

Behaviour and Discipline Policy

Reviewed: September 2019

1. Principles, Aims and Objectives

General Philosophy

At our school we treat each other with respect, and acknowledge that everyone has the right to learn and enjoy their time at school, to feel safe and secure.

Aims of the Policy

- We aim to develop a culture within which initiative, responsibility and sound relationships can flourish.
- We aim to have clear rewards and sanctions for staff to use to respond to pupil behaviour with.
- Good behaviour management requires a positive ethos in the school.
- Adults should act as good role models.
- Children are encouraged to develop good self-esteem and high expectations of their own abilities.
- Unacceptable behaviour is dealt with quickly.
- Good behaviour is celebrated frequently.
- Behaviour management is the shared responsibility of all staff.

Objectives

Our pupils will learn to:

- Have respect for others (adults and children).
- Be polite to others.
- Respect other people's views.
- Respect other people's property.
- Treat others in the way they would like to be treated themselves.
- Be able to share and take turns.
- Develop an understanding of right and wrong.
- Learn to make informed choices.
- Develop good self-esteem.
- Develop good self-control.
- Enjoy helping others.
- Take pride in their appearance.
- Listen to other people in a variety of situations.
- Respect the environment.
- Learn to forgive and forget arguments.
- Learn to value friendships.

2. Expected Behaviour

Care of School Premises and Sites

The school has a large outdoor environment and the children should be encouraged to use it with respect and under appropriate levels of supervision (in line with risk assessment guidance). Children are only allowed to climb on equipment provided for that specific purpose, this includes at the beginning and end of school days.

Learning Skills

Our pupils will learn to:

- Respect themselves and others.
- Take pride and enjoyment in learning and achieving.
- Have good listening, looking and sitting skills.
- Have good classroom interaction skills (putting hands up, sharing ideas etc.).
- Move carefully and quietly around school.
- Work with concentration for increasingly longer periods.
- Know the difference in appropriate behaviour for different situations.
- Know how and when to ask adults for help.
- Organise themselves and their equipment in a variety of learning contexts.

Implementation

During the first week of Autumn term each class is to devise a set of 'class rules'. These will include:

- How they interact with each other in their class.
- How they interact with adults in their class.
- How they use equipment and resources in class.
- How a working environment is established in class.
- How pupils move around both in and out of school.
- How children will be rewarded and sanctioned at class level.

Class Rules (may be called different things in different classes) will be made into posters and be displayed prominently. It should be made into a class project at the beginning of the year and revisited regularly in different forms to maintain the profile of the agreement.

These rules should be handed to head at the end of the first week. From these the head will draw up School 'Code of Conduct'. This will be used as a basis for assemblies and school standards throughout the year.

Breaks

Playtime Rules (Lunch and Breaks)

- When bell/whistle goes we stand still then walk into school.
- We play together and look after each other.
- We let other children get on with their own games.
- We tell a peer mediator/adult if we feel sad or lonely.
- We put equipment away at the end of playtime.
- We do not climb.
- We get permission to go inside.
- We line up sensibly.

Break/Lunchtime Procedures:

All staff should select from the following:

- The lunchtime staff will give house points for good attitudes and behaviours.
- Time out – sitting or standing with a member of staff.
- Time out – sitting or standing at side of the yard.
- Send pupil to sit in school library area.
- Behaviour problems are reported to class teachers, head or the assistant heads at the end of the lunch break.
- Lunch Time Supervisors keep a clipboard to record minor incidents and discuss regularly with the headteacher; including how lunch breaks are going generally.

3. Unacceptable Behaviour

At all times

The children will learn not to:

- Use inappropriate language such as swearing, name calling, racist, sexist, homophobic or in any way discriminatory comments.
- Be argumentative over trivial matters.
- Damage or take other people's property.
- Ignore other people's opinion or not listen to other people.
- Be cruel or destructive to living things.
- Bully or intimidate others.
- Fight, including rough play, hitting, kicking, biting, pushing or throwing.

