

2017

# Behaviour and Discipline Policy



Crickhowell Community  
Primary School

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Crickhowell Community Primary School

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# **Crickhowell Community Primary School**

## **A policy for behaviour and discipline**

**1. Aims and Expectations** - 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 respect for all. The school behaviour policy is therefore designed to support the way in which all school members can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure

- To develop a safe, happy, caring community where everyone is valued and high standards of behaviour reflect care and concern for others.
- To develop each child's full potential by encouraging self-confidence, self-esteem and a positive attitude towards learning.
- To encourage a mutually supportive relationship between home and school.

All behavioural and discipline issues within the school are placed within the context of three rights that we believe all members of the School Community share, whether they be pupils, teaching staff, classroom assistants, midday supervisors or parents. These three rights are the rights to: **Respect, Safety, Learn.**

These rights are non-negotiable and define how we deal with behaviour and discipline issues within the school. Classroom rules, school rules, playground rules are all derived from these rights. The interaction between the children and between the children and staff is characterised by them. Similarly, as a role model for the children, relationships between members of staff are also to be defined by them. These rights are displayed in each class and all communal areas, e.g. school hall and canteen.

### **Aims of this Policy**

- To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behave

## **Incentives for Appropriate Behaviour**

At Crickhowell School we believe that the most effective method for avoiding instances of unacceptable behaviour is by creating a positive, secure and happy learning environment for the children. The essence of this involves the rewarding of good behaviour and placing an emphasis on recognising and celebrating the talents and achievements of the children. As most teachers recognise, good behaviour stems not from constant reprimands or confrontation, but by 'catching them being good!'

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. This helps avoid the possibility of the children becoming disinterested and then distracted.

The system of rewards in our school contains the following elements:

- Verbal recognition of good work, a positive attitude towards others or being helpful. This might include comments such as, 'Well done for saying "thank you", John' or, 'you have played really well this lunchtime. We're really proud of you!'
  
- Being given a sticker by the class teacher.
  
- Being awarded a merit point or a table point. These class based reward systems are left to the individual preference of the Class Teacher, but can be awarded by any member of staff in recognition of good work or behaviour.
  
- Being sent to the Head Teacher for exemplary behaviour or effort.
  
- A whole class can be given a class point for a collective achievement such as lining up quietly at the end of playtime. Each class has a class point display indicating how many points they currently have. When the class achieves twenty points they are entitled to a treat such as ten minutes extra play.
  
- Receiving a merit certificate during Friday's merit assembly which also results in being allowed to eat on the Golden Table at lunchtime.
  
- Golden Time on a Friday as a reward for good behaviour during the week

## **Sanctions for Inappropriate Behaviour**

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. It is important that the children in our school know what the consequences of over stepping these bounds are and that there is consistency of approach amongst the entire staff, both teaching and non-teaching.

Staff will always promote good behaviour through praise and rewards. Staff will never chastise a child physically, use humiliation as a punishment or overly aggressive language.

**Sanctions-** the school employs a range of sanctions in relation to this policy in providing a safe and positive learning environment for all children. A record of all referrals to assistant head teachers or Senior Teachers will be kept in School in case we need to refer to the LA

*This includes:*

- Immediate checking of misbehaviour, including verbal and non-verbal individual and public indications of disapproval
- A minor penalty where possible, relevant to the offence-the picking up of litter for those who drop it.
- Loss of privileges like golden time, break time or possibly a class trip.
- Repeat work/extra work If this is given at break or lunch time then under no circumstances is the child to be left unsupervised in the classroom or school building. If the hall is used then it is the responsibility of the member of staff taking the sanction to monitor the behaviour of the child.
- A record of poor behaviour is kept by the class teacher for children who are causing concern.
- Referral to the assistant head teacher or senior teacher.
- Referral to the head teacher (if the incident is deemed serious enough by the assistant/ head teacher or Senior Teacher or an incident of misbehaviour has occurred previously). This may warrant a '**critical incident form**' as a record of the incident.
- Parental consultation. A letter to parents explaining what the child has done in school and asking parents to visit the headteacher. This has many advantages of throwing more light on the problems behind the behaviour, providing joint consistent action between home and school thus preventing the pupil from playing off one against the other.

