

Behaviour and Discipline Policy

Behaviour and Discipline Policy

Horspath C of E Primary School

Horspath C of E Primary School values and supports all of its members as individuals. It is a happy, welcoming and safe environment which promotes learning and self-confidence. We are a church school:

- Where children from all cultures and faiths thrive, learning skills and behaviours that will guide them their whole lives.
- That underpins teaching, learning and daily school life with the Christian values of forgiveness, respect for others, truth and a sense of accountability.
- Where all children from every background have the very best that the school community can give them so that they are challenged and inspired to achieve their full potential.
- A school that encourages work and play across the age range so that children and staff know everyone in the school community.
- A school that is a key member of our local community.

1 Aims and expectations

1.1 *It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.*

1.2 *The school council has developed some rules for the whole school:*

- 1. Always work hard and try your best*
- 2. Let other children learn.*
- 3. Walk calmly and quietly around the school.*
- 4. Have respect for adults and each other.*
- 5. Take care of all the things in the school.*

However the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We also have Playground Rules and a Playground Behaviour Policy which have been agreed by everyone in the school.

1.3 *The school expects every member of the school community to behave in a considerate way towards others.*

1.4 *We treat all children fairly and apply this behaviour policy in a consistent way.*

1.5 *This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We run class and school councils, Duty Groups and a mentoring 'Buddy system' to help achieve this aim.*

Behaviour and Discipline Policy

1.6 *The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.*

2 Rewards and Consequences

2.1

Normal expected behaviour for all pupils:	Rewards
Staying on task Listening to adults and other children Being polite Sharing and taking turns Walking quietly and sensibly around school Looking after the school and school equipment Not disturbing other children when they are working or listening Following instructions Taking pride in their work Taking pride in their school	Teachers congratulate children both verbally with a simple “well done” or non-verbally with House Points, comments when marking and whole class reward systems. Classes have additional systems of their own (table points, group points) Each class celebrates their hard work in a weekly Friday or Family Assembly. Acorn Class has its own reward system of ‘Superstars’
Really good behaviour:	
Looking after other children Encouraging others to behave well Encouraging others to do their best Being helpful Celebrating the achievement of other children Being a role model for other children Representing the school with pride and enthusiasm	In addition to House Points, children are awarded Golden Moments for exceptional work or behaviour. Golden moment slips are put into a raffle which is drawn each week in assembly. The winning pupil receives a small prize.
Poor behaviour:	Consequences
Talking when they should be listening or working Calling out/ interrupting the lesson Being slow to start work or follow instructions Avoiding lessons by hiding or not bringing PE Kits or swimming kits Avoiding class work (frequent trips to the toilet/ pencil sharpening) Sulking or snapping at others Antagonising others Running and shouting around school Tipping on chairs Moving around the classroom without permission	Children will be reminded of the expected behaviour. Children’s names will be recorded on the board Children will be reminded of the consequences if they choose to continue behaving poorly Children will be asked to sit at a time out table in the class room for a fixed period of time.
Very poor behaviour:	

Behaviour and Discipline Policy

<p>Persistent low level poor behaviour Refusing to follow instructions Refusal to work Rude/disrespectful Swearing Physical aggression Brining dangerous items into school (cigarette lighters, knives, matches) Damaging property or equipment Racist comments Refusing to work with other children Threatening or bullying behaviour Stealing Refusing to take responsibility for their actions, blaming others or lying about the actions of others</p>	<p>Children will be sent to another classroom to complete their work. Children will be asked to complete a reflection sheet and miss their playtime, in which case a letter will be sent home together with a copy of their reflection sheet. Children who exhibit persistent low level disruption will be given a score out of 10 for each lesson and required to have this signed by the headteacher at the end of each day. Parents will be sent copies of the report card daily or weekly. Class teacher may request a meeting with parents to keep all parties informed</p> <p>Headteacher will meet with parents and the class teacher to draw up a behaviour management plan.</p> <p>The Headteacher can exclude a child either for a fixed term or permanently.</p>
---	--

2.2 *The school acknowledges all the efforts and achievements of children, both in and out of school. Classes keep records of House Points earned and examples of good work. Certificates and awards for achievements outside school are presented in Family Assemblies.*