In learning

The children will learn not to:

- Be rude to others.
- Shout or call out at inappropriate times.
- Distract others from learning.
- Waste time.
- Run or push when moving around school.
- Be untidy or careless with equipment and the school environment generally.
- Be physically or verbally aggressive.
- Fight, including rough play, hitting, kicking, biting, pushing or throwing.

Strategies for dealing with unacceptable behaviour can be found in Appendix 1.

4. Roles and Responsibilities

Children

Children should show respect to staff, other pupils and visitors to the school and be taught to be sensitive to the needs and feelings of others.

Peer Mediators

The school recruit and train a team of 'Peer Mediators' from Key Stage 2. This job is available to sensible children in Y4 and above. They complete 'Conflict Resolution' training with the Head / PSHE lead and take it in turns to be 'on duty' during break / lunch times; working in pairs and being visible to other pupils by their hats / vests. Children who are having disagreements voluntarily go to the mediators and they attempt to help them settle their differences *without taking sides*. Using this approach gives more responsibility to the children and removes worries they may have about getting in trouble! Our training materials have been produced and certified by CRESST (Conflict Resolution Education) and the scheme is very well-established in our school. In 2017, we were awarded a National Silver Award.

School Sports Leaders

Key Stage Two pupils will lead play activities on both Key Stage One and Key Stage Two yards. Lunch Time Supervisors will be available for support.

Staff

All staff will be familiar with the school rules and frequently draw pupils' attention to them. Staff will be clear and consistent about their expectations of behaviour and conduct and use remedial strategies appropriately.

Playtime behaviour should be closely monitored and children should be supervised at all times when at play. Staff should be on the yards before the children arrive. KS2 staff should supervise setting of equipment especially the giving out of football bibs.

Children should be taught how to enter and exit school, with particular care to set out expectations for behaviour in cloakrooms, toilets and on pathways, walking in school.

Class rules should include care of the classroom environment.

Children should be taught how to behave in shared spaces in school and in the use of equipment available to them e.g. library, dining room. PE, computer suite, kitchen, reading book store, playtime boxes, garden and yard areas. Children should be taught to take responsibility for putting equipment and work away safely.

Verbal praise, sanctions or reminders will be used specifically e.g. "Quiet walking in school please", "Well done for walking in school quietly", rather than "Good walking in school".

Staff should at all times show respect for pupils and sensitivity for their needs and feelings.

See Appendix 2 for a flowchart of how this all fits together

5. Rewards

Children

Individual achievements of children are rewarded as well as the behaviour of groups and whole classes.

Rewards at whole school level, will be shared in assembly (see below).

Rewards at class level, will be negotiated between staff and pupils and might be themes for discussion in circle time. They include things like stickers, 'Class Dojos' or 'Marbles in a jar' (as appropriate for the age of the children).

Certificates

Every week, we have a new 'School Standard' which is shared with pupils in assembly and displayed prominently in every classroom. This is tied in with our PSHE scheme and relates to an individual aspect of behaviour (e.g. 'Having respect for others' or 'Showing resilience'). On Friday, we have a 'Celebration Assembly' where children who have demonstrated the School Standard (or something else) are awarded a certificate. They can be nominated by any member of staff (including lunch-time supervisors) or their peers. Their first certificate each year is *bronze*; after that they get *silver* and *gold*. Winners are tracked and teachers make an effort to 'spot children being good'. Gold winners select a prize from the prize box and their 4th certificate goes back to bronze. There is no limit to the amount of certificates an individual child can get but we only award a certain number each week (around 20 across the school).

House Points

Weekly House Points

Children will celebrate the results of house points earned each week during the Friday Assembly. A ribbon showing team colours will be put on the trophy; it will then be displayed in the library. This information will also be shared on the weekly newsletter.

