



Behaviour and Discipline Policy

Updated January 2017
To be reviewed January 2018

HADRIAN PARK PRIMARY SCHOOL

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Rationale

School communities are most effective when their members have high self-esteem and respect each other. This encourages the development of self-discipline enabling children to become responsible members of society.

Aims and Objectives

- To minimise disruption of children's learning.
- To develop an attitude of mutual respect and support between members of the school community.
- To encourage in pupils the development of self discipline and an awareness of what is acceptable behaviour.
- To provide a structure whereby the response to children's behaviour is consistent and fair.
- To acknowledge the School's legal duties under the Equality Act 2010 and also in respect of pupils with special educational needs.

Expectations

- Parents and Governors should be involved in the implementation of this policy.
- It is the responsibility of all the adults in the school community to demonstrate mutual respect as an example to the children.
- All staff must accept responsibility for maintaining good behaviour throughout the school at all times.
- Positive behaviour should be rewarded and rewards should be accessible to all.
- Unacceptable behaviour should never be ignored and sanctions should be applied without humiliating the child.
- Where a serious breach of discipline occurs e.g. serious physical aggression the child should be sent to the Head or Deputy Head who will inform parents and after consultation with staff apply the appropriate sanction.
- Children should be encouraged to reflect upon their behaviour.

Code of Conduct

We have 5 main **Golden Rules for our School**, these are integral to the way in which we conduct ourselves:-

- **We are kind and honest**
- **We listen and communicate well**
- **We respect and take care of all property**
- **We have a growth mindset**
- **We behave in a way that is safe.**

However, to explain this further, below they are divided into areas in and around school to explain our expectations of behaviour within each area.

Golden Rules for around School

- Walk in the corridors on the left hand side
- Hold doors open for people behind you
- Keep your cloakroom tidy
- Respect other people's property

Golden rules for the Classroom

- Make good use of your time.
- Listen to the teacher or other adult and answer politely.
- Listen to each other and don't shout out.
- Complete work without disturbing others.
- Move about the classroom calmly and sensibly.
- Respect your classmates and their property.
- Keep your classroom tidy.

Golden rules for Assembly

- Come into and leave assembly quietly and calmly.
- Sit quietly and think about what is being said.
- Show respect and consideration for others.

Golden rules for the Yard

- Play in a safe open place.
- Be kind and friendly
- Play without spoiling other people's games.
- Play without upsetting or hurting others.
- Be polite and obedient to the adults on the yard.
- Tell an adult if you see something wrong.
- Return all of the equipment when the bell rings
- Stay out of the classrooms at lunchtime

Golden rules for the Dinner Hall

- Wash your hands before entering the Dinner Hall
- Walk in the dinner hall at all times.
- Sit with a friend and talk quietly.
- Stay in your seat and do not change places during your meal.
- Packed lunches - put your rubbish in the bin provided and tidy up after yourself.
- School dinners - return your plates and scrape them.
- Remember good manners and say please and thank you.

HELP MAKE OUR SCHOOL A LOVELY PLACE TO BE.

Responsibilities

Staff

All members of staff must accept a collective responsibility for encouraging good behaviour. They must implement, and support colleagues in implementing, this policy throughout the school. All staff should model the behaviour we wish to encourage with this policy.

The Senior Supervisors and Supervisory Assistants will implement the policy at lunchtimes and report any incidents to the class teacher to discuss whether this behaviour warrants a reflection session. We expect children to obey them and show them the same respect they would show their teacher.

If it is decided that the behaviour warrants a reflection session, this will be reported to the class teacher who will add their name to the behaviour book and issue a reflection slip. Children can also have their name added to the board / tick against their name on the basis of their break / lunchtime behaviour.

In exceptional circumstances, children whose behaviour represents a risk to their own safety or that of others can be excluded from the school at lunchtime through a flexi school agreement in consultation between parents, school and educational welfare services.

