

# St Andrew's C.E. Primary School

## Behaviour and Discipline Policy



### MISSION STATEMENT

**With God's help we aim high**

We believe that St. Andrew's C.E. Primary School exists to provide life's main opportunities for our children guided by and learning from the example and teaching of Jesus Christ.

These opportunities come from an ethos and curriculum that provide maximum learning experiences for each individual child, no matter what their particular learning abilities may be.

We will aspire to a curriculum which results in the enjoyment of learning, children who feel good about themselves and in which everyone can be good at something. We will encourage pupils to show tolerance and respect for each other, set themselves high standards, to take pride in their work and do their best.

We will provide curriculum enrichment activities including first hand experiences, creative opportunities, visits and visitors.

We will offer every child the chance to achieve as much as they are able.

We will achieve high standards for all children, giving them secure foundations for future learning and success in life.

### Introduction

#### **Our policy is based on the belief that:**

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

#### **Aims**

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.

- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Other relevant documentation :Anti Bullying Policy, Single Equality Policy, Lunchtime Policy, Special Needs Policy, Attendance Policy, Marking Policy, Physical Restraint Policy, Home School Agreement.

We have one simple rule – **'Treat all others as we would like to be treated ourselves.'**

We aim to create a school which upholds these values and recognise that we, the staff, have a clear leadership role in upholding them ourselves and visibly demonstrating them through our own behaviour in school. We recognise that the expectations of behaviour must be made tangible, in particular settings, for pupils.

#### **Our purpose is:-**

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behavior
- to ensure that behaviour does not inhibit learning or impede potential.

#### **The Teacher's Role**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

#### **Assertive Mentoring**

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

#### **Rules**

There are, therefore, basic rules:-

##### **In class:-**

- to be set by class teacher at the beginning of the year and to be displayed clearly in each classroom.
- each class to have a points or sticker system to enable any member of staff to reward any child in school easily and immediately.

##### **In the playground:-**

- to follow instructions;
- to play fairly, without aggression;
- to line up quietly;
- to keep hands, feet and objects to oneself.

##### **In assembly:-**

- to go in and out of the hall as quietly as possible.

##### **School routines:-**

- to walk at all times;

- to put clothes and belongings in the right place;
- to line up quietly;
- to keep hands, feet and objects to oneself.

These rules are developed with the children so that none are too difficult and that they are meaningful. They are clearly displayed in classes, can be viewed on the class pages of the school web site and children will be reminded of them regularly. Reminders of other expected behaviour will be displayed around school e.g. in cloakrooms. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. It is essential that parents and teachers work together through discussion and action on any problems which develop.

### **Our Listening Code**

*When I am asked for my attention I:*

Stop what I am doing  
 Empty hands/show me five  
 Look at the teacher  
 Keep quiet and still  
 Listen to instructions

### **Our Line up Code**

*When I am asked to line up I:*

Walk to the end of the line  
 Leave a person space  
 Keep my hands and my feet to myself  
 Keep quiet and still  
 Listen to instructions

## **We have specific rules being enforced on the grounds of health, welfare and safety**

### **a. Food and drink**

Fruit is provided in Key Stage 1 through the National Fruit Scheme. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and fizzy drinks. Key Stage 2 can purchase toast from school.

### **b. Jewellery**

No items of jewellery except watches which may be worn at school. Covering new earrings with plasters is not an option as they must be removed during P.E. and swimming lessons, or children cannot participate. Watches are the responsibility of the pupil and must be removed for all PE and sporting activities.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

### **c. PE Kit**

Appropriate clothing must be worn for all PE activity

Indoors:- Bare feet or plimsolls, shorts, Tee shirt or vest. No jewellery.

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- No jewellery, plimsolls (if dry) or trainers, shorts, Tee shirt, (Tracksuit in certain conditions)

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

### **d School Clothing**

The school has a separate school uniform policy. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment

e. **Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

f. **Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the class teacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the teacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to a member of staff upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. They present an unacceptable disturbance to lessons, potential for theft and online bullying.

<b>Behaviour Guidelines</b>	<b>Procedures</b>
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Each teacher has their own methods of ensuring good behavior and preferred classroom management techniques. There may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' on their own as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our 'Physical Restraint Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should leave the school premises for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The head teacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly. Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained and discussed i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

## **Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and 'Please walk' rather than '@Don't run' etc.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded as appropriate (as class rewards differ)

## **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each department. Supply teachers could cover the duty of absent teachers but should never be without support. It is more appropriate to make arrangements with a colleague.

No hot drinks should be taken onto the playground unless in lidded 'travel' cups/mugs

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The Red Card system should be used to send for help if required for whatever reason. Staff inside school should respond quickly to seeing the Red Card in school.

When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

A reminder message is sent five minutes before the end of lunch to inform other staff of the imminent blowing of the whistle whereupon Junior staff should go to the yard to collect their classes and Infant staff should be ready to go to class for when the Lunchtime supervisors bring them in. If, for whatever reason, the reminder does not come staff should assume that lunchtime will end at the normal time and respond accordingly. Junior staff will collect their class from the yard after each break.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated lines, joining at the back of the line. Staff send children in a line at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'family point' .

