

Barnby Dun Primary Academy- Behaviour and Discipline Policy.

Shared Expectations.

Children work and behave best when they are happy. It is essential that there is a partnership between Barnby Dun Primary Academy and our parents so that the same messages concerning behaviour are given at school and at home. Children need to know that teachers and parents support each other and that we all care about them. Our aim is to actively foster good behaviour using rewards, high expectations, clear boundaries and simple rules. Children learn most effectively when they know what they are supposed to do and when they are constantly encouraged and rewarded for doing it. This document sets out a clear set of consequences for children who are unable to follow clear rules and choose to misbehave. This is a necessary element of any school's approach to discipline but our emphasis is firmly on positive encouragement of good behaviour.

We are committed to a whole school approach to discipline. Rewards and consequences may differ slightly according to the age and maturity of the children but the overall procedures are the same throughout school. This document is split into four sections. These consider:

1. Teaching and Learning approaches- how good behaviour can be encouraged
2. High expectations and rewards
3. Response to poor or inappropriate behaviour.
4. Lunchtimes

1. Teaching and Learning Approaches

We can take positive steps to encourage good behaviour by:

- 1] Creating a pleasant, relaxed but purposeful atmosphere in the classroom, where children are respected, show respect in return, and have a clear idea of our expectations.

- 2] Establishing a strong class identity and team spirit. This can be done through a variety of strategies: class name, class rules, pupil of the week, weekly class attendance etc.
- 3] Emphasising and building on success. All children seek approval, praise and encouragement are far more effective than criticism and punishment. We aim to develop self-esteem by showing children that we value their efforts and achievements. A child who has a low sense of worth or feels a failure is more likely to behave in an unacceptable way.
- 4] Encouraging the development of self-confidence. Allowing the children to make small decisions for themselves from an early age, and gradually allowing them to take more responsibility for their own actions, enables them to become more aware of, and confident in, their own abilities.
- 5] Showing the children that we take pride in the school and value their contributions. The way we organise the classrooms and the quality of the displays around school are evidence of this. We can only expect the children to care for, and have respect for their surroundings if we set a good example.
- 6] Organising our classrooms in an orderly way. Materials should be well organised and easily accessible. We can then encourage independence by allowing children to select materials and tidy away after use. Poor classroom organisation can create confusion and aimlessness, which can often lead to bad behaviour.
- 7] Providing carefully planned activities which are interesting, stimulating and appropriately differentiated and which cater for different individual learning styles. A child who is interested and involved is less likely to misbehave. Boredom and lack of direction may lead to poor behaviour.
- 8] Always showing consistency of approach. Children are more likely to accept a code of behaviour if it is clearly understood and consistently and fairly applied by every adult in school.
- 9] Making every effort to foster good relationships and emphasising the importance of courtesy, thoughtfulness, honesty, kindness and loyalty. These attitudes need reinforcing all of the time.

- 10] Ensuring appropriate supervision of children at all times i.e. in the classroom, shared areas or school grounds. Supervision for older children may be more discreet in order to further promote the development of self-discipline, but all children need the security of knowing they can turn to a responsible adult when necessary. They should be taught to respect those in authority. (This includes teaching staff, support staff, lunchtime staff, the site manager, parent helpers, visitors etc.)
- 11] Giving the children increasing responsibility as they develop and mature, showing them that we trust them and value their opinions and contributions, i.e. through Pupil consultation groups.

School rules are kept to a minimum and are primarily concerned with the safety and welfare of everyone in school. The children are made fully aware of these rules and the reasons for them.

2. High expectations and rewards

The most important aspect of any school policy is the **consistent expectation of good behaviour from all school staff**- teaching and non-teaching. This will be constantly reinforced in the classroom, in assemblies, around school and on the playground. Children will be rewarded for demonstrating good behaviour, good manners and consideration and respect for others- making appropriate choices. Reward systems will vary according to the age of the children but it is vital that all staff share the same values and are pro-active in developing these attitudes in all pupils.