Teachers' may also discipline pupils for:

- Misbehaviour when the pupil is-
 - Taking part in any school organised or school related activity,
 - Travelling to or from school,
 - Wearing School uniform,
 - In some other way and identifiable as a pupil at the School.
- Or, misbehaviour at any time whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the School,
 - Posing a threat to another pupil or member of the public,
 - Could adversely affect the reputation of the School.

In all cases of misbehaviour, the Teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

The Head teacher will support all staff in the implementation of this policy.

Parents

Parents will be given the opportunity to read this policy. Having accepted that it is the agreed policy of the school, it is their responsibility to support the school in implementing the policy and encouraging good behaviour.

Children

Children will be made aware of the behaviour that is expected of them through regular teaching in Circle Time, PSHE lessons, assemblies and at other appropriate opportunities.

They will help to make their own class rules. They will be taught the school rules and helped to understand why rules are necessary and beneficial. They will be taught that they have rights as outlined in the United Nations Charter and that rules protect those rights.

They will be encouraged to think about their own behaviour and to understand that when they have broken a rule, it was their own decision to do so and they must accept the consequences that follow.

All children are provided with a copy of our Home/School Agreement which acknowledges their agreement to the above as well as agreeing to abide by our School Internet, use of ICT and Ipads acceptable use policies.

Our approach to Behaviour Management

DO

- Reward children for good behaviour.
- Be consistent.
- Be fair.
- Deal with discipline problems immediately if practicable OR tell the children involved when they will be dealt with.
- Review classroom organisation on a regular basis.
- Involve the children in the organisation of their learning space.
- Make your expectations clear.
- Admit when you are wrong.
- Be tolerant.
- Listen to all points of view.
- Be firm but friendly and supportive.
- Start each day afresh. Children need to know they can be forgiven.
- Show a confident manner and build the self-confidence of the class.
- Deal with deliberate rudeness and misbehaviour as soon as it occurs.
- Remain calm and in control when dealing with incidents.
- Make sure the individuals involved are spoken to and have time to reflect, not the whole group or class.
- Deal with incidents in a sensitive way, think of the child's self-esteem.
- Remember racial, age and gender stereotypes are not acceptable and should be dealt with as soon as they occur.

REWARDS

The following rewards refer to the whole school

Verbal Praise

The value of verbal praise cannot be underestimated. It must forerun all the paper rewards that we give and is different from them in some respect, in that children must deserve it and it must be genuine, there can be no precise guidelines as to why it should be given, except that it should be freely given.

House points

To encourage team work when exceptional work or behaviour is seen within school, the child is rewarded with a house point for their house team. At the end of each half term, the winning house receives a non-uniform day.

Individual Reward Cards - 'Rewards for All'

To encourage independence and growth mindset when exceptional work or behaviour is seen within school, the child is rewarded with a sticker on their card. Every 5 stickers will mean a Head Teacher's sticker and 10 stickers for the bottom line will result in a Head Teacher's sticker. Once the whole side of the card has been completed, a special Head Teacher's prize will be awarded.

Star of the Week

At the end of each week, one boy and one girl from each class will be awarded a certificate for something they have excelled in that week (behaviour, attitude, work). The certificate will be presented in Friday Celebration Assembly.

If there is a Friday class assembly planned, only those children from the class will receive their certificates. Other children will receive theirs in their class from their class teacher.

The following rewards and sanctions refer to Foundation Stage.

REWARDS.

Class rewards

Individual class teachers have their own system of rewards and incentives which run alongside the school system. Teachers in the same year group/Key Stage may wish to liaise with their colleagues to maintain some sort of equity.

Star of the day

At the beginning of each day one child from each Foundation Stage class will be awarded a certificate showing that they were a 'Smart Learner' during the previous day. Their photo will be displayed outside their classroom. These will remain in place for the following week.

SANCTIONS

The reasons for implementing sanctions are in line with the main school and are outlined in this policy.

The Foundation Stage system to be followed is:

SANCTION 1: a verbal warning to alert the child to inappropriate behaviour.

SANCTION 2: name on the sad face chart/board - this is for a second reminder and the child will be expected to moderate their behaviour. However, at any time, they can re-deem themselves.

