



Grangetown Primary School

Behaviour and Discipline Policy

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“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”
(Education Observed D.E.S)

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.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

Other relevant documentation : Anti Bullying Policy, Anti Racism Policy, Lunchtime Policy, Special Needs Policy, Attendance Policy, Marking Policy, Use of Force Policy, Home School Agreement.

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 behaviour
- 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.

Termly Report

'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

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. 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.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

1. Our Code of Conduct is:

Take Care of Yourself	
1. Never	<ul style="list-style-type: none">Do anything silly or dangerous where you might be hurt.Stay in school at break times or leave school without permission.Talk to strangers in school unless they have a school badge.
Always	<ul style="list-style-type: none">Tell someone if you are unhappy, being picked on or bullied.
Take Care of Others	
2. Never	<ul style="list-style-type: none">Do anything to hurt others (such as hitting/name calling).Distract others from working.Be cheeky or rude to adults.
Always	<ul style="list-style-type: none">Be friendly to visitors, newcomers and other children.
Take Care of your School	
3. Never	<ul style="list-style-type: none">Steal or deliberately damage school equipment.Drop litter or deface the school building.Give the school a bad name.
Always	<ul style="list-style-type: none">Be proud of your school.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized throughout school.

2. **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

3. **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

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

a. **Food and drink**

Children may bring fruit from home to eat at morning play. EYFS & KS1 may also obtain fruit at school, 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 drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health. Drinks were frequently spilled and bottles smashed, spoiling other packed lunches and presenting an unacceptable risk of cuts and food contamination.

Children have regular access to water and are offered water bottles at the cost of £1. A choice of quality juice, milk or water is available during lunch.

b. **Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of earrings. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be stored in a safe place for the duration of the lesson.

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 and they must have a change of shoes

Indoors: - bare feet or trainers/plimsols, 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: - plimsols or trainers, shorts, Tee shirt, Tracksuit in certain conditions (No jewellery).

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).

Spare P.E kits are kept in school and must be worn if children forget their kits. Rewards will be given for those children who are consistently prepared for PE lessons in school. After three consecutive weeks of forgetting their P.E kit a letter will be sent home to parents.

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 e.g. toy days, KS1 show & tell). 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 headteacher.

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 headteacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office 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. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

Behaviour Guidelines Procedures
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Our 'Use of Force 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.

Persistent offenders will be placed on the sanctions procedure.

If a child should run out of school 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 headteacher 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 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 so on.

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 with a dojo.

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 should cover the duty of absent teachers but should never be without support.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

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. One member of staff per yard area maximises levels of visual supervision.

A child will come to the staffroom to let other members of staff know that the whistle will blow in two minutes. Upon the children coming, staff should go to the yard to collect their classes. If, for whatever reason, staff are unaware, staff should assume that playtime will end at the normal time and respond accordingly. If, for whatever reason, staff do not respond to the bell, the duty teacher should not blow the whistle or send children into the building unsupervised, but send for the head, deputy or most senior teacher available.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in a class 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 'Dojo 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 should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes unless they need to go to the toilet. Children are not allowed to remain in the building unsupervised unless they have 'Trusted Pupil Status'.

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, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

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).

Behaviour Guidelines

Rewards

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.
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School's Council etc.

- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) **Whole School Reward System**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'dojos'. 'Dojos' may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

Dojos

A dojo can be awarded by any staff member at any time. All staff can update Dojos at all times to reward and reinforce positive behavior as it occurs. This reinforces our philosophy that **the care of all of our children is the responsibility of all adults in school.**

Children can also lose 'Dojos' if their work or behavior is not acceptable. They may lose 'Dojos' for actions such as:

- Not following routines
- Disruptive behavior
- Unacceptable playground behavior

Each week a Dojo winner will achieve a place at the special table in the dining hall at lunchtime. Here, there will be juice available on a luxury table.

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.

Behaviour Guidelines Sanctions

Sanctions

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

- If physical intervention of any kind is required then a 'Team Teach' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on CPOMS.

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, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child**.

Grange town Primary School - Behaviour flow chart

Step 1:	Behaviour issues in class or outside	<ul style="list-style-type: none"> • A reminder of expectations • A verbal warning • Lose a dojo
Step 2:	Time out A <ul style="list-style-type: none"> • Time out table in every classroom 	<ul style="list-style-type: none"> • Time out given - 5 minutes on sand timer • Child spoken to teacher regarding expectations and apology • Recorded on CPOMS (Time out A)
Step 3:	More than 1 time out A over time	<ul style="list-style-type: none"> • Phone call home from class teacher to discuss concerns • Class sanctions to be implemented by class teacher e.g. missing playtimes/lunchtimes • Recorded on CPOMS (Time out A)
Step 4:	Time out B <ul style="list-style-type: none"> • Continuous time out A • Refusal of time out A 	<ul style="list-style-type: none"> • 1 time out B letter sent to parents from class teacher • Phone call or face to face confirmation of time out B • Class teacher implements sanctions e.g. loss of playtimes/lunchtimes, removal of privileges e.g. trips, clubs and sporting events • Recorded on CPOMS (Time out B)
Step 5:	More than 1 time out B over time	<ul style="list-style-type: none"> • Parents invited in for a meeting with class teacher and Key Stage leader • Minutes of meeting recorded on CPOMS • Class teacher and Key Stage leader to implement sanctions
Step 6:	Time out C (Isolation) <ul style="list-style-type: none"> • Isolation to take place outside of the classroom - class teacher to organise a member of staff available 	<ul style="list-style-type: none"> • Phone call to parents from Key Stage leader (details recorded on CPOMS) • Time out C letter sent home from class teacher • Key Stage leaders and Mrs Ackerley involved on a pastoral basis • Outside agencies involved • Referrals made if required
Step 7:	Continued concerns	<ul style="list-style-type: none"> • SLT meeting to discuss external agencies and future steps • PSP written with parent's involvement and Local Authority • Internal and external exclusions • Child put on DHT report linked to PSP
Step 8:	Failure of report from DHT continued problems and time outs	<ul style="list-style-type: none"> • Continue on PSP • Meeting with HT to discuss behaviour and future • HT behaviour contract written with targets • Removal of privileges, trips, clubs and sporting events • Internal and external exclusions • Outside agencies involvement • Look at alternative provisions

CPOMS

All incidents reported on CPOMS must be clear and concise. The comment should note the **details of the incident, who was involved and actions that have been taken.**

If a further action is required, this must be noted on the comment.

TW shouted out 3 times in a lesson. A reminder, warning and dojo loss were given. Time out A was carried out in class. Action: TW was spoken to 1 to 1 and has apologised. Continue to monitor.

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).

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.

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