*If poor behaviour continues after employing one or more of the above the next step would be referral to the Behaviour Support Service, a pupil referral unit and, finally, exclusion in line with LA Policy.*

**The sanctions employed by the school form a sliding scale, but any individual act of indiscipline may invoke a sanction. For example, swearing or fighting**

**may lead to a child being sent to the Head Teacher immediately, refusal to work could lead straight to time-out in class.**

### **Our Expectations of Pupil Behaviour**

- We expect children to listen carefully to instructions in lessons and we expect them to try their best in all activities. If they do not do so we ask them to move to a place nearer the teacher or to sit on their own and to redo the task. If a child is disruptive in class the teacher will reprimand him or her. If a child misbehaves repeatedly we isolate the child from the rest of the class until he/she calms down and is able to work sensibly with the rest of the class.
- The safety of all 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.
- If a child threatens or bullies another child the class teacher deals with the incident and the child is punished. If this is repeated then parents are contacted to visit the school to discuss the matter.
- The class teacher discusses the school rules with each class. In addition each class has its own set of class rules that is agreed by the class members and these are displayed at Key Stage 2 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.
- See separate school rule sheet. The school rules have been agreed with the children through the school council.
- The school does not tolerate bullying of any kind. Immediate action is taken to stop and prevent further occurrences of such behaviour. Whilst it is difficult to eradicate bullying we do everything in our power to ensure that all children attend school free from fear. (see bullying policy).
- All members of staff are aware of the regulations regarding the use of force by teachers as set out in DfES Circular 10/98 relating to section 550A of the Education Act 1996: The use of force to control or restrain pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting him/herself, or a member of staff. The actions that we take are in line with government guidelines on the restraint of children.

### **2. The role of the class teacher and support staff**

- It is the responsibility of class teachers and support staff to ensure that the school rules are enforced in their classes and that their classes behave in a reasonable manner during lesson time.
- The class teachers and support staff in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- The class teacher and support staff treat each child fairly and enforces the classroom code consistently. They treat all children with respect and understanding.

- 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 Senior Staff.
- The class teacher 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 the child with the education social worker or LEA behaviour support service.
- 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 may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **3. The Role of the Headteacher**

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.

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.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions 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 are only taken after the school governors have been notified.

### **4. The Role of Parents**

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

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue and have an 'open door' policy between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We ask that parents, when coming onto the school site, respect the safe environment of the school.

At Crickhowell School we recognise the responsibility that we have to keep parents informed of behavioural issues and to raise concerns at the earliest possible opportunity. As soon as the behaviour of a child becomes an issue we will inform the parents and arrange a meeting to discuss the way forward. This can be the result of either persistent minor problems or a single act of severe indiscipline such as refusal

to work, swearing or fighting. Where necessary a behaviour programme may be implemented in consultation with the school SENCO and the child's parents.

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. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem they should contact the Chair of Governors. A formal grievance or appeal process can be implemented involving the Education Office.

## **5. The Role of Governors**

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.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **6. The Management of Pupil Behaviour at Break and Lunchtimes**

Some behaviour problems are specific to the mid-day break. At Crickhowell Primary Primary we encourage children;

- To play with others and to understand the need to share and co-operate
- To be involved in positive play experiences and thus prevent the occurrence of confrontation
- To appreciate the relationship between the environment and their own behaviour in order to foster a caring responsible attitude to their surroundings
- To involve themselves in activities which improve their co-ordination, strength, agility and fitness essential to long-term health.

In order to achieve these aims there must be a feeling of corporate responsibility by the whole staff – teaching and non-teaching in ensuring:

- Clear and regular reminders are given of the need to respect and care for others
- All staff set an example whether in dress, manners, courtesy or care
- Children use the playground markings and equipment effectively and co-operatively
- DSAs have award stickers. They may give these awards to children for good behaviour during lunchtimes.

At lunchtimes, supervisory assistants will

- Make clear to children what behaviour is acceptable and what behaviour is unacceptable
- Praise good behaviour
- Encourage children to co-operate with others
- Look out for problems, including bullying and the lonely child. A friendship post is available for children seeking friendship
- Deflect a problem that is arising by giving the children involved a small task to distract their attention.

DSAs are the first line of SANCTION at lunchtimes.

The following sanctions are in place for not keeping to any school or playground rules:

- Time out – 5 minutes in a designated area
- 3 'time-outs' in any sessions and pupils are sent to a Senior Teacher.
- Very serious incidents affecting Health and Safety will result in the pupil being sent immediately to the Headteacher.
- Should a pupil be referred to the Headteacher on a regular basis then the parents will be informed. If there is no improvement in playground behaviour then further action will be taken.

In the case of a pupil whose conduct during the mid-day break is becoming unacceptable the headteacher shall **warn the parents in writing** of the possibility of **disbarment** – (exclusion from school during the mid-day break.) Children in receipt of Free School Meals would receive a packed lunch to take home if necessary.

STANDARDS OF BEHAVIOUR ARE A SHARED RESPONSIBILITY OF THE WHOLE SCHOOL. Complaints, however trivial, should always be investigated in order that a consistent approach is maintained. Class teachers should keep a record of incidents their planning folder to inform report writing and when necessary to inform parents at parents evening.

