlined to parents before pupils join the school.

### Key Stage 2

Within Key Stage 2 each class has access to the Class dojo system. At the beginning of the week all children create their own "monster" and start at 0 points. Pupils will work across the week to earn as many dojos as they can to contribute to their certificates. Positive and Negative Dojo points will be separated out meaning that pupils with 3 minus dojo points will earn a red card, this is a warning for them to have a think about their behaviour. Should a pupil reach 5 negative Dojo points across the week then this will mean that they will miss their Golden Time and not be able to participate. This is regardless of how many positive Dojo points they may have. Pupils who have not received 5 negative Dojo points on Friday will be able to attend their chosen Golden Time Club, which are run on a Friday afternoon. These clubs are chosen by the children and run for a period of 4-6 weeks and then they can choose another club. Just as in Key Stage 1, points can be earned and lost for unacceptable behaviour that is mentioned below. Class Dojo keeps a register of the reason points are gained and/or lost, so reports can be made to parents should they are required.

#### **Behaviours for achieving Dojo points:**

- Consistent achievement of house point examples
- Active listening
- Repeated contribution
- All spellings correct
- Good teamwork
- Showing care and consideration to peers
- Achieving targets in Literacy and Maths
- Pen license
- Moving up in the 99 Club
- Good homework

It is important to remember when using the Dojo system that each child is working towards their own target. That means, each child will achieve this in a different way, it is therefore essential that if one or a few children are not behaving in the expected manner, only those children lose a point and not the whole class, we strongly discourage the use of negative points with the whole class.

Monthly assemblies will be held in KS2 to celebrate "Proud Cloud" achievements. Dojo point achievements will also be recognized in these assemblies.

#### **Proud Cloud Achievements:**

- Something that an adult is extremely proud of



- Extra effort to make things better for all children and the school
- Consistent achievement of House Point/Dojo examples

A Golden Book will be used throughout Primary to celebrate excellent achievement in learning. A piece of work will be displayed for a month for all to see.

A postcard or letter can be sent to parents for children who show consistent good behaviour and who set an excellent example for others.

### **Class Rewards**

Each teacher uses a wide range of rewards within their class. Teachers discuss with children what the rewards will be within the class and how children can achieve them. The rewards may alter and be adapted due to the needs and maturity of a particular cohort.

### **Areas of Responsibility**

Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:

- Classroom monitors
- House Captains and Vice-Captains.

### **Staff Expectations**

- Treat all children equally, irrespective of gender, sexuality, race, religion or disability.
- Be alert to signs of all forms of bullying and racial harassment and deal firmly with it in line with school policy.
- Model the type of behaviour felt to be acceptable.
- Play an active part in building a sense of community.
- Deal sensitively with children in distress.
- Support each other in maintaining good classroom management and be sensitive to each other's needs
- **Apply the agreed standards of behaviour consistently.**
- All adults will ensure that rules are applied consistently so that pupils feel secure and can acquire good habits.
- Behaviour such as rudeness, fighting, etc. is never accepted and should always be dealt with when encountered. (Bullying is the wilful conscious desire to hurt, threaten or frighten someone through physical, verbal, emotional or psychological aggression).

- All adults will provide positive models with regard to courtesy, friendliness and concern.
- Desirable behaviour will be praised and rewarded.
- Physical punishment will never be used.
- Children should never be humiliated.
- Staff should always attempt to find out why a child has misbehaved.
- Staff should explain clearly to children why it is certain behaviour that is unwelcome and not the child themselves.
- A calm, fair and fair approach to discipline should be the norm.
- Any behaviour problems should be handled in a developmentally appropriate fashion, taking into consideration the child's level of understanding.
- A discipline problem should be dealt with by the staff member involved, only if it is a serious matter which needs attention should other staff members become involved.

### **School Ethos**

The following are behaviours that are promoted within our school and which are discussed with the children:

- We always try our hardest.
- We are good friends and classmates.
- We move around school buildings safely and quietly.
- We are polite and respectful towards everybody and everything.
- We don't enter school buildings/area without permission.
- We behave appropriately in the dining room eating with good table manners.
- We take care of our resources, classroom and school.
- We behave appropriately when we are wearing our school uniform.

### **Our Two Choices**

**Working With Us:**

- House Points
- Dojos
- Golden Time
- Star of the Week
- Proud Cloud (sharing assembly)
- Certificates for 70, 125, 200 House Points (KS1)

- Certificates for 100, 250, 500 Dojos (KS2)
- Good Friend certificates (KS1)
- Celebration Assemblies with various reward certificates (KS2 -monthly)
- Golden Book
- Good letters sent home

**Working Against Us:**

- Warnings
- Minus House Point/Dojos
- Receiving a Red Card
- Missed morning patio – specified “Penalty Area”
- Morning Reflection – KS2
- Missed Golden Time (FS and KS1)
- Friday Detention (KS2)
- Meet with key stage coordinator
- Meet with Mr Wild
- Meet with Miss Nowell

**Unacceptable behaviour includes:**

Please note that the following list is not **exclusive**. Behaviour considered ‘unacceptable’ may be determined by Management where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category.