2.3 *The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.*

We expect children to listen carefully to instructions in lessons. Reminders are given. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or complete a task at playtime. If a child is disruptive in class, the teacher will remind the pupil of expected behaviour and remind the pupil that they have a choice and the consequences of continuing to be disruptive. If a child misbehaves repeatedly they may be asked to complete work or think about their behaviour by staying in at break time. This is recorded in a staying in book. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session – sending them to a subsequent classroom. If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is kept in at playtime and a letter is sent home to parents. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 *Each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.*

2.5 *The school does not tolerate bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such*

Behaviour and Discipline Policy

behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

3 The role of the class teacher and support staff

3.1 *It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.*

3.2 *The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.*

3.3 *The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.*

3.4 *If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Headteacher or Headteacher.*

3.5 *The class teacher SENCO or Headteacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.*

3.6 *The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.*

4 The role of the headteacher

4.1 *It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.*

4.2 *The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.*

4.3 *The headteacher keeps records of all reported serious incidents of misbehaviour and reports these to the Governing Body.*

4.4 *The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions will be reported to the school governors.*

5 The role of parents

5.1 *The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.*

5.2 *We explain the school rules in the Behaviour and Discipline Policy, and we expect parents to read these and support them. We have a home/school agreement which parents and older pupils are encouraged to support.*

5.3 *We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.*

Behaviour and Discipline Policy

5.4 *If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.*

6 The role of governors

6.1 *The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.*

6.2 *The headteacher has the day-to-day authority to implement the school behaviour and discipline policy.*

7 Fixed-term and permanent exclusions LA guidelines will be followed

7.1 *Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.*

7.2 *If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.*

7.3 *The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.*

7.4 *The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.*

7.5 *The governing body can convene a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.*

7.6 *When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.*

7.7 *If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.*

8 Monitoring

8.1 *The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.*

Behaviour and Discipline Policy

8.2 *The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor but repeated classroom incidents. The "staying in book" records incidents both during lessons and playtimes where a child is required to be kept in.*

8.3 *The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.*

8.4 *It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.*

9 Review

9.1 *The headteacher reviews this policy at least every two years.*

Signed: 

Date: February 2017

Next review: February 2018

Behaviour and Discipline Policy

- *Emphasise positive behaviour rather than giving a negative response to poor behaviour.*
- *Give continuous positive feedback, trying to praise each child each day.*
- *Use assertive statements – requirements are made clear through the clear, calm language of discipline to which children must learn to respond.*

Assertive teachers clearly and firmly communicate their wants and needs to the pupils and are prepared to back up their words with actions.

In order to maximise teaching and learning assertive teachers:

- *Have positive expectations about their ability to manage classroom behaviour*
- *Have a plan for classroom management*
- *Expect support from senior staff, Headteacher and parents*
- *Take a leadership role in the classroom*
- *Continuously positively recognise the achievements of pupils.*

Assertive statements are:

- *Clear, short statements e.g. Mary, I want you to ..., John, the rule is ..., Jenny, you have been asked to ...*
- *Delivered in a calm, firm tone of voice*
- *Relate to actions not to the person*
- *Are phrased positively*

Assertive teachers:

- *Maintain eye contact with the pupil*
- *Stand, sit etc. close to the pupil when making needs known.*

1.2 Choices and Consequences

The following principles underpin our approach to behaviour management.

Key principles

- *Every action an individual takes is governed by choice.*
- *Individuals need to develop responsibility for their own actions and choices.*
- *Children need to learn that they can control their own behaviour.*
- *Children need to be made aware that each choice they make has a consequence.*
- *The hierarchy of choices needs to be understood – certainty is more effective than severity.*

1.3 Choices and Consequences

This is one of the most powerful techniques when used well, with the choices and consequences stated clearly and the emphasis on the positive. It is effective with children of all ages.

Examples:

Charlotte, you have a choice. You can either do it now or do it later. If you do it now then you will be able to have all your playtime. If you choose not to do it now, you will have to stay in at playtime and do it then – it's your choice.

Charlotte, you have a choice. You can work quietly at this table with the others or you can continue to disturb them. If you work quietly, you can stay at the table with your friends. If you choose to make a noise you will have to sit at another table on your own. It's your choice.

Charlotte, you have a choice. You can say sorry to Jack for being unkind or you can choose not to say sorry. If you apologise, you can stay out in the playground. If you choose not to apologise you will have to go inside and sit on your own. It's your choice.

