



## Tany's Dell Community Primary School Behaviour and Discipline Policy September 2016

### Standards of Behaviour:

Our staff appreciate that children's attitudes and values have been shaped by a variety of previous experiences. We recognise that society's attitudes and values are constantly changing and that it is vital for our school to promote constructive partnerships with parents and carers in order that children can develop into well rounded individuals, who can make a positive contribution to society.

Children need a consistent and structured approach to enable them to develop self-esteem and self-discipline. We as a primary school are in a fortunate position to be able to engage our children in the learning of positive behaviour by *Reaching for the Stars* in everything they say and do. The following policy outlines the framework we will use to develop and promote positive behaviour and self-discipline as well as describing the strategies to be used when a child breaks our Code of Conduct (known as The Tany's Dell Way).

Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This policy complies with section 89 of the Education and Inspections Act 2006 and Sections 110 and 111 of the School Standards and Framework Act 1998.

### Aims:

- To promote a caring and positive ethos and culture.
- To help children to acquire important social skills – self-esteem, self-control and responsibility.
- To promote good work ethic and resilience
- To ensure that the school's expectations and strategies are widely known and understood.

### Objectives:

To ensure that:

- the whole school community, including parents and children are involved in making our school a safe place,
- everyone is a valued member of the team,
- positive behaviour is praised and rewarded,
- adults are being vigilant in catching children being good,
- bullying is prevented (See Anti-Bullying Policy)
- appropriate strategies are used to deal with unacceptable behaviour, including a programme of behaviour recovery if necessary.
- pupils complete assigned work to their best possible standard

## **School Ethos – The Tany’s Dell Way is to *Reach for the Stars*:**

Children should be proud of their good behaviour. It is our firm belief that we can promote a positive pattern of behaviour through example. The adults encountered by the children at school have an important responsibility to model standards of behaviour (both in their dealings with children and with each other), that reflect the Tany’s Dell Way. There will be lots of chances throughout the school day to seize opportunities to praise and reinforce good behaviour, as well as helping children to develop strategies to cope in difficult situations. It will not always be possible to plan these opportunities, as many will occur naturally through the hidden curriculum.

It is also vital that the children within the school are able to have a voice, in order to be able to monitor their own behaviour and make positive contributions towards any decisions which are made to ensure that the school continues to be a safe and happy learning environment. Our Children’s Committee and Tutor groups meet weekly, where the children are encouraged to bring up and discuss any issues.

### **In the Classroom:**

All teachers and adults working in the classroom should set a good example by showing a positive and caring attitude. Continually acknowledging and praising good behaviour, should ensure that the teacher is laying down the ground rules for children to obtain quality teaching time. Each class will have their own reward system. Some classes may choose to allocate a Golden Time each week.

Each classroom has on display the school’s ‘Reach for the Stars’ Vision and the ‘Who Cares? We Do’ poster which provide useful prompts for discussion around behaviour and discipline. This will ensure the children have ownership of a structured framework of behaviour within which to work. Children also learn how to develop good work ethic, which holds them in good stead in their future education and career.

Parents are kept fully informed in the home/school book, not only of the child’s academic progress, but also of pastoral matters including the child’s behaviour. This book is a dialogue between the school and home and is sent to parents on a regular weekly basis. Comments by staff will be positive and/or constructive. The child, the parent and teachers working with the pupil are encouraged to use this book as a means of communication. The book itself forms part of the child’s record of achievement and is retained at school. Reminders will be sent out to parents who have not read, signed and returned the book for two or more weeks.

Each class will nominate one child to be Person of the Week. These children will be treated as very special for the week, starting with their peers drawing up a list of all the positive and good things about them and culminating in the special person sharing something special from home, a piece of work or a personal success with the whole school in Friday’s assembly. The child will also have their photo displayed on the large screen during assembly. The class teacher will ensure that the rest of the class celebrates all the positive characteristics of that child while they are sharing with the class before the assembly on Friday. It is hoped that this positive experience will not only boost the child’s self-esteem, but will reap further respect from their peers. A poster displaying all the children of the week is displayed outside the office, so that everyone involved in the school will know who has been chosen.

### **On the Playground:**

Posters are on display around the school that promote positive playground behaviour. Examples of positive and sensible behaviour will be praised by the teacher or supervisor on duty, whilst any negative behaviour will be dealt with quickly to ensure bad habits do not develop. Children will be encouraged to tell an adult if they have experienced a problem through another child’s behaviour. If a ‘cooling off’ period is needed, a child will be asked to take time out (up to five minutes) and stand in a demarcated area to contemplate where they went wrong. If a child is continually breaching the Code of Conduct they will be sent to the Head or Deputy to miss the rest of their play and to complete a behaviour record sheet, which will go into their file.

Any child on a behaviour support programme will have special provision.

Linked to the work achieved in Tutor Groups, a *Better Lunchtimes* scheme is followed, to encourage older children to supervise the use of equipment, support play and mediate minor disputes between children at midday play time. This promotes a happier and more fulfilling experience for the majority of children at play time and encourages responsibility and empathy in the older children. Mid-day Supervisors will each week award bonus points to classes for good behaviour outside and in the dining hall.

### **Around the School:**

It is an expectation that when children are moving around the school, either individually or as a group, they do so calmly and quietly. This is especially important during whole school movements, such as break times, assemblies or Tutor Groups.

