



Behaviour and Discipline Policy

Higher Lane Primary School

October 2016

GUIDELINES FOR THE ENCOURAGEMENT OF GOOD PUPIL BEHAVIOUR

It goes without saying that high standards of behaviour are a crucial factor in determining the learning environment for the children. Working conditions and staff morale rely heavily on the successful implementation of strategies and sanctions and all adults in school have a shared responsibility to ensure that expectations are consistently high.

These guide-lines should be seen as set against a background of mutual respect between children and adults. Children should always be given the opportunity to speak about problems or incidents in a calm and rational manner and incidents should be investigated fully, involving all children concerned.

An expectation of behaviour and its consequences should then be given to the child so that he/she understands the exact nature and reason for the sanction.

Our school ethos is based around children and adults respecting each other and demonstrating that through respectful behaviour.

Physical punishment by any adult is never permissible for any reason and would lead to disciplinary action being taken against any person who infringed this rule.

A POSITIVE ROLE

All adults in school should model the appropriate, respectful, calm and courteous behaviour we expect children to use.

All children should be praised for their good behaviour, good manners, and helpful attitude. This should be done in a way that encourages others to follow their example. This provides a powerful stimulus to other children to get the adults' attention through positive good behaviour, rather than by behaving badly. For example, in situations where many children are being noisy or ignoring instructions, an adult praising the few children doing as they have been asked, can quickly win the attention of the whole group.

Everyone enjoys being praised, adults as well as children, and the feeling of well-being that comes when one is 'in the spotlight' for what is soon perceived as good behaviour or a positive attitude is a powerful incentive to repeating the good behaviour.

This means that the few occasions where an adult has to be cross have far more impact, and will mark out a serious misdemeanour in ways that are not possible if the adult is always having to be grumpy or needing to shout.

This policy is about being positive - the sanctions described are here for the occasions when a child sees through the system or does not choose to respond, for whatever reason.

The vast majority of children will never need the majority of disciplinary measures described in this document. However, the staff of the school must not be seen to be powerless if further measures are necessary, and it is very important that such measures are consistent no matter who is having to discipline the child.

This policy therefore describes situations and the approved adults' response to behavioural issues in those situations.

MOVING AROUND THE BUILDING

A high level of supervision is necessary when children are moving around the school. Teachers or teaching Assistants (TAs) should, at all appropriate times, accompany groups of children to cloakrooms, etc., and see them into the playgrounds. Unacceptable behaviour on corridors, etc., e.g. running, pushing, shouting, jumping down steps, should be challenged by any member of staff who is on the spot, and good behaviour regularly praised.

Children should not have the opportunity to "hang-about" outside cloakrooms, toilets, etc. One group of children roaming unsupervised around school will affect the general level of behaviour of all the children.

Children should be encouraged to take care of the building, keeping it clean and tidy, and should be complimented on their efforts to do so.

IN THE CLASSROOM

The atmosphere in classrooms should be calm. Children on task have no opportunity for aimless wandering. An orderly, well organised classroom where the equipment is well looked after and has an appropriate place will reflect positively on children's attitude and behaviour. Equally staff need to implement procedures which avoid potential conflict, e.g. minimise the amount of lining up.

All classrooms should have agreed rules for behaviour, particularly at wet playtimes, and these should be prominently displayed. The teacher and other members of staff should regularly draw the pupils' attention to the rules.

Children should be encouraged to:

- Look after books and equipment (definitely no graffiti, stickers on drawers, chairs or tables, etc.)
- behave calmly and quietly at all times.
- speak politely to the teacher and other adults
- speak politely to other children

Children must

- on no account leave the classroom without permission
- not visit the toilets at random, but with permission
- not bring sweets, chewing gum or expensive toys into school
- do as they are told straight away - not be uncooperative
- understand the rules for the class and possible sanctions for breaking them

AT THE START OF THE SCHOOL YEAR

From Reception year onwards, the Class and the teacher / TA must discuss and agree classroom rules - these then need to be displayed (possibly in the form of a *Class Charter*).

REWARDS

POSITIVE AND REGULAR REINFORCEMENT BY ALL ADULTS WHO WORK IN THE SCHOOL:

Ordinary expectations for good work/behaviour	House Points
For a more outstanding piece of work/behaviour, needing praise there and then	Merit Mark
Achievement Assembly for exceptionally good work Key Stage 1 and Key Stage 2 Assemblies to be held	<i>Star of The Week</i> Certificates Awarded (2 per class)
Achievement Café (Friday Morning)	Pupils who have received a <i>Star of the Week</i> certificate to attend
Behaviour Assembly	<i>Good To Be Green</i> certificates awarded (one per class)

Good work is rewarded with merit marks and certificates.