SANCTION 3: a tick against the child's name (on the sad face) - this is for a third infringement. The child will be given a 'cross' beside their name and be asked to reflect upon their behaviour for a short period of time. The incident will be recorded by staff in the class behaviour log book in order to monitor behaviour patterns.

If a child hits another child they will be spoken to and a cross will be immediately placed next to their name. Reception children will have 5 minutes reflection time in Nursery for an incident of this kind.

The following rewards and sanctions refer to Key Stage One and Key Stage Two.

REWARDS

Class rewards

Individual class teachers have their own system of rewards and incentives which run alongside the school system. Teachers in the same year group/Key Stage may wish to liaise with their colleagues to maintain some sort of equity.

Star of the Day

At the end of each day, one child from each class will be awarded a certificate showing they have shown a growth mindset and their photo should be displayed outside their classroom. These will remain in place for the following week. Each Friday, staff will collate the 'Stars of the Day' for the whole week for recognition in Friday Celebration Assembly.

SANCTIONS

Sanctions will be used when the children have failed to adhere to the rules. Each session has its own sanction at a set time.

SESSION TIME

8:55 to 10:20

10:35 to 3:15

SANCTION TIME

10:20 - 10:35 of the same day

10:20 - 10:35 of the following day

Sanctions are non-negotiable and the children should be clear as to what has caused the penalty.

Sanctions are given during morning and afternoon sessions. Any warnings or names added to the board in the morning session will continue into the afternoon session.

The system to be followed is:

SANCTION 1: a verbal warning to alert the child to inappropriate behaviour.

SANCTION 2: name on the sad face chart/board - this is for a second infringement and the child will be expected to moderate their behaviour. However, at any time they can re-deem themselves.

SANCTION 3: a tick against the child's name (on the sad face) - this is for a third infringement. The child will miss the next appropriate playtime and be asked to reflect upon their behaviour. Reflection time will take place in the Learning Mentor's room with Mrs Reed, or by another member of staff if she is not available/present.

1. A reflection slip will be sent home with the child explaining what the reflection time has been given for, this will include a part for parents to sign. This is to be signed by the parents and returned to school the next day.
2. The staff member writes the child's name into the reflection book with the date and reason for the reflection.
3. It is the staff member's responsibility to check that the child has arrived for their reflection session.
4. The child will take the reflection slip with them to the reflection time where they will be greeted by Mrs Reed/other covering member of staff.
5. It is the staff member's responsibility to chase up any outstanding reflection slips. Parents must be contacted as soon as possible (within the same week) to account for missing slips.

This information will be collated weekly by the Learning Mentor and appropriate steps taken to modify behaviours.

Writing a child's name on the board or marking up the ticks should be done with the minimum of fuss. Teaching should continue without interruption if possible. Information from the tick sheet / board should be transferred from class to class as the child moves around.

REMEMBER - FUSS = REWARDING UNACCEPTABLE BEHAVIOUR

Action beyond sanction 3

Children who continue to disrupt the learning beyond sanction 3 will be sent, with their work, to a Senior Leader where they will be provided with a place to continue their work for the rest of the session. Their parents will need to be informed on the same day (and a record kept in the behaviour log). Children must not be sent to a class where there is not a Senior Leader.

During PPA sessions those children who go beyond sanction 3 will be sent to the Learning Mentor or Senior Leader.

On a child's return to the classroom, they will be expected to comply with the school code of conduct. For those that do not, they will be sent to the Deputy Head teacher.

The number of reflection sessions that a child attends will be tallied weekly and a new tally started each half term. This gives the opportunity for a fresh start and the opportunity to respond to interventions put in place. We feel that 3 reflection sessions in a half term warrants extra steps to be put in place.

These are as follows:

When three reflections have been served the Learning Mentor will inform the class teacher who will speak to the parents. This conversation and concerns shared must be logged.

The teacher will discuss the child's behaviour with the Learning Mentor. They will work together to find methods of improving the child's behaviour. This could be:

- Discussion on the time of day / teaching session when these incidents are taking place in case teaching methods need to be revised.
- Changes to the layout /seating plan of the classroom.
- Changes to groupings.