End of Term

The total house points for each term will be celebrated at the end of the term and the winning team will be rewarded accordingly.

End of Year

The total house points for the year will be celebrated in the final week of the year and also the scores achieved by the house teams from Sports Day.

6. Support Resources

PIEs

Any pupils behaving inappropriately will be required to complete a Post Incident Evaluation or PIE (See Appendix 3). Children will be supported by staff to discuss what happened, how they felt and what they could do differently next time they feel that way. They should then agree a logical consequence for their actions, preferably suggested by them. The focus should be on putting right the problem in an appropriate way. If pupils' behaviour puts themselves or others at risk, staff will make a decision to withdraw them from breaks or lessons. At all points staff should consider strategies to improve and support behaviour in the future. Children are encouraged to see completing PIEs as a learning experience – it is an opportunity to discuss behaviour with an adult. Depending on the circumstances, completing one may not always result in sanctions being given (e.g. if the incident was deemed to be an accident).

SEND Children

Whilst we use the above methods with ALL children, it may sometimes be necessary to adopt an individualised approach for some SEND children. This is designed to support them with their particular needs and may have a higher focus on developing social / life skills. Examples of such provision includes sticker charts, social stories, home-school books, quiet working areas or separate provision at playtime.

CPOMs

Serious behaviour incidents are tracked using CPOMs – our secure online monitoring system. This allows staff to alert other members of staff about incidents and helps the school build up a picture of an individual's behaviour over time. Only the DSL / DSDs can access the records of ALL children. Where children are transferred to another school (e.g. when the Y6s move to secondary), these CPOMs files are transferred to the new school.

Further support

Where children are not learning from their mistakes (e.g. when several similar incidents have occurred), we may use other means of tracking and supporting them. We use 'Behaviour & Attitude Monitoring' forms to track their behaviour over a week (or longer period). We colour code it using traffic lights and record potential triggers. This also includes positive strategies and is shared with parents at the end of the week. See Appendix 4 for an example of this.

Children with additional needs (typically ASD pupils) may benefit from a '5-point scale'. This is created with the children after observing them over a period of time. It shows a scale of 5 'feelings' words (chosen by the children) ranging from 1 (positive) to 5 (negative). Alongside each word are notes about what makes them feel like that (e.g. when I get ignored), how they may react (shouting out) and we can support them whilst feeling like that. This is used to help them manage their emotions and take appropriate action before 'getting to a 5'. See Appendix 5 for an example of this.

Other Agencies / Next Steps

The school will use MAST, Educational Psychologists, Ryegate or CAMHS to access advice and support for children with ongoing behaviour problems. Links with agencies such, as the community police, fire service etc, will be used where appropriate. Very rarely, we have no other option but to exclude a child. Please see our **Exclusion Policy** for more details about this.

7. Exclusions

Wharnccliffe Side Primary School is an inclusive school. We do not seek to exclude pupils except under exceptional circumstances and only when every other avenue has been explored (such as a 'managed move' to another nearby school).

If an exclusion is necessary, we follow the guidance set out by the DfE <https://www.gov.uk/government/publications/school-exclusion>.