MERIT MARKS	
NUMBER OF MERIT MARKS	REWARD
25	BRONZE CERTIFICATE
50	SILVER CERTIFICATE
75	GOLD CERTIFICATE
100	BRONZE OWL
125	SILVER OWL
150	GOLD OWL

Good behaviour is rewarded with house points.

HOUSE POINTS ☐ 4 Houses (Dahl, Pratchett, Rowling, Wilson)	
Awarded for good behaviour	Counted weekly and contribute to half-termly reward for the winning house
STAR OF THE WEEK	
Star of the Week Certificate	Two each week (per class) for exceptionally good work

GOOD TO BE GREEN	
Good To Be Green Certificate	One awarded each week for exceptionally good behaviour; children will have remained on a green card throughout the week as part of the <i>Good To Be Green</i> system.

HEADTEACHER / DEPUTY HEADTEACHER AWARDS	
Exceptional Work Recognised	Stickers for children sent with good work. Postcard Sent In The Post To Parents (children not informed at the time)

MONITORS
In Year 6 children have the opportunity to apply to become a school monitor. Once they have achieved this position they are given a role of responsibility within the school. High expectations are placed on the Year 6 pupils (indeed, all pupils in school) to act as positive role models at all times and always lead by example. Throughout the year monitors complete tasks around the school being assigned roles within the different classes, at assembly times

and also break times. Pupils are encouraged to become increasingly independent in thought and action ensuring that they maintain their responsible, increasingly self-motivated and self-reliant approach into high school; they are secondary ready.

CLASS SYSTEMS

Staff can develop additional reward systems (stickers, raffle tickets) as part of their classroom management and for maintaining outstanding *Behaviours For Learning*. These are **additional** and are not a replacement for the whole school systems that are in place.

SANCTIONS

- *It's Good To Be Green!*



SANCTIONS

The school employs a minimum number of sanctions to enforce the school expectations and to ensure a safe and positive learning environment. These are consistent across the school. We employ each sanction appropriately to each individual situation.

All staff use the **GOOD TO BE GREEN SYSTEM** to put in place sanctions as appropriate.

- All children start each day on green.
- A child receives a verbal warning (1) followed by two further warnings each of which is marked with a TICK on the board beside the child's name. The child moves to amber on the next warning (4). All Amber warnings are recorded in the class Behaviour book and class teachers inform parents. A child remains on amber unless he/she receives two more warnings (5 and 6) which are marked on the board by putting one or two ticks next to the child's name. At this point, the child moves to red is sent to the Deputy Headteachers' Office.
- Whenever a child moves to red the Deputy Headteacher will contact parents and the parents will be invited in to discuss the matter and the child's behaviour will be monitored by the Senior Leadership Team.
- At lunchtime a child's poor behaviour will be dealt with by the lunch time supervisors. Serious breaches of discipline be reported to the member of the Senior Leadership Team on duty and recorded in the Lunchtime Behaviour Log. This **must not** impact on Teaching and Learning time.

PLAYGROUND AND SCHOOL FIELD DISCIPLINE

The supervisor/teacher on playground duty should follow procedure by reporting incidents to the class teacher if it is felt necessary.

Children should be reminded to use the toilet before going out to play. If toilets are needed during break, children must ask to go in.

Children should not be allowed to:

- Fight , play fight or incite fighting
- Chant
- Spoil games
- Go in and out of the building
- Swear
- Provoke or support physical violence
- Have sweets or expensive toys
- Climb or sit on wall/ railings/fence or on banking.
- Wear coats as cape round neck
- Disobey or cheek supervisor/teacher on yard duty
- Leave premises
- Dangerous Games
- Handstands
- Piggybacks
- British Bulldog or similar
- Pulling or swinging on clothes
- Pick up or carry smaller children
- Anything that looks dangerous

On cold days staff should check scarves/gloves on strings are tucked into coats and not hanging loose and therefore could be caught or pulled tight.

SPECIFIC BEHAVIOURAL PROBLEMS IN THE PLAYGROUND /CLASSROOM

BEHAVIOUR PROCEDURE

If a child leaves a classroom or premises as part of an incident - Report incident **IMMEDIATELY** to Head or Deputy Head.

Physical violence with other children - report to Head or Deputy Head.

Persistent but mild misbehaviour - Report to class teacher.

Incidents of a very serious nature - Report to Head/ Deputy Head; Exclusion may be considered in some instances.

Rude or cheeky behaviour (this includes facial expression and body language) - Report incident to Head or Deputy Head.

Bullying: To be carefully investigated and to be taken seriously at all times. Depending on nature of bullying, a suitable sanction will be set.

Bad or foul language and sexist behaviour should be reported straight away to Head or Deputy Head.

Racist incidents - Report to Head/Deputy Head who will take responsibility for dealing with situation. Racist incidents are to be logged accordingly using the LA database.

