

Ashfield Valley Primary School

Behaviour and Discipline Policy

Contents

Governors' value statement

Aims

School rules

Playground rules

Roles and responsibilities

Partnership with parents

Positive behaviour management

Behaviour tracker

Rewards

Managing unwanted behaviour

Dealing with incidents

Staff powers to search pupils and/or confiscate items

Supporting children who have particular difficulty with behaviour

Behaviour intervention flowchart

Monitoring and Evaluation

Allegations against staff

Related policies

Governors' Value Statement

We recognise and support the entitlement of all individuals in the school. Every child has the right to learn, and every teacher has the right to teach in a secure and positive environment. All children are different but are entitled to be treated with dignity and respect. We think learning embraces social, emotional and behavioural as well as academic progress.

Codes of school behaviour will give all children the opportunity to learn within a calm, stimulating environment. We believe that we should maintain a balance between sanctions and rewards. We encourage everyone to implement rules fairly and consistently. We seek to foster good behaviour and a sense of order in a positive way within an ethos of hard work, care, commitment and responsibility.

The governors acknowledge the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN.

Aims

- To value and appreciate one another irrespective of age, religion or race. We acknowledge that everyone has a part to play within our school community.
- To develop self-discipline, the ability to learn independently and work co-operatively
- To listen with respect to one another and to be conscious not to damage another's self-esteem.

- To foster a caring and responsible attitude to the school environment, including the building, inside and outside areas, equipment and personal belongings.
- That all those who work in or visit our school will exhibit behaviour in keeping with these aims and our ethos.

Rights and Responsibilities

- Children have the right to be safe in school
And the responsibility to walk sensibly and keep their hands and feet to themselves
- Children have the right to learn
And the responsibility to listen carefully and work hard and quietly
- Children have the right to their own name
And the responsibility to call everyone by their proper name

Promoting our rights and responsibilities

- Each class should display a class charter, with whole school rights and responsibilities and also any that may be agreed within that particular class
- Explain the rights and responsibilities to the children – research shows that children will usually respect rules if they understand why they have been made.
- Make sure the rights and responsibilities are familiar to all staff, teaching and non teaching.
- Use rights and responsibilities to reinforce messages about good and bad behaviour, relating rights and responsibilities to rewards and sanctions.
- Communicate the rights and responsibilities to parents

Playground rules

- Playfighting and talking about fighting are treated exactly like actual fighting
- Children ask permission to go on the banking to retrieve balls – one child only.
- All football games inside the coloured pitches

Expected outcomes

These are the desired behaviours we seek to promote across the school

- Attentive listening
- Orderly movement
- Politeness to adults and peers
- Perseverance, especially resulting in completion of work to an appropriate standard
- Awareness of their responsibility towards others as well as to themselves
- A sense of order

Staff roles and responsibilities

Staff Responsibility

- It is the responsibility of all staff to maintain standards of behaviour. Staff support colleagues eg by taking children into class when they have three marks on the tracker.
- All staff supervise all children.
- To create conditions of success through effective classroom management
- To target individual children as need arises
- PPA staff assume all the responsibilities of the classteacher, referring any serious behaviour problems to the headteacher and not to the classteacher.

- The governors have agreed that staff may discipline children when they are off site, for example, on school trips. However, staff are not responsible for pupils' behaviour when they are off site, for example, when going home at the end of the day: the majority of pupils are collected by their parents.

Learning Mentor

The school has a part time learning mentor, who supports classes or individuals as needed. Her role is to:

- Carry out observations of children in class, or in the playground
- Provide opportunities to give children individual attention, for example through journal writing, target setting, playing board games
- Talk to children when there has been an incident, calming children down, and establishing the facts, before feeding back to the classteacher or the head, orally or with a brief note
- Provide a "chill-out" session at dinner time. Children may decide themselves that they want to calm down, or midday supervisors may bring them in.
- Support after school clubs
- Provide opportunities for extending opportunity eg accompanying small groups of children to special events
- Support the deputy headteacher with the school council

Midday Supervisors

- The children sometimes perceive midday supervisors as being of a lower status than classroom staff. We make every effort to reinforce the need for proper respect towards all adults who work in school.
- The headteacher meets regularly with the midday supervisors and discusses and develops the skills they need to manage the children and their behaviour.

Partnership with parents

It is essential that home and school maintain a constructive partnership to build good behaviour in the children. Parents are welcome to approach the staff to talk about their children. Staff have informal conversations with parents when there are concerns about a child. Children take home achievement certificates, 30 day awards and stickers.

The school gives parents regular updates on the behaviour policy, through newsletters, meetings, invitations to SEAL assemblies, and informal conversations. The headteacher also holds meetings for parents, presenting and explaining the behaviour policy. .