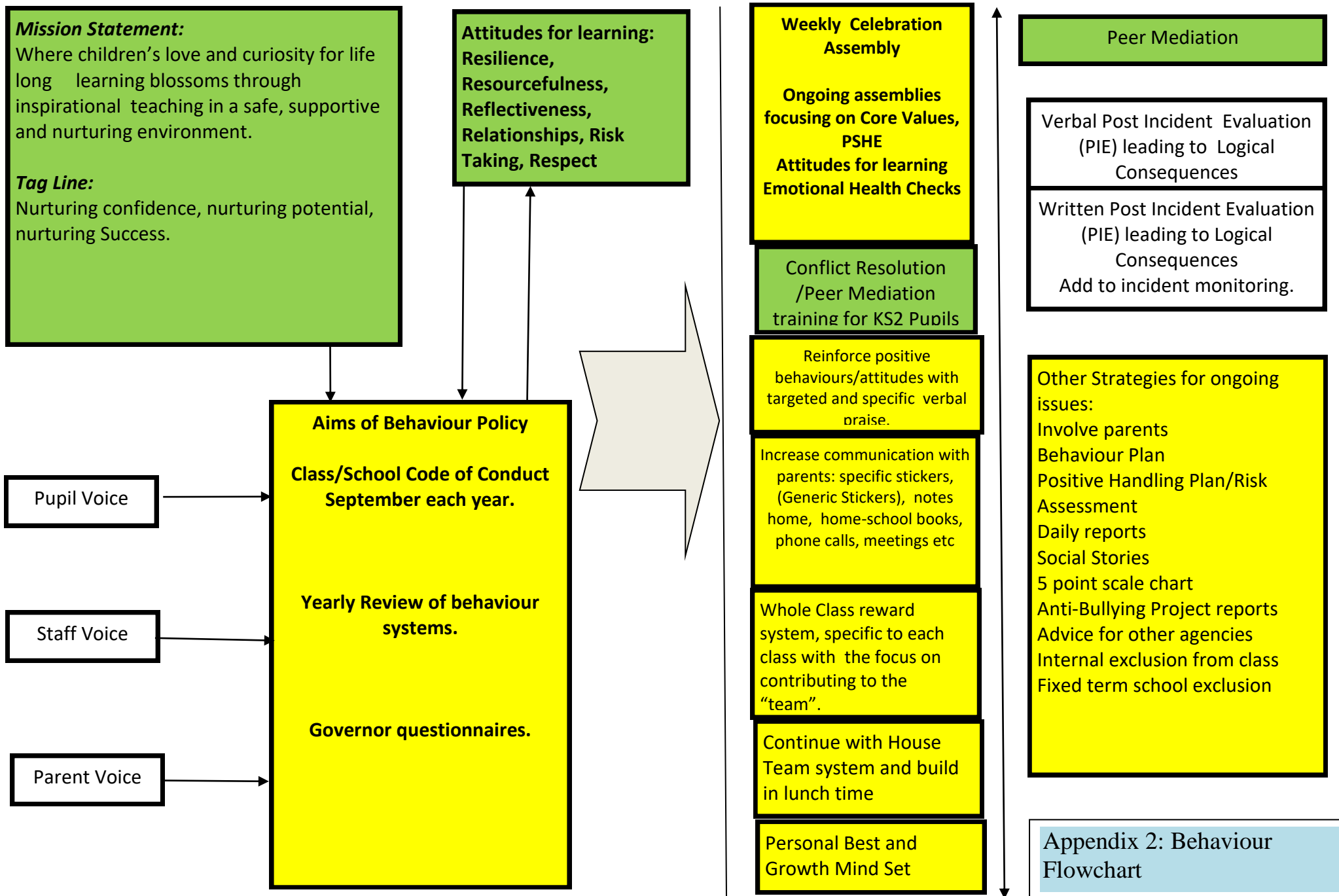
Summary

- Only the headteacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for 1 or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently.
- If the decision is taken to exclude a pupil, the headteacher must inform the parents in writing without delay.
- The headteacher must also inform the governing body of any permanent exclusions; fixed-term exclusions which would result in the pupil being excluded for a total of more than 5 school days in a term or fixed-term exclusions which would result in the pupil missing national examinations (such as the SATs).
- For a fixed-period exclusion of more than 5 school days, the governing board must arrange suitable full-time education starting on the 6th day. For permanent exclusions, it is the local authority's job to arrange suitable provision (e.g. a PRU).
- The governing board has a duty to consider parents' representations about an exclusion. If the exclusion is permanent or takes the pupil above 15 days exclusion in a term; a sub-committee of the governing board must arrange a meeting with the parents and the headteacher. A representative from the LA / MAT should also be invited. As a result of this meeting, the exclusion can be overturned and the pupil reinstated.
- If applied by for parents within the legal time frame, the Academy Trust must arrange for an independent review panel to review the decision not to reinstate an excluded pupil. The legal time frame is 15 days since the date of the governing board's decision not to reinstate the pupil.
- A panel must consist of 3 or 5 members; including at least 1 current / former school governor, 1 current / former headteacher and 1 layperson to chair the meeting who has not worked in any school in a paid capacity.
- The panel must make one of 3 fundamental decisions: uphold the governing board's decision; recommend reconsideration or quash the decision.