For any of these incidents parents will be informed by the class teacher or senior staff as appropriate to the nature of the situation and the children involved.

When managing the behaviour of children, the attitude of the adults concerned is very important. All staff give messages to young people about how much they, the children, are valued by the way that the adults deal with them in school. Children will learn from the example that is set.

Consider the following advice:-

Prevention is better than cure, so –

1. Find time routinely to remind children of rules and standards expected for that period e.g. before lessons begin, at the start of playtime, lunch time, wet break, etc.
2. Give reminders to individual children who are having difficulties before they go out to play e.g. talking about who they are going to play with and what is a good game to play.
3. Explain the reason for our rules of behaviour, particularly "Class Rules" (Health and Safety) consideration for others, etc. Children will respect rules for which they can see the purpose.
4. Praise examples of good behaviour rather than focusing on examples of negative behaviour. Beware of becoming a "nag". It is an easy trap to fall into and very counter-productive.
5. Show the children that you like and respect them by:
 - a. Having an individual chat in classrooms, corridors, playgrounds, etc.
 - b. Being accessible.
 - c. Listening when they come to you with a problem.
 - d. Children behave best for adults they like and respect. If they think that an adult does not like them, then they feel that they have 'nothing to lose' by misbehaving.
6. Don't provide a "floor-show" when reprimanding a child. Try your best to keep cool and control your voice, whatever has happened.
7. Keep your temper when those around you are losing theirs! Never try to talk to a child who is upset. Find a quiet place, let the crisis settle then sort out the problem calmly. Involve other staff if necessary, so you have some back up or a witness to what is said or done.
8. Remember that children have a well-developed sense of fair play. If they come to you with a grievance or if you are investigating a dispute, listen to both sides and where appropriate ask other children for their view of the incident. If you fob children off with statements like "go away and play" or "it serves you right", the situation will only fester and be worse in the end.
9. Regular discussion about behaviour and attitudes to other should occur in assembly, circle time, PHSCE, RE and story time.

ANTI-BULLYING

All our work in managing bullying incidents is in line with the RMBC policy on anti-bullying. At Higher Lane any incident which causes a child distress or anxiety will be investigated and dealt with thoroughly as dealing with issues well at this level can help prevent bullying occur.

Bullying can be:-

1. Physical (such as kicking, punching)
2. Verbal (such as name calling)
3. Non-verbal (such as glaring at someone)
4. Sexual (such as lewd comments or touching)
5. Social (such as excluding someone from social groups)
6. Technological (such as cyber bullying or sending hateful text messages)

Bullying can be motivated by many reasons and can be targeted at a variety of aspects of a person's character. We can be bullied because of:-

1. Our appearance
2. Our lack of confidence
3. Our family situation
4. Our disability
5. Our size
6. Our gender
7. Our religion
8. Our sexual orientation or perceived sexual orientation
9. Our economic status
10. Our racial group
11. Where we come from
12. Our special needs

GUIDELINES ON WORKING WITH A CHILD MANIFESTING BULLYING BEHAVIOUR

As with all management of behaviour fairness is essential and the process must be seen to be fair.

Investigation of incidents should be thorough if bullying is suspected or alleged.

The child accused of bullying must be given an opportunity to explain their behaviour and to talk about the circumstances which led to the behaviour.

The child must fully understand which aspects of their behaviour are unacceptable and why.

If an incident is likely to have been a bullying incident a record should be kept of what happened and how it was handled.

The child should be involved in a decision about the consequences of their actions – they may be asked to say what would be appropriate as a consequence / punishment.

The child should be given an opportunity for further contact to support them in similar circumstances such as mentoring group, counselling etc.

GUIDELINES ON WORKING WITH A VICTIM OF BULLYING BEHAVIOUR

The child should have a full opportunity to talk about their experience and to discuss their feelings. This may take some time and may be better on more than one occasion.

The child should be given support and encouraged to feel that they did the right thing in exposing the behaviour. They should know that it was wrong.

The child may need to have honest and confidential feedback about any aspect of their behaviour which triggered the behaviour in order that they understand how it happened.

Support should be available including help on how to be more assertive if appropriate, group support / intervention if available, actual physical presence offering a little personal reassurance in the playground or where the behaviours occurred.

WORKING WITH PARENTS

If bullying behaviour has been identified, parents of the victim and bully should be told about the incidents. Support for parents in talking to their child can be offered.

Sign posting to appropriate services such as parenting classes, CAMHs etc

Strongly and actively discourage parents inciting their child to violence in the future as a response to an incident in school. Please keep a record of any such threats.

KEEPING A LOG

The LA policy advises keeping a log when bullying has occurred. The difficulty here is that there has to be an agreement amongst staff that it is bullying behaviour and not misadventure, falling out, rough play or isolated incidents rather than bullying.

The head teacher should always be informed and involved if genuine bullying is identified.