



Working in partnership with Little Snoring Primary School

Colkirk C of E Primary Academy, Sculthorpe C of E Primary Academy & West Raynham C of E Primary Academy

Executive Headteacher: Mr Christopher J Allen

School Behaviour and Discipline Policy

Introduction

At each school in The Unity Federation of Church of England Academies we aim to:

- Create a welcoming and co-operative school community in which relationships are based on mutual support, respect and trust and where everybody feels valued.
- Foster the children's self-esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent as learners.
- Provide a secure and enriching environment where learning can take place with enjoyment.
- Provide opportunities that encourage the children to work co-operatively together.
- Develop the children's awareness and sensitivity towards living things and the world that we live in.

We believe that everyone involved in The Unity Federation of Church of England Academies has the rights and responsibilities to ensure teaching and learning takes place in a supportive and co-operative environment.

- The children have the right to feel safe and happy.
- The children have the right to learn and be treated with respect.
- The children have the right to know their property is safe and that the school environment is clean and tidy.
- The staff have the right to feel safe, respected and supported.
- The staff have the right to teach without disruption in a clean, tidy, orderly school environment.
- The staff have the right to continuing professional development.
- The parents have the right to effective communication with the school.
- The parents have the right to see useful information about their children's progress and achievements.
- The parents have the right to be treated with respect and have their opinions valued.
- The parents have the right to expect their children to work in a clean, orderly and tidy environment.



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Our Code of Conduct in addition to Dneat's policy on staff conduct:

Everyone within the school environment has the right to:

- Equality of regard and opportunity.
- Mutual respect.
- Be safe at school.
- Learn and teach in an atmosphere which is supportive and secure.

Everyone in the school has the responsibility to:

- Ensure the school is a welcoming and happy place to be.
- Move quietly and thoughtfully around the school and show an awareness of others.
- Be sensitive to the needs and feelings of others and to behave in ways that reflect this.
- Ensure the school environment is kept tidy and that resources and materials are respected and handled appropriately.

To help protect the rights and encourage personal responsibility, we have basic rules for our classroom and school community.

- 1. We keep everyone safe at our school.**
- 2. We use a quiet voice inside school.**
- 3. We talk kindly to each other**
- 4. We walk inside.**
- 5. We keep our school clean and tidy.**
- 6. We always do our best work.**

We believe it is the responsibility of all staff, governors, parents and children to keep these rules.

Reward Systems.

We believe strongly in promoting and praising good behaviour. This is done in a number of ways:

1. Informal comments throughout the day – for example “Thank you for walking inside, that helps to keep us all safe”
2. Celebrating children's work – for example “ This is a great piece of writing- I can see you have tried hard to use capital letters”



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3. Extra opportunities for responsibility.
4. Verbal praise and certificates in assembly.
5. Individual merits /team points/ dojo points (West Raynham only).
6. Write ups in newsletters and reports.
7. Good Behaviour and Conduct Awards

Sanctions.

We believe that when our school rules are broken there should be consequences. Each teacher maintains a diary of events/incidents which occur, concerning children in their class. This evidence can be used to identify patterns of behaviour and facilitate planning future behaviour management strategies/ risk reduction plans.

When rules are broken adults will:

1. Give a verbal warning – for example “NAME, we need to remember to walk inside so that we all stay safe”. Provide a second warning (this may be name on the board). Provide a final warning then (go to number 2 or 3)
2. Ensure the child has a loss of privileges – for example being a Buddy, playtime or treat time.
3. Send the child to an alternative classroom for ‘Thinking Time’.
4. Send the child to the Head of School to talk about an incident.
5. Use ‘positive handling’ or de-escalation techniques for the safety of the child and others (in extreme cases).
6. Every child will be provided with thinking time after a sanction to reflect on what they have done.

In some cases the child’s parents may be informed, when appropriate about incidents which have occurred particularly if this is persistent.

Sometimes it is appropriate at the end of a lesson if the adult leading the session feels a child has not contributed their best then they can remove time at playtimes to ensure a child completes work to the high expectations they have been set.

In severe cases the Head of School or Executive Head Teacher may need to investigate the incident more closely leading to daily verbal reports being shared with parents, the child going home at lunchtimes, and/or short/long term exclusions and finally permanent exclusion (Governor/LA involvement).



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Exclusions criteria are determined by national guidelines and are stated as:

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other

Any of the above criteria may result in a serious breach of this policy or the safety of the pupil in question or other pupils around them and can determine the type and length of exclusion as a result.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching For Learning Policy
Special Educational Needs Policy
Health and Safety Policy
Positive Handling Policy

Date policy written – **January 2014 updated January 2017**

Date approved by the full Governing body: **12th February 2014 / 23rd February 2017**

Date / frequency to be reviewed: **Annually**

Date	Reviewed by	Changes or amendments
Jan 2015	Staff and LGB	No changes
Jan 2016	Staff and LGB	Addition of positive handling / de-escalation added.
Jan 2017	Staff and LGB	Addition of Class Dojo points for West Raynham Greater detail around exclusions added