See Flowchart in Appendix 6

Appendix 1: STRATEGIES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

	WARNING	UNDESIRABLE BEHAVIOUR	SERIOUS BEHAVIOUR	VERY SERIOUS BEHAVIOUR
		Where children do not respond to warnings or behaviour is escalating. Staff are encouraged to seek advice from a colleague if unsure...		
LTS	<ul style="list-style-type: none"> Give a warning look or other non-verbal signal Explain desired behaviour Give positive reminder of rules in firm calm manner Take child on one side and give a choice or time to calm down 	<ul style="list-style-type: none"> Use time out areas on yard or in school Explain preferred behaviour and give a reminder of rules Keep child with staff during remaining break time Refer to teacher at end of break Send in to teacher or head teacher 	<ul style="list-style-type: none"> Seek help from other staff to manage the situation Refer to teacher at end of break Send in to teacher or head teacher Send in to SENCO for pupils with known SEND issues 	<ul style="list-style-type: none"> Seek help from other staff to manage the situation Referred to Head Teacher or Assistant Head ASAP
SUPPORT STAFF	<ul style="list-style-type: none"> Give a warning look or other non-verbal signal Explain desired behaviour Give positive reminder of rules in firm calm manner Take child on one side and give a choice or time to calm down Sit alongside pupil and reinforce the behaviour Children to complete missed work in own break times 	<ul style="list-style-type: none"> Use PIE system Use visual cue such as sad face card (nursery) Refer to class teacher if pupil ignores other interventions tried Refer to SENCO if ongoing concerns are SEND related Contact parents if this continues Children to complete missed work in own break times 	<ul style="list-style-type: none"> Use PIE system Refer to class teacher if pupil ignores other interventions tried Refer to SENCO if ongoing concerns are SEND related Referred to Class teacher Withdraw to a safe place if self or others at risk Seek help from other staff to manage the situation Children to complete missed work in own break times 	<ul style="list-style-type: none"> Referred to Head Teacher or Assistant Head ASAP Contact parents Withdraw to a safe place if self or others at risk Seek help from other staff to manage the situation Children to complete missed work in own break times
TEACHER	<ul style="list-style-type: none"> Give warning look or other non-verbal signal Explain desired behaviour Give positive reminder of rules in firm calm manner Take child on one side and give a choice or time to calm down Children to complete missed work in own break times 	<ul style="list-style-type: none"> Use visual cue such as sad face card (nursery) Use time out areas at break or in school Use PIE system Refer to SENCO if ongoing concerns are SEND related Contact parents if this continues Children to complete missed work in own break times 	<ul style="list-style-type: none"> Use PIE system to put in place logical consequence Parents informed same day by teacher Refer to SENCO if ongoing concerns are SEND related Identify appropriate strategies for improving future behaviour including involving other agencies Withdraw to a safe place if self or others at risk Seek help from other staff to manage the situation Children to complete missed work in own break times 	<ul style="list-style-type: none"> Referred to Head Teacher or Deputy Head ASAP Use PIE system to put in place logical consequence Parents informed same day by teacher Identify appropriate strategies for improving future behaviour including involving other agencies Withdraw to a safe place if self or others at risk Seek help from other staff to manage the situation Children to complete missed work in own break times
HEAD TEACHER	<ul style="list-style-type: none"> Give warning look or other non-verbal signal Explain desired behaviour Give positive reminder of rules in firm calm manner Take child on one side and give a choice or time to calm down Children to complete missed work in own break times 	<ul style="list-style-type: none"> Use PIE system Refer to SENCO if ongoing concerns are SEND related Contact parents if this continues Children to complete missed work in own break times 	<ul style="list-style-type: none"> Use PIE system to put in place logical consequence Parents informed same day by teacher Refer to SENCO if ongoing concerns are SEND related Identify appropriate strategies for improving future behaviour including involving other agencies Withdraw to a safe place if self or others at risk Seek help from other staff to manage the situation Children to complete missed work in own break times 	<ul style="list-style-type: none"> Use PIE system to put in place logical consequence Parents informed same day by teacher Identify appropriate strategies for improving future behaviour including involving other agencies Withdraw to a safe place if self or others at risk Seek help from other staff to manage the situation Children to complete missed work in own break times