Foundation Stage

- Stickers will be used. They can be put on the child's work, in home/school diaries or on jumpers for the children to wear and take home.
- Children chosen for their good work, effort and behaviour will receive a gold certificate in Rewards Assembly each week.

- The school's six Golden Rules are displayed in class, discussed, reinforced and referred to regularly.
- **We are gentle**
- **We are kind and helpful**
- **We work hard**
- **We look after property**
- **We listen to others**
- **We are honest**
- Each class has their own 'class name'- Bears or Ladybirds. This helps create a sense of belonging, inclusion and being part of a team.

Key Stage 1 and 2

- Each class agrees a set of class rules at the beginning of the school year and these are displayed on the class wall and discussed in PSHCE time and on an ongoing basis, as necessary.
- Each class has their own 'class name' which they choose with their new teacher on 'class swap' day in July. This helps create a sense of belonging, inclusion and being part of a team.
- Good work, sensible behaviour and good effort will be rewarded in the classroom with stickers.
- Around the school good behaviour may be rewarded by staff and a sticker may be given for a child to wear on their jumper, e.g. for lining up quietly, for helping other children.
- Children chosen for their good work and behaviour will receive a gold certificate in the Rewards Assembly- 2 children in each class per week. They may also be nominated for a Special mention by any member of staff –Monday assembly.
- 'Pupil of the Week'- one child is chosen by their class teacher or voted by their peers each week; their name is displayed on the wall.
- 'Smart person of the week'- one child is chosen by their class teacher or voted by their peers each week for being 'body smart' 'people smart', 'nature smart' etc.
- Each week children who have followed all the class and school rules are rewarded with a period of 'Golden Time'. A range of art and craft activities, cooking, sports, games and computers are organised for children to choose from.
- Stickers/stamps/written comments are put in home/school diaries to inform parents that their child has earned all of their Golden Time.

- In some KS2 classes children work together on their tables to earn and accumulate ‘team/table points’. These are recorded on a chart and the winning table/team announced on a Friday. This encourages shared responsibility for keeping work space tidy, sharing equipment, being ready to line up for assembly etc.
- Children earn ‘effort points’ and these are recorded weekly for the class. During Friday assembly, the class with the most effort points becomes ‘Class of the week’; their name is displayed in the hall.

3. Response to poor or inappropriate behaviour.

The approach outlined below is the general disciplinary procedure in operation within school, though circumstances at times may dictate a different approach.

Where pupils display inappropriate behaviour teachers will use a variety of strategies to modify this behaviour. They may include:

- Discussions of inappropriate behaviour with individuals/whole class
- Verbal warnings
- Changing the classroom seating positions
- Isolation of a pupil within the classroom
- Removal of a child from their classroom to work with the Deputy Head or the Head
- Removal of privileges
- Loss of playtime- supervised by staff
- Loss of some of the weekly Golden Time- supervised by the Head/Deputy

These strategies will be used by the teacher according to his/her discretion and the nature of the problem.

Incidents of inappropriate behaviour which are repeated or a one-off serious incident, e.g. deliberately hitting another child, are recorded in a book which is kept in the head’s office. The Head is fully informed of the incident and the action taken.

The class teacher and Head will check carefully to see whether patterns of poor behaviour are developing. When this occurs, staff will then either inform the Deputy Head/Head and may discuss the issue with the child’s parents. Details of such a meeting will be recorded.

When a pattern of poor behaviour is emerging it is essential that notes are taken of incidents and staff responses. These may be needed later if the situation deteriorates and evidence is needed.