FORMULA:

- *X you have a choice.*
- *You can either (positive alternative)*
- *Or you can (negative alternative)*
- *If you choose (positive alternative) then (positive outcome)*
- *But if you choose (negative action) then (negative outcome)*
- *It's up to you – it's your choice.*

Remember to say:

Behaviour and Discipline Policy

'Well done, you have made a good choice' or 'Thank you for making a good choice'.

1.4 Positive Management of behaviour

Distraction and Redirection

Body language and tone of voice should be warm, relaxed and positive

- *Catch X doing something right*
- *Chunk task e.g. 'can you doby the time I come back'*
- *Offer support; 'you look as if you could do with some help to sort this out' 'I'm here to help you, is there anything I can do?'*
- *Reminder of past success e.g. 'this morning you were able to ..., can you do it again I wonder?'*
- *Tactically ignore/proximity praise*
- *Distraction*
- *Easy win where child feels success and need to misbehave is alleviated*
- *Non-verbal signal e.g. look, secret signal (pre-agreed with child or class)*
- *Convenient errand to remove child from situation e.g. 'Can you go and get'*
- *Strategic seating e.g. 'is this a good place for you to sit or would you like to sit somewhere else?'*

Body language and tone of voice needs to be firm, calm and secure, make eye contact, say privately if possible, be minimal in the language you use. Say, then walk away giving TAKE UP TIME. Return to praise if child has complied.

Describe behaviour not pupil 'you are talking X what should you be doing?'

- *Name – pause - instruction - thanks*
- *Redirection question 'how are you sitting?'*
- *I statements 'I would like you to ...'*
- *When you what I need you to do is...*
- *Partial agreement 'I know maths is not your favourite lesson – but I do want you to'*
- *Private word with pupil – outside of class – out of earshot/view of other pupils*
- *Express relational impact of behaviour 'I am so disappointed to see you ...'*

Behaviour Management - The Sequence of Action

- *If a child misbehaves in the classroom, they are reminded of the class rule. E.g. "Remember our rule is to I will be really pleased if youIf you chose to break that rule again your name will go on the sad side of the board."*
- *If they do not stop the behaviour immediately, count to give them some take up time. E.g. "Remember our rule is .. You need to come to the carpet by the time I've counted to 5." The adult will then say something like: "You chose to break the rule so your name is on the sad side. If you choose to break it again you will be choosing to go to the time out table"*
- *If the child continues to break the rule s/he is asked to go to the time out table and requested to sit at it. The teacher says something like, "You have chosen not to follow the class rule so you are choosing to go to the time out table."*
- *There is no touching or speaking to the children in a confrontational manner; the children are asked.*
- *TAs working with small groups can also ask children to go to the time out table in the same way, informing the teacher that this has happened.*
- *If the child refuses to go to the time out table the teacher says: "You will need to go before I have counted to five or you will be choosing to be sent to another class."*
- *They will stay in timeout for 5 minutes to think about the choice they have made or until they are calm and ready to join the class and follow the rules.*
- *The child uses a 5 minute sand timer. Once the time is completed the teacher/TA asks the child if they are ready to follow the class rules now. If not they are asked to stay at the time out table until they are calm.*
- *Children will need to catch up on work missed in class or at the beginning of play.*
- *If a child continues to be disruptive whilst at the time out table they will be reminded that if they continue they will be choosing to work in another class.*

Next steps:

- *TA/Teacher beckons to the child and says "Follow me please," turns away and expects the child to follow.*

This is repeated if necessary.

Behaviour and Discipline Policy

- *If the child does not follow after a minute or so, the adult goes back and says "I've asked you to follow me, you have chosen not to do this, if you don't follow me I'll have to fetch"*
- *Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. A member of the SLT must be involved or notified immediately when physical intervention has occurred. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day. The child's parent is asked to come in by the Headteacher. If necessary take the class out of the classroom and leave the offending child in the class with a member of staff.*

Behaviour Sequence (Guidance for Children)

1. Reminder of the rule
2. If you carry on your name will be written on the board
3. If you carry on breaking the rule you will be given Time Out
4. If you carry on breaking the rule you will be sent to another class and you will stay in at playtime. A note will be sent home to your parents.

Any serious incidents (physical aggression) will be dealt with under step 4.