



Behaviour and Discipline Policy

Wharncliffe Side Primary School

Reviewed: September 2015

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

Life Skills - 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 own appearance.
- Listen to other people in a variety of situations.
- Respect the environment.
- Learn to forgive and forget arguments.
- Learn to value friendships.

Verbal praise, sanctions or reminders will be used specially 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.

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.

Rewards at class level, will be negotiated between staff and pupils and might be themes for discussion in circle time.

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.

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 entrance hall.

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.

Unacceptable Behaviour (Including Bullying)

Life Skills

The children will learn not to:

- Use inappropriate language such as swearing, name calling, racist, sexist 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.

Learning Skills

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.

Other Agencies

The school will use MAST Engagement in Learning Teacher, or Educational Psychologist, 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.

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 Sanctions

All staff should select from the following:

- Time out - standing at side of the yard.
- Time out - standing with a member of staff.
- Send pupil to sit in entrance hall.
- Behaviour problems are reported to class teachers, the Head or the Deputy Head at the end of the lunch break. Also, LTS meet with the Head each week to discuss how lunch breaks are going generally.
- Lunchtime - special table. Lunchtime supervisors to nominate pupils for the "Special Table" before Friday assembly. These children will have their names displayed on the assembly wall for the week and they are invited to sit on the 'special table' during first sitting for the following week. The Head Teacher/Deputy Headteacher will join them for lunch at the some point during the week.

Lunchtime Slips

Lunchtime assistants will give out as many reward slips as possible for:

- Good behaviour
- Good manners
- Eating well
- Lining up
- Quiet in class
- Any other positive behaviours.

There is then a praise draw in assembly on Friday to celebrate pupils' behaviour.

Project Leap

- Key Stage Two pupils will lead play activities on both Key Stage One and Key Stage Two yards.
- LTS will be available for support.

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).

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 a set of whole school rules. The rules will be used as a basis for assembly and school standards throughout the year.

- Every class will run a 'traffic light system'. Each pupil will start morning and afternoon sessions on a green card.
- The first warning for any inappropriate behaviour produces an amber card and the loss of 10 minutes from next break or lunch time.
- The second warning creates a red card. This behaviour is recorded on a red slip and incurs the loss of 15 minutes from next break.
- If inappropriate behaviour continues the pupil should be sent with work to a named class for between 15/30 minutes at teacher's discretion.
- If a child is given two red slips in a week, the class teacher should contact parents, explain behaviour and ask them to put in place an appropriate sanction at home.
- If a child has had frequent red cards in any half term, the head and class teacher will review the incidents and ensure that the parents are informed of the concerns of the school.
- Teachers need to keep a weekly record of the pupils who have received amber or red cards.
- If a child makes a notable achievement or effort the child can be sent to "Praise Pod" to celebrate their achievement and take home a photo from their visit to Praise Pod.
- Green Play time: all children who have been 'green' all week will be invited to special play time each Friday afternoon. Staff will also take part in this 'playtime'. Children who have had either an amber or red card will be supervised by a member of the Leadership Team. 10 minutes for each amber card and all green playtime for red cards.

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 rewards and sanctions appropriately.

Playtime behaviour should be closely monitored and children should be supervised at all times when at play.

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.

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, ICT suite, kitchen, reading book store, playtime boxes, garden and yard areas.

REWARDS			
	INDIVIDUAL	SMALL GROUPS	CLASS REWARDS
NURSERY	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • 	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • 	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers •
CLASS 1	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • Green playtime • 	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • 	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • Negotiate class rewards •
CLASS 2	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • Green playtime • Marbles in a jar • 	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • Marbles in a jar • 	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • Negotiate class rewards •
CLASS 3	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • Green playtime • 	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • 	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • Negotiate class rewards •
CLASS 4	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • Green playtime • 	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • 	<ul style="list-style-type: none"> • Verbal / non-verbal praise • Stickers • Negotiate class rewards

SANCTIONS

	WARNING	UNDESIRABLE BEHAVIOUR	SERIOUS BEHAVIOUR	VERY SERIOUS BEHAVIOUR
LTS	<ul style="list-style-type: none"> • Give a warning look or other non-verbal signal • 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 dining hall • Explain 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"> • Refer to teacher at end of break • Send in to teacher or head teacher 	<ul style="list-style-type: none"> • Referred to Head Teacher or Deputy Head ASAP
SUPPORT STAFF	<ul style="list-style-type: none"> • Give a warning look or other non-verbal signal • Give positive reminder of rules in firm calm manner • Take child on one side and give a choice or time to calm down • Use green card system • Sit alongside pupil and reinforce the behaviour 	<ul style="list-style-type: none"> • Use green card system • Refer to class teacher if pupil ignores other interventions tried 		<ul style="list-style-type: none"> • Referred to Head Teacher or Deputy Head ASAP
TEACHER	<ul style="list-style-type: none"> • Give warning look or other non-verbal signal • 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 visual cue such as sad face card (nursery) • Use green card system • Use time out areas at break 	<ul style="list-style-type: none"> • Immediate loss of break time and privileges • Parents informed same day by teacher • Report card system to be set up from next day for up to one week (daily or weekly reports) • Removal from class for appropriate periods 	<ul style="list-style-type: none"> • Referred to Head Teacher or Deputy Head ASAP
HEAD TEACHER	<ul style="list-style-type: none"> • Give warning look or other non-verbal signal • 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"> • red card to be handed into office for head to see at end of break)to Deputy if head out of school 	<ul style="list-style-type: none"> • Immediate loss of break time and privileges • Parents informed same day by teacher or head teacher • Report card system to be set up from next day for up to one week (daily or weekly reports) • Removal from class for appropriate periods • Loss of break times for a fixed period 	<ul style="list-style-type: none"> • Parents contacted immediately • Report card put in place • Loss of privileges for a fixed period • Arrange with parents to meet to discuss concerns regarding behaviour and to later review any changes in behaviour