- Disobedience to a reasonable instruction.
- Non-completion of school work that should be reasonably expected.
- Inappropriate dress [e.g. trainers] extreme hair styles, body piercing [e.g. navel, more than one piercing to the ear, facial piercing]
- Biting, spitting, hitting and/or kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property, including defacing property eg graffiti
- Answering back, rudeness or aggression to adults or others.
- Stealing, including hiding another person’s property.
- Carrying knives, drugs, alcohol or any offensive weapon into school.
- Truancy, including non or poor attendance, and a regular pattern of late attendance
- Racist or derogatory comments eg use of the word ‘gay’ or behaviour that causes offence eg all forms of bullying (see Anti-Bullying Policy)



- Fighting or encouraging others to fight.
- Forming gangs for the purpose of intimidating others.
- Bullying, in any form, eg cyberbullying (including from home), homophobic bullying.
- Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.
- Putting themselves, other children or adults at risk.
- Moving around school in a way that falls below the expected standards of general behaviour, eg running, shouting, pushing.
- Creating or spreading malicious 'gossip' about adults who work or volunteer in school, about other children and families, and including the use of social media.

### **Restorative Justice**

At the heart of Restorative Justice is the intention to resolve conflict in that occurs between people through a peaceful and fair process in which all parties are heard and Respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values which embody peace, responsibility, respect, thoughtfulness, resilience, friendship, empathy, hope, determination, fairness, perseverance and love. On occasions when these values are not being respected, we use restorative approaches as outlined to help pupils understand the impact of their actions and how to resolve it.

We believe that by using Restorative Justice we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love.

If a pupil in our school has been negatively affected by someone's behaviour adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future. The Restorative Approach allows ALL parties to have their right to be heard respected.

### **About Restorative Language**

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:





- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How do you make sure that this does not happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

### **Physical Restraint of a pupil:**

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may;

- be causing harm to themselves or another person
- involve damaging property

The law allows staff to physically restrain a pupil using 'reasonable' force. Should an occasion arise where physical restraint would be deemed necessary. Should a child ever be physically restrained, then the parent of the child would be notified immediately. Any parent who requires further information regarding physical restraint can request further details from the school office.

### **Sanctions/Punishments**

As a school we aim to maintain consistency throughout the whole school, therefore we expect that teachers apply the following strategies; FS and KS1 ladder system and KS2 Dojo points, so that we can monitor children's behaviour closely and that children have a clear understanding of what happens when they break the rules, please also refer to the Rules and Rewards display in every class.

The following is an outline of the procedure to be followed:

- Employ classroom behaviour management strategies – ladder system and dojos.
- If behaviour continues the child is to be sent for a "time –out" session in another class for a short period of time.
- If the behaviour still continues and the child is persistently breaking the rules, they will receive red cards. These red cards will be logged, enabling SLT to spot any patterns and further action will be taken as outlined below.
- The next step will depend on the reaction taken of the above and meetings will either be held with the parents to discuss the next step and action to be taken.

### Working Against Us

**1. Warning:**

- **Calling out.**
- **Swinging on chairs.**
- **Not listening.**
- **Speaking incorrect language.**
- **Not following instructions.**
- **Not lining up properly.**

**2. Minus Dojo (KS2)**

- **Repeated offenses above.**
- **Minor verbal and physical behaviour.**
- **Misbehaving in assembly.**
- **Raising voice down the corridor.**
- **Misbehaving in the toilets.**
- **Going in the building without permission at break and lunchtime**
- **Dining room behaviour.**
- **General misbehaviour**

**3. Red Card (missing playtime)**

- **repeat offending for the rules above,**
- **answering back to a teacher,**
- **bad language,**
- **aggressive behaviour in football or basketball.**
- **three minus dojo points.**

**4. Friday Detention (KS2)**

- Three red cards
- No homework completed
- five negative Dojo Points

**5. Meeting with Key Stage Coordinator (Letter / Communication to parents)**

- Major verbal warning or aggressive behavior
- More than two detentions in a month
- Damage to school property
- Showing extensive disrespect to an adult in the school
- Accumilation of five red cards

**7. Meeting with Mr Wild (Letter / Communication to parents and meeting with parents)**

- Should there be no improvement of the behaviours displayed above
- Accumilation of eight red cards

**8. Meeting with Miss Nowell (Meeting with parents)**

- When all other options have been used and bad behavior continues



- Accumulation of twelve red cards and the enforcement of exclusion from an upcoming trip

Should fifteen red cards be reached then the pupil will be excluded from school for the day.

The punishment used must be reasonable. A firm reprimand from a member of staff is expected to be sufficient to correct most misbehaviour. However, if this fails, then the following procedures are likely to be adopted:

If the above sanctions do not lead to an immediate modification of behaviour, the following actions are likely to be considered.

- Exclusion from a favoured activity – long term or permanently; not including mandatory curriculum sessions but for non-mandatory curriculum activities eg after-school clubs and may also be used on residential visits.
- Exclusion from the right to represent the school.
- The establishment of a behaviour chart or home school report book.
- A regular behaviour report/log to be given to the Headteacher.
- Other sanctions following discussion between parents, class teacher and head teacher.
- Exclusion from school.

#### **Confiscation of Inappropriate Items:**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated. Staff also has the power to search without consent for prohibited items, including;

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (incl lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules (eg mobile phones)



**Racist remarks:**

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case;

The pupil will be reprimanded, the Headteacher is informed and a record of the incident is kept.

Parents are informed.

In persistent cases, parents may be asked to discuss the matter with the head teacher and a referral made to police in line with the school Equality Policy.

**Exclusion**

The Management will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The following questions may be considered:

Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

Has the school previously supported the child (what/when/what level of impact did this have?)

Does the child have any recognized behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation eg Statement, IEP, etc) Even if the child does have a recognized behaviour problem the Management has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then exclusion must be applied.

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