Resilience

Resourcefulness

Reflectiveness

Relationships

Risk-taking

Respect

Wharncliffe Side Primary School Post Incident Evaluation (PIE)

Nurturing confidence, nurturing potential, nurturing success.



Name/s:	Class:	Date:	Time:
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<u>Listen</u> What happened?	<u>Link</u> How did you feel?	<u>Learn</u> What could you do next time you feel that way?
<u>Outcome of discussion:</u>		<u>Logical Consequences:</u>

Signed: _____ (pupil/s)

_____ (staff)

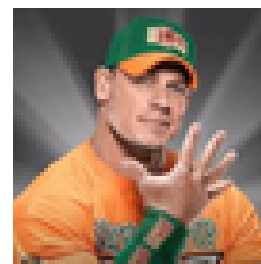
Appendix 4: Monitoring Form

Pupil Monitoring Form		Name:		Week Beg:	
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Lunch Time					
Afternoon					
Important Events +ve / -ve					
Triggers or Successful Strategies					
Actions to be taken					



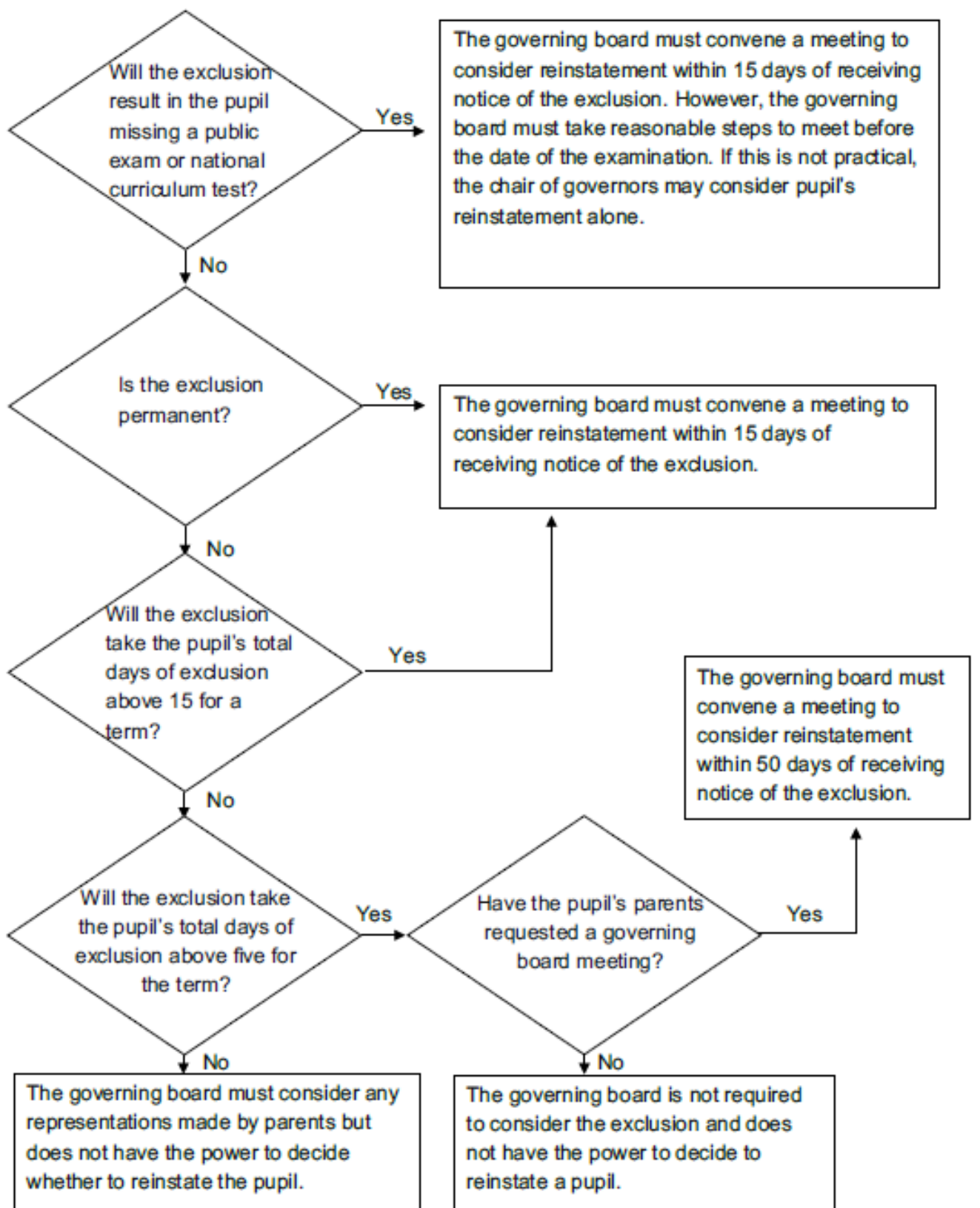
Name's

INCREDIBLE 5-Point Scale!



<i>Stress level:</i>	<i>Feels like:</i>	<i>What makes you feel like that?</i>	<i>Looks / sounds like:</i>	<i>Some people can help / I can try to:</i>
5	Angry	_____ or _____ driving me crazy I'm stressed People not leaving me alone or being too close	Hitting people screaming threatening wide eyes crying throwing things	Go to Mummy. Let an adult deal with it. Leave the room and get away from my stuffings (Mum / Dad stop them from following). Try hitting something soft.