If all strategies have failed to succeed then:

- Pupils may be given a target card, where they agree specific targets for each session of the day and reports/messages are given to parents at the end of each day
- An Individual Behaviour Plan may be agreed by the class teacher and SENCo/Inclusion Leader
- A pupil may be excluded for a fixed period . The Chair of governors will be informed.
- If these strategies are not working and there is danger of pupil exclusion then the class teacher, SENCo/ Inclusion Leader and Head will seek guidance and support from relevant agencies, such as the ARC at Longtoft, the LA SEN team, Educational Psychologist. Following such consultation a Behaviour Support Plan will be agreed with parents to target the inappropriate behaviour. This plan will need to be reviewed regularly.

Physical Intervention.

When dealing with pupils who exhibit very challenging behaviour, staff should use these strategies where possible, before Physical intervention is used:

Give time distraction state alternatives give space
Reassure/remind other staff intervene talk calmly use humour
Instruct other pupils repeat request remove stimulus
offer time out step away praise partial compliance

We aim to use de-escalation techniques to support challenging behaviour. However, it is understood that at times it may be a necessity to restrain a child. This will always be after several de-escalation techniques and will be to prevent injury to themselves or another person or sometimes when there would be severe damage to property. Health and safety of all pupils and staff will always be a priority.

As a school, we have a list of designated adults who have been trained by 'Team-teach' and are authorised by the Headteacher to restrain and/or move pupils.

Team-teach techniques seek to avoid injury, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.

Any incident where restraint has to be used is logged and parents informed immediately.

Bullying.

Staff will do their utmost to ensure that bullying is dealt with and stamped out whenever/wherever it occurs. The key aspect of any policy to deal with bullying is encouraging victims to report any bullying behaviour by others. When staff receive reports from pupils about bullying they are always investigated fully and sanctions taken according to staff's assessment of the situation. Further details of such sanctions are given in the school's Anti-Bullying Policy.

Exclusion.

Exclusions are the last resort and will normally be for serious violent behaviour towards others in school or for persistent and deliberate transgressions of school rules which have not been remedied by the strategies outlined. In cases where the safety of pupils and staff is at risk then exclusion may be the most appropriate strategy. Initial exclusions may be for a period of 2 or 3 days. In such cases parents will be contacted immediately by telephone. Arrangements for the exclusion will be written and given on the same day. If future exclusions are necessary then the procedures outlined by the LA and Dfe will be followed.

4. Lunchtimes.

The Midday Supervisors are responsible for the organisation and discipline of children at lunchtimes. In order to promote good behaviour

at lunchtimes, the Midday Supervisors will also use the reward systems outlined earlier in addition to giving 'lunchtime superstar' cards in the dining hall.

LUNCHTIME CODE OF CONDUCT

Children need to be equally clear about what is expected of them in the playground and indoors during lunchtime. The classroom rules also apply:-

- **We are gentle**
- **We are kind and helpful**
- **We work hard**
- **We look after property**
- **We listen to others**
- **We are honest**

All children should have a thorough understanding of the following:-

- **They should play in the designated areas.**
- **They should not come back into school unless permission is given by a teacher, MSA or supervising adult.**
- **They should observe the lunchtime bell and go into lunch with their class.**
- **They should observe indoor play rules applicable to their class.**
- **They should observe the procedure for when the bell/whistle rings at the end of lunchtime.**

As in the classroom, we reinforce good behaviour wherever possible by praise and positive recognition:

- At lunchtime, MSAs can give out stickers for good behaviour, consideration, politeness, empty plates etc.
- Children earning a sticker will be recognised by their teacher and may be given an effort point.

However, we have agreed on the following sanctions to be applied in cases of misbehaviour:-

First time - Warning and reminder of appropriate behaviour.

Second time -MSA to put the child's name in their green book – this will be followed up by the Head.

Third time or severe case of inappropriate/aggressive behaviour -
Child sent straight inside to the Headteacher.
Name recorded in behaviour book.
Parents may be contacted if considered
necessary.

It is important that the children receive the same messages from all members of staff, and that rules and standards are consistently applied.

As with the classroom sanctions, each day is a new start.

C.Robinson - Reviewed April 2016
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