Where a child is experiencing behaviour problems in school, we aim to involve parents so that they can work with us to support their child. We believe that successful home-school partnership at an early stage should prevent problems from becoming more serious. We aim to ensure that parents are given positive messages about their children, as well as any explanation of our concerns.

Positive behaviour management

Fostering a positive atmosphere

- Use of positive language, praise and rewards, verbally reinforcing desired behaviours.
- Maintain high expectations of behaviour.
- Emphasise the behaviour that you want – not what you don't want.
- Catch the children being good – praise desired behaviours, stating the exact behaviour in order to reinforce it further.
- Use praise more than correction – try to achieve a suggested ratio 5:1

Effective classroom management

- Clearly established routines and expectations
- Attention paid to grouping and seating
- Well organised teaching sessions: See the Teaching and Learning policy for further advice on classroom management.
- Use of calm, quiet signals to bring a class to silence
- Careful use of additional adults
- Set targets for work completion rate – maintain high expectations

Purposeful play

- outdoor :
provision of play equipment at dinner times and playtimes, ideas for games, co-ordinated by the learning mentor.
- indoor (wet play) :
Reception children play under the shelter wherever possible, children Year 1 – 6 have “wet play” books and a box of “wet play” games.

Behaviour Tracker

The behaviour tracker monitors both good behaviour and poor behaviour. It is used in Years 1 – 6.

Sanctions::

- A mark is put on the tracker for behaviour that interrupts the teaching and learning in class. Any staff can put marks on the tracker. There is a hierarchy of sanctions:
 - 1 mark – warning,
 - 2 marks – 5 – 10 mins time out in class or in shared area,
 - 3 marks – 5 – 10 mins time out in another class,
 - 4 marks – sent to the head for a letter to be sent home,
 - 5 marks – sent to the head who will arrange for them to be placed in another class for the rest of the day.
- If the head is not available when a child is sent down for four marks plus, she will see them as soon as she is back again; the sanction is not waived.

Rewards:

- Children accumulate any clear days, carrying the total forward each week until they reach 30 days. They go to the head to receive a 30 day award, certificate and prize.
- The tracker can be used for target setting with the children: “Let’s try for two clear days”

The TA usually prepares the tracker for each week, keeping count of the clear days.

Remember to indicate if a child is absent, so they don't accumulate clear days while they are away from school!

Rewards

- Rewards are used to motivate and encourage the children.
- Sweets and chocolate are never given by staff as rewards.
- Children in Years 1 – 6 receive certificates in assembly each Monday, for good work and behaviour.
- The midday supervisors and kitchen staff also have stickers to reward the children. They are encouraged to make reports of good behaviour to the classteachers, as well as any problems with behaviour.

Individual rewards

Reward systems may vary across different classes. Rewards include stars, stickers, stamps in books, counters, certificates and other prizes. Staff can also use "free fruit" tokens – available from the office. Staff may encourage children to accumulate stars and stickers, working towards a prize, for ten or twenty stars. Staff can claim back the money they have spent on prizes for the children.

Reward systems in school include:

- *Star charts*,
Displayed on the wall in class
Children get a prize when they reach ten stars, or the top three children get a prize at the end of half term
- *Sticker charts*
Children keep their own charts
Children get a prize when they complete the sticker chart
- *Counters in table pots*:
Groups of children accumulate counters over the week, the best table get prizes at the end of the week
- *Star of the day*
A child is chosen as the class star at the end of the day

Class rewards

- *Class stars (Year 2)*
The class earn extra playtime by accumulating 30 stars
- *Golden Time (Years 3-6)*
The class can earn minutes towards Golden Time. They start with 0 minutes, and can earn approximately 30 mins Golden Time over the week. Golden Time usually takes place on Fridays. Time is added for good work and behaviour; time can also be subtracted for poor work and behaviour. During Golden Time, the children can choose whatever they would like to do – eg outside play, DVD, drawing and colouring

Managing unwanted behaviour

The children need to see that there are clear and consistent boundaries in school. Consequences must be clear, reliable and consistent across the school, and for all children. Sanctions do not necessarily need to be very severe: "Certainty not severity" (Bill Rogers)

- Criticise the behaviour, not the child.
- Talk to the children in terms of “good choices” and “bad choices”
- Consider the antecedents of unwanted behaviour – is the child struggling with the work, seated next to someone who causes problems?
- Staff should use marks on the tracker as soon as they feel it is necessary, although they may wish to use some early intervention strategies first.
- Children are encouraged to reflect on the impact of their behaviour on others around them, and to apologise for what they have done.