4	Stressed	Too many jobs too many demands at one time. Its going on	Screaming threatening others being defensive	Spend time with Mummy or Daddy. Find a quiet place. Play outside (basketball). Play on iPad for 5 minutes (name or school) or Daddy's phone (name).
3	Worried	When I talk I'm going to struggle with something or I'm unsure about what to do	My mind wanders (daydreaming). I have negative thoughts (e.g. "Nobody likes me" or "I'm not very good at things").	Do 'Go Noodle' (Movement breaks). Talk to an adult (Miss Adams at school) about why I'm worried, decide together what could be done. Go on Maths games or Education City.
2	Miserable	When I'm bored and not engaging	Sighing, crying, looking sad / tired, feeling sorry for myself.	Draw pictures, play on Daddy's phone, watch TV, play with Lego, read my book and magazine, use Ikkle toy. Allow to leave seat and walk around / do job.
1	Calm	When I'm doing what I want to do or feeling confident about my work	Quiet and engaged	In school: Use my skipping board and gripper pencil or computer for longer tasks. ASK if I'm unsure about what to do. Make notes on my whiteboard. Drink water / my milk. Award dojos when remembering a task.

Appendix 6: Flowchart to show the governing board's duties in the event of exclusion



The governing board may delegate its functions to consider an exclusion to a designated committee. References to days mean 'school days'.