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that departments are never left unsupervised.

### **Playground procedures** (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children are not allowed to remain in the building unsupervised unless they have permission from the class teacher who will ensure that the appropriate provision is in place. Any pupils requiring the toilet at lunch time should wear a 'Permission Band' which ensure that staff on duty are aware of any pupils who are in school

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs only be used on the bottom KS2 yard or the field in appropriate conditions at the discretion of the duty teachers. The top KS2 patio is a 'running free zone'. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training, using the First Aid Red Card system if necessary.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

<b>Behaviour Guidelines</b>	<b>Rewards</b>
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It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

### **Rewards**

#### 1) **General**

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- Each class teacher introduces their own reward system each school year based on a Red Amber Green (RAG) system

## 2) **Whole School Reward System: 'Smileys'**

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces are awarded each Friday for a child remaining on Green for the whole week.

They are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

10 Smileys	Bronze Award (presented by Mr Armstrong)
20 Smileys	Silver award (presented by Mr Armstrong)
30 Smileys	Gold award (presented by Mr Armstrong)

- All awards will be presented in whole school assemblies. Commendations and awards are recorded on each child's individual 'Good Behaviour Card'.

At the end of the school year, a reward day will take place where children can take part in a number of fun activities depending on which colour certificate they have earned.

## 3) **Certificates**

A weekly Celebration Assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude.

## 4) **'Family' of the Week**

The Family of the Week trophy in Juniors is presented for the 'Family' (Red, Yellow, Green, Blue) who line up best all week who then receive a special equipment treat at playtime. A record is kept at the Upper Junior entrance doors.

<b>Behaviour Guidelines</b>	<b>Sanctions</b>
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In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note See also our policy on the 'Physical Restraint Policy'.

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed as soon as possible. The forms are found in the class registers.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form, the teacher's class diary or the school Behaviour Log.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.

- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, facts should be clearly established by asking 'What happened?' then children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

## **SANCTIONS PROCEDURE**

To ensure consistency through school, the following procedure should be followed if poor behaviour persists in spite of the use of the above. The procedure is not just for poor behaviour in classrooms. Poor behaviour in the assembly, whilst eating lunch, during breaktimes etc will be reported to the class teacher and will lead to the appropriate steps in procedure being taken. Once this procedure is initiated, it should be followed through.

Each class has a 'Traffic Light' system or equivalent. All children begin on 'green' each day.

### Step 1

Verbal warning.

### Step 2

Moved into yellow or equivalent. Their name and colour are recorded in the class behaviour log to evidence the assertive Mentoring Records.

### Step 3

Moved into red or equivalent. Their name and colour are recorded in the class behaviour log to evidence the assertive Mentoring Records. A playtime will be missed.

### Step 4

If, whilst on red, further problems occur the child should be sent to the Head Teacher or Deputy Head Teacher, if Head Teacher is unavailable; there should be discussion about the child's inappropriate behaviour leading to the child making an apology / appropriate amends. The child's name should be recorded in **school** behaviour book which is kept in the Head teacher's room

### Step 5

If child gets name in **class** book three times within a week, he/she should be sent to the Head Teacher or Deputy Head Teacher, if Head Teacher is unavailable, and the child's name should be written in the **school** behaviour book. The class teacher should speak to the child's parents to inform them of this and discuss a resolution to any issues.

### Step 5

If a child's name is in the **school** behaviour book three times, then the child's parents will be contacted by the headteacher to follow up the discussion with the teacher in Step 4.

Following a meeting/discussion with parents, an agreement should be made to monitor the child's behaviour with the options of using a home/school diary, weekly update to parents/school behaviour logbook as is appropriate to the situation. Wherever possible this decision should be reached in conjunction with parent, head teacher and class teacher. This outcome should be noted in writing.

If intervention is to be sought from outside agencies e.g. Behaviour Support, CAMHS then the appropriate evidence would be collected and parents informed that this is happening.

Temporary or permanent exclusion will be used if necessary and the appropriate procedures will be followed.



For more serious incidents involving deliberate physical hurt to other children (kicking, punching, nipping, biting) the Head Teacher, or Deputy Head Teacher, if Head Teacher is unavailable, should be involved. This will be noted in the **school** behaviour book but parents may be contacted immediately. We recognize that the behaviour policy may not be sufficient for all pupils. In such cases individual plans will be drawn up in conjunction with class and head teachers, SENCo and parents to support the child.

As a last resort, it may be necessary to exclude a child. Should this be required, the appropriate advice will be sought from the Local Authority and procedures followed in accordance with such advice.

### **Troubled children**

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).

Both use the school Red/Amber/Green 'smiley' system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

#### **Behaviour Targets**

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.  
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either :

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

**Agreed by Governors** December 2017

**Review date** : November 2018