Early interventions

These may include:

- Non-verbal intervention – eye contact, pause in talking, standing near the child, taking something away without any verbal comment
- “The look”
- Quietly moving the child within the class
- Praising another child who is behaving well
- Distraction or diversion

Staff may wish to

- Reorganise the groups in the classroom, change the seating plan, reconsider the use of the TA ie create conditions for success

Further sanctions (in addition to the tracker)

- Children who have been kicking remove their shoes and leave them outside the office.
- Children may be sent to stand by the wall or to stand with a member of staff if their behaviour is causing problems in the playground. This is the outdoor “time out”.
- Children are sent in from play if they are fighting or failing to listen to staff on duty. They sit by the office, and answer the 4W questions – What did you do, What rule did you break, Who was upset by your behaviour, What could you have done instead?
NB If children are sent to the office during a playtime, they take themselves back to class when the bell goes: they do not wait for the headteacher to send them.
- For more serious incidents, children are sent to the headteacher. Please make sure the child is accompanied by an adult or a note, so that it is immediately clear to the head why the child is there. If she is not available, their names should be left with the administrator and the head will see them when she can.

Talking to children about their behaviour

- Encourage the children to think in terms of their choices, or offer them a choice.
- Some children who find it difficult to manage their behaviour may need a “get out with dignity”.

Dealing with incidents

- Care is taken to establish the facts of the situation, and to hear both sides of the story. Children may need time to calm down first.
- It is not always possible to do this immediately: teachers may say that they will speak to children later; they may ask the learning mentor to establish what has happened, so that they can deal with it later. Wherever possible, teaching and learning should

not be disrupted by incidents from playtimes. (Children should not bring incidents in to the classroom staff when they have already been dealt with in the playground.)

- Classteachers should be made aware of any issues that are bubbling up in their classes, so that there can be early intervention eg talking about fighting after school.
- Children are encouraged to apologise and to make amends for what they have done. They are encouraged to appreciate the impact of their behaviour on others around them, and to consider the choices that they have made.

Staff powers to search pupils and/or confiscate items

- The governors have agreed that staff have the authority to confiscate items from children. Staff are protected from liability for damage to, or loss of, any confiscated item. (DFE guidance 2011)
- The governors have agreed that staff have the authority to search children's bags, pockets, drawers to recover stolen items, with or without the child's permission. Searches should be carried out in accordance with DFE guidance 2011.
- Staff are not required to inform parents before a search takes place, and are not required to make a record of the search.
- Staff should send for the head or deputy if there is any reason to believe that a child has a weapon.

Supporting children who have particular difficulties with behaviour

Where children experience significant difficulties with their behaviour, the classteacher should consult with the head or deputy and SENCO. The child may be included in the learning mentor's list for individual support, and an individual behaviour action plan. The school will work with the parents to support and encourage the child.

Behaviour Intervention Flowchart

The table attached summarises the steps that the school follows in managing inappropriate behaviour.

Monitoring and evaluation of behaviour in school

Serious incidents are recorded in the Incident book and reviewed half termly. Standards of behaviour are regularly discussed formally and informally in staff meetings.

Allegations against staff

- Where a pupil makes allegations against a member of staff, the headteacher will act in accordance with DFE guidance "Dealing with allegations of abuse against teachers and other staff". The headteacher will also obtain full advice from the local authority.
- A member of staff will not be automatically suspended if accused of using excessive force. This is in accordance with DFE guidelines 2011.
- Where allegations against staff are proved to be malicious, the headteacher will take full advice from the local authority.

Related policies

This policy should be read in conjunction with policies on Anti-bullying, Use of Reasonable Force, Dealing with Racist Incidents, Teaching and Learning, Personal and Social Education.

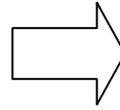
RRSA articles 3, 8, 15, 29, 31

Behaviour Intervention Flowchart

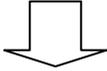
Inappropriate behaviour

Provision

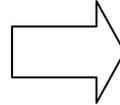
Inappropriate behaviour in class



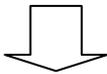
Marked on behaviour tracker – range of sanctions



Inappropriate behaviour persists or intensifies (Tracker acts as evidence)
Classteacher takes additional action

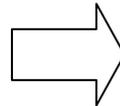


Eg change seating, informal target setting, “quiet word”, increased focus on rewards, have a word with parents

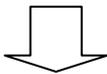


Teacher talks to deputy / SENCO / HT.
HT places child on learning mentor’s list. HT completes Identification of Risk sheet with classteacher

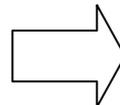
Classteacher and mentor draw up behaviour plans termly



Individual support:
Weekly targets, board games, sticker books, games activities, journal
Seek to involve parents further



Involvement of Ed Psych, Fair Access team, other appropriate agencies



Specific programmes and recommendations
Parents consulted formally