When a fourth reflection has been given, a letter will then be sent home requesting the parents to contact school to discuss their child's behaviour with the teacher and the Learning Mentor. During this meeting, a behaviour support plan will be implemented to modify the behaviour of these children, led by the class teacher who is the expert on the child. This will be developed and agreed with the parent(s) of the child. This will usually be done by a variety of means - for example a daily report, home school diary, reward system, Pastoral Support Plan, social/friendship skills group

Any child who is on report may be excluded from activities in which their behaviour represents a risk to their own safety or the safety of others.

Children whose behaviour does not improve following these measures may be removed from whole class sessions for a period determined by the Head Teacher. Parents will have been informed of this through the previous discussions with the school. They will be supervised in a seclusion room by a member of staff to complete class work.

Dependent on the specific nature of the behaviour, this may also include break and dinner times. Where it is deemed necessary a flexi-school agreement will be put in place to remove a child during the lunchtime period. This is carried out in consultation with parents or carers and parents are responsible for ensuring children are collected and returned to school at the appropriate times. At any point, these steps may be accelerated.

There may be children with additional needs who follow an alternative behaviour plan which complements our whole school behaviour policy. These will be shared with all staff to ensure effective implementation.

In extreme circumstances of unacceptable behaviour, the School may use a detention outside of school hours as a sanction. This decision will be made by a member of the senior leadership team only and parents will be advised accordingly.

In the event of a serious incident action will be taken immediately.

Violent and abusive behaviour

In spite of all of the above, there may be instances of extreme behaviour in any key Stage where action by a senior member of staff will over-ride all of the above and parents may be called immediately. Violence, or inappropriate contact towards another child, or to an adult, and obscene or offensive verbal abuse would be considered to be examples of extreme behaviour. Another example of extreme behaviour are pupils who are found to have made malicious accusations against School staff and these will be dealt with on a case by case scenario in conjunction with the seclusion room or fixed term/permanent exclusions, as set out below.

The school does not tolerate swearing or bullying of any kind, including cyber-bullying. If we discover that an act of swearing, bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate swearing and bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in DFEE Circular 10/98, relating to section 550A of the Education Act 1996: *The use of reasonable force to control or restrain pupils*. Staff may intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves.

Fixed term and permanent exclusions

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

If the Head Teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 such an appeal.

The Head Teacher informs the LA and the Governing Body about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has an Appeals Committee which is made up of between three and five members. This Committee considers any exclusion appeals on behalf of the Governors.

When an Appeals Committee meets to discuss an exclusion; they will consider the circumstances in which the pupil was excluded and review whether the pupil should be reinstated.

If the Appeals Committee decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Confiscation of inappropriate items

There are two sets of legal provisions which enable School staff to confiscate items from pupils:

1) The general power of discipline

This enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. At this School, an item that is LEGAL, will be returned to the parent/carer or pupil (at staff's discretion) at some point. All ILLEGAL items will be handed into the Police and the parents/carers will be notified.

2) The power to search without consent for prohibited items including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Tobacco and cigarette papers
- Stolen items
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offense, cause personal injury or damage to property; and
- Any item banned by the School

Contacting School

The school does operate an open door policy where we will do our best to speak to you immediately. This is not always possible and so please do not be offended if we ask you to make an appointment to come back and talk to us. Queries for the Head Teacher should be directed through the school office in the first instance.

If you have any queries regarding anything to do with your child, please contact your child's class teacher to arrange a convenient time to speak to them. You may then ask to speak to a Key Stage Leader if you require further clarification of any situations.

Foundation Stage (Nursery and Reception Classes) - Mrs Hayward

Key Stage 1 (Year 1 and Year 2 classes) - Miss Martin

Lower Key Stage 2 (Year 3 and Year 4 classes) - Mrs Chappell

Upper Key Stage 2 (Year 5 and Year 6 classes) - Mrs Blair