**'Catch them being good'** - Children are thanked and congratulated for behaviour that is positive and shows that they are complying with the school's Code of Conduct, for example, walking along the corridors or picking things up without having been asked to do so. Children can be awarded bonus points linked to this by any adult. Some children who have behavioural problems may find that their days can start badly, often even before they come to school, and continue to deteriorate as the day goes on. 'Catch them being good' is an attempt on our part to break this negative spiral and to boost the child's self-esteem. If a child goes back into the classroom having been praised, they are going to feel better about themselves and settle more willingly into the class routine.

**Class of the Week/Term** - We operate a bonus points system in school (referred to above). Bronze points (1) can be awarded by any adult. The Headteacher and Deputy Headteacher can also award a silver point (5) and gold point (10). These points are added up on a weekly basis to find the Class of the Week and Class of the Term. The classes who win are announced in assembly each week and the Class of the Term is awarded a cup to keep on display in class for the next term. In addition each class is awarded extra golden time according to the number of points they have collected which can be taken each week or saved up over time for an extended special activity.

### **Communication and Parental Partnership:**

We give a high priority to clear communication and working in partnership within the school. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the Class Teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents/carers. Where behaviour is causing concern parents/carers will be informed at an early stage, and given an opportunity to discuss the situation.

### **Breaches of the Tany's Dell Way:**

Although the school has adopted a positive approach, we acknowledge that there will be times when children need to have their behaviour corrected. As a staff we have agreed an appropriate system of sanctions that work alongside the positive rewards and will be followed in all classrooms to ensure a consistent approach for all children. Parents/carers will also be informed so that they can work with the child at home in an effort to improve their child's behaviour, in accordance with the agreed Home-School Partnership. Each class has a 'Thinking Chair' which is used to provide children who have misbehaved with an opportunity to think about their actions and then decide how they can make amends.

All staff are aware, through their contracts of employment, that Essex Education Authority does **not** have a policy of corporal punishment. Furthermore, if an adult has cause to restrain a child, because their behaviour is putting themselves or others at risk, then Essex guidelines must be followed at all times to ensure that unnecessary force is not used. Several staff are trained in the use of reasonable force and physical restraint.

Repeated serious breaches by a child of the school's Code of Conduct may result in the Headteacher setting up a behaviour support programme, which involves the parents/carers and the child. The school may also seek support from the Essex Behaviour Support Team as appropriate. Expectations are set and an agreement is signed by all parties. Failure to adhere to the agreed expected behaviour could result in the school carrying out an *Internal or Fixed Term Exclusion* following guidelines set by Harlow schools Behaviour and Attendance Partnership. If corrective measures are not successful and a child's behaviour continues to put him or herself, or others at risk, then the Headteacher may ask the Governing Body for support in carrying out the ultimate sanction, that of Permanent Exclusion. This form of action is very extreme and would only ever be used if there had been a total breakdown of the relationship with a child and if the school had no alternative.

The Headteacher and the Governing Body also reserve the right to ask the LA to enforce the regulation which bans from the school, a parent/carer whose behaviour is violent or threatening and persistently undermines the work of the school, thus not setting a good example to the children. This is again an option the school would only use if every other strategy tried had not worked. We strongly believe that the child benefits when home and school are working together and not against each other.

### **Agreed Procedures for Sanctions**

As a staff we recognise that the Tany's Dell Behaviour and Discipline Policy needs to be applied in a clear, fair and consistent way across all classes. In order to achieve this we have agreed the following order of sanctions for managing inappropriate classroom behaviours:

1. The child is given '**The Look**'.
2. The child is given a **verbal reminder** of appropriate behaviour.
3. The child is told that the behaviour is not acceptable and **warned** that if they **choose** to continue they will be sat on the Thinking Chair.
4. The child is sat on the **Thinking Chair** and encouraged to think about their behaviour. They will lose Golden Time (F and KS1 = 5mins, KS2 = 10 mins). The general rule will be that a child will sit on the Thinking Chair for the **number of minutes equivalent to their age**.
5. The child is sat on the **Thinking Chair in another class**. This may be reported to parents.
6. The child is taken to the **DHT** who will discuss their behaviour with them. They will be sat on the Thinking Chair outside the HT's office. This will be reported to parents.
7. The child is reported/taken to the **HT**. This will be reported to parents.

A child will be sent straight to the Thinking Chair (Sanction 3) if they:

- hurt another child
- tell lies
- are rude to an adult
- are heard swearing by an adult

A child will be sent straight to the Thinking Chair in another class (Sanction 4) if they:

- argue with an adult
- show no remorse for their behaviour

A child will be sent straight to the DHT (Sanction 6) if they demonstrate extreme aggression and/or spitefulness towards another child.

If a child is sat on the class Thinking Chair three times in a week then parents will be informed and **class based positive re-enforcement strategies** will be put into place until behaviour has improved.

If a child does not complete their work because of their behaviour they will be expected to complete it at play or lunchtime.

If all steps above are still failing to have an impact upon the child's behaviour, an informal **Support Plan** will be agreed between the child, class teacher SENCO and parent/s.

If this Support Plan does not have a positive impact then a formal **Behaviour Support Plan** will be agreed and signed which will also involve the Headteacher. This contract could result in a fixed term exclusion.

### Playground Incidents:

Incidents that occur on the playground should be dealt with immediately wherever possible:

Unsafe behaviour will result in 5 minutes Time Out.

Aggressive behaviour will result in the child/ren being sent to the Senior Midday Assistant or DHT as appropriate.

If an issue has not been dealt with outside then it should be dealt with immediately using class sanctions or loss of play/lunchtime as appropriate.