

Name of Policy: Behaviour and Discipline - Sanctions	Version/Last Review Date: September 2021 (V1)
Statutory documents linked to policy: Behaviour and Discipline	Previous review date: September 2013 (V1) September 2019 (V2) January 2020 (V3)
Other Policies linked to this policy:	Next Review Date: September 2024 (V5)
Governor Committee Responsible	FPP

All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect and self-belief. Our classroom extends to rich, exiting environments within the forest, the beach, the city and the community as a whole.

The Aim of this Policy:

- To provide all members of our school community with the opportunity to live, learn and work together in a safe environment which encourages mutual respect.
- To encourage all individuals to take responsibility for their own behaviour and to recognise the rights of other members of the community irrespective of ethnicity, social or religious background.

West Newcastle Academy believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We will not tolerate any racist, disability, homophobic or transphobic abuse or bullying. This will be reported to the local Safeguarding Services.

We work within the statutory framework to address issues around radicalisation and extremist behaviour. This is addressed through our SMSC provision, school assemblies and community links. Any concerns will be reported to the Local Safeguarding Services and Northumbria Prevent team.

Objectives:

- To encourage self-discipline
- To encourage respect for self and others.
- To establish a purposeful and efficient learning environment
- To encourage good behaviour through praise and positive enforcement
- To provide a clear framework of sanctions for pupils, parents and staff

Expectations:

Individuals will show each other and our school environment respect. All behaviour will exhibit care and consideration at all times and will be deemed to be inappropriate if it is likely to deflect from our principal aim or put any one at risk.

Standards of Behaviour:

Children and staff adhere to our core principles for behaviour which are:

Ready, Respectful, Safe

1. Mutual respect should be evident in all our interactions
2. Calm and quiet should be maintained throughout the school. No one should shout even when trying to gain attention
3. Inappropriate language is unacceptable
4. Physical conflict is unacceptable in any circumstances
5. Disputes between pupils should be reported to an adult
6. Adults should listen to and respond quickly and effectively to pupils who report disputes to them
7. Pupils should behave appropriately during lesson time, apply themselves to their learning and not distract others

If a crisis occurs within the classroom class teachers should use their judgement as to the need to deal instantly with a situation. If needed a child should be removed from the class room in the interests of the safety of other children. If another adult is not available to assist, then this should take priority over the need to be in supervision of your class. In many cases, removing the rest of the class to safety would be an appropriate first step. If such an event occurs alerting another staff member is critical so that assistance may be sought from other colleagues. In this event further action will be considered by headteacher.

Teachers should maintain a behaviour log for each child on Scholar pack which records any incidents that require action which involves the removal of a child from the room, or the involvement of another colleague, a parent or an outside agent.

Rewards:

All children should be recognised and rewarded for showing behaviour that is ready, respectful and safe. All our efforts should be towards positive response to good behaviour and attitudes. All staff should contribute to the praise and support of good behaviour. Additional rewards include star of the week assembly, recognition boards and postcards home.

Sanctions:

We endeavour to be inclusive for all pupils, however on occasion certain behaviours may have a detrimental effect on other children and staff. Warnings will be given before sanctions are put in place. Parents will be informed.

Physical contact will not be made with a child during the process of reprimand. In extreme cases the practice of Physical Restraint may be used by a teacher who has made the judgement that an individual's behaviour is a threat or risk to the child's own safety or the safety of others.

Children who are causing behavioural concern within class should be given a clear knowledge of the consequences of their behaviour and should be given individual targets according to the difficulties that they are experiencing.

The order of sanctions should be as follows:

- Verbal warning (scripted intervention)
- Written warning (not on the board/ out of sight)
- Play time lost in 5 minute increments. During this time, restorative conversation or report to be completed. Parents will be informed if a child has lost any break time.
- If behaviour is physically aggressive racist, disability, homophobic or transphobic abuse or bullying sanctions may escalate, as listed below:
 1. Teacher to have a meeting with parents and child with a letter to explain the behaviour and consequence (**half day internal exclusion**) (see appendix A). Learning time to be paid back after school until 4.30pm
 2. Headteacher to have a meeting with parents and child with a letter to explain the behaviour and consequence (**whole day internal exclusion**) (see appendix A). Learning time to be paid back after school until 6pm
 3. Headteacher to have a meeting with parents and child with a letter to explain the behaviour and consequence (**external exclusion in another local school with a Teaching Assistant.**) (see appendix A) Learning time to be paid back on Saturday.

All staff are responsible for implementing the discipline policy and should follow the same procedures.
Appendix A Letter

Date

Dear

Thank you for attending the meeting on (date) to discuss (child's name) (behaviour). During the meeting we have discussed this behaviour and reviewed the recent logs on Scholar pack. This log alongside the letter will be kept on confidential records.

This letters acknowledges that you have situation confirmation willingness support school and work in partnership.

The order of sanctions should be as follows:

- Verbal warning (scripted intervention **Appendix B**)

I noticed you are..... (Having trouble getting started/wandering around the classroom/becoming frustrated)

It was the rule about..... (Lining up/ being respectful, safety) that you broke.

You have chosen to..... (Move back, catch up on work, and make an unsafe choice)

Do you remember when..... Reflect on a positive behaviour/action from the pas. That is what I want to see today. Thank you for listening.

(Walk away and allow the child time to take in the conversation)