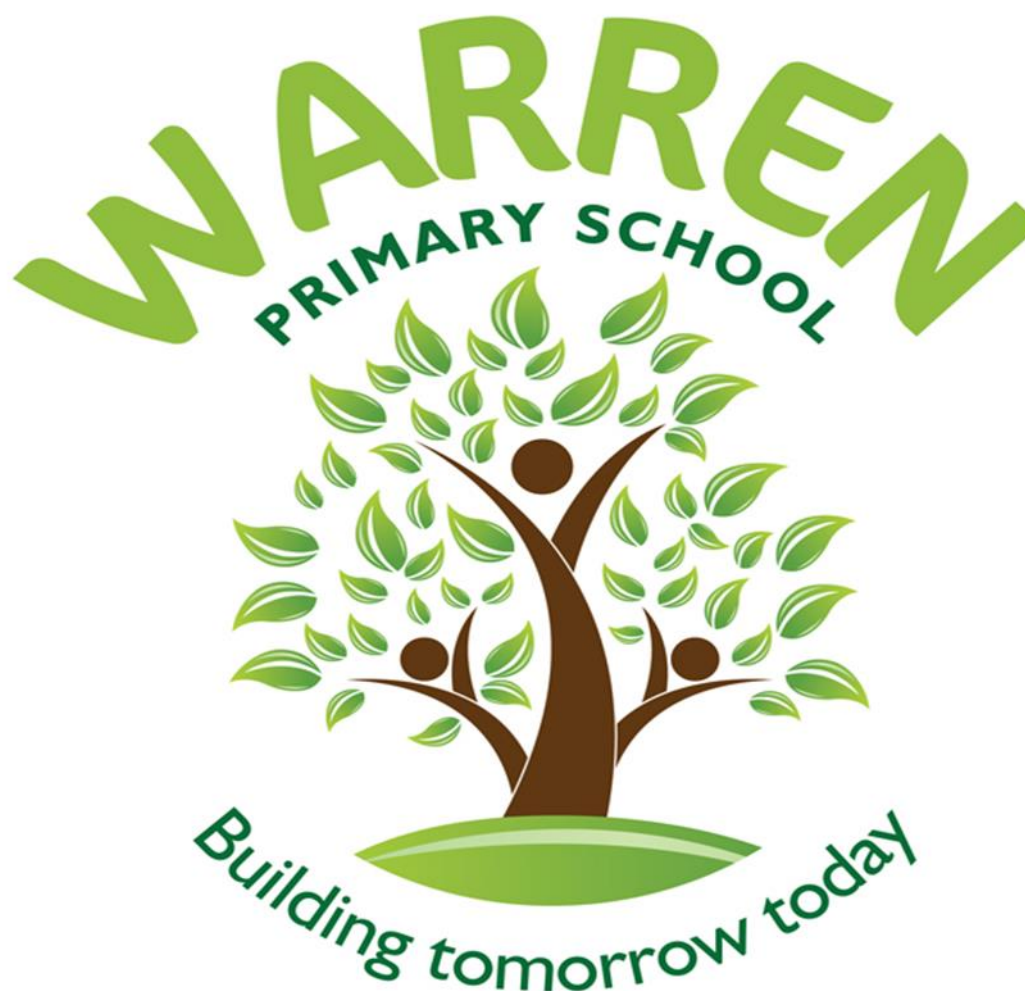


WARREN PRIMARY SCHOOL

BEHAVIOUR & DISCIPLINE POLICY



Prepared by: Ian Broyd

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SignedChair of Governors

Behaviour & Discipline Policy

Underpinning the Policy - The School Ethos

While our class rules aim to give clear guidance to staff, pupils and parents; as to acceptable and agreed behaviour and procedures in most situations school rules cannot cover every eventuality and we expect common sense and consideration for others to guide our actions in those situations for which there is no specific rule.

By following the rules and acquiring habits of good behaviour pupils will develop self-discipline. Good behaviour and consideration for others will attract praise and approval, and feelings of self-worth and self-respect.

Acquiring the ability to distinguish between Right and Wrong

As children mature we expect them not only to learn good habits but also to develop a moral sense of what is a right action and what is a wrong action. We believe that our Behaviour and Discipline Policy encourages this development, not simply by stating a set of rules to be followed without argument, but by setting a standard for everyone in the school community to meet. Good behaviour and consideration for others will be rewarded and, where our expectations are not being met, disciplinary sanctions will be applied fairly and consistently.

The Behaviour Management Plan

The Behaviour and Discipline Policy consists of three basic elements: -

- The RULES which pupils must follow
- The REWARDS which pupils receive for following the RULES
- The CONSEQUENCES which result from not following the RULES

RULES

The School Rules:

- *We are kind, polite, helpful, and aware of others' feelings.*
- *We listen carefully to others without interrupting them.*
- *We look after our own and other people's belongings.*
- *We try our best, work hard, and learn from our mistakes.*
- *We treat other people the way we would like to be treated.*
- *We always tell the truth.*

At the start of each school year each class will also draw up their own set of rules which will encompass our basic principles and these will be sent home for parents/carers to share. These will be expressed as positive statements and should be displayed in the classroom.

In addition to the rules pupils will be given a variety of **instructions** during the course of each day, which will be specific to the activity in which they are taking part. These may include instructions to cover: -

- Movement in the class (In or out of seat)
- Level of talking in the class.
- Materials required for an activity (Where to get them from)

These are expected to be followed and may result in sanctions if they are not.

REWARDS

It must be recognised that perhaps the most important aspect of any learning environment is the positive rewards children receive from both adults and their peers. We can create a positive learning environment by recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves.

Individual and Class rewards can be earned and are celebrated.

Individual Rewards

The following rewards are available for use by all staff-

- through verbal praise.
- awarding stickers/stampers.
- sent to another teacher, the deputy or the head to be praised.
- Receiving a 'Warren Wayer' award in our weekly Warren Wayer assembly

Rewards can be given for good behaviour, work, effort, achievement, manners and kind or thoughtful acts.

Stampers

Stampers are physical stickers that the pupil collects. Each pupil has a diary that includes pages to collect their stampers. It is the child's responsibility to look after their diary.

It is the adults' discretion as to exactly how many stampers are given out at one time. The general guidance is that on the majority of occasions just one stamper at a time should be given out. Little and often is the theme.

The following are guidelines for how many stampers should be given out.

1 Stamper- These should be given out for doing the right thing, e.g. good work/homework, beginning tasks promptly, picking coats up off the floor, sitting quietly in assembly, etc.

2 Stampers- These are given out for things above standard, e.g. outstanding work/homework, extra effort made, etc.

3 Stampers- This is given out for exceptional activities, e.g. high standard longer projects, extra work/research not asked for.

Warren Primary School is keen to recognise appropriate choices and so all staff will undertake to give out stampers as often as possible.

When a child completes a line of stampers (10), they will see their class teacher to be congratulated on their achievement and awarded a Golden Merit Sticker. A record of the number of Golden Merit stickers achieved is kept and awards are received at certain points. Children will visit the headteacher at the points specified below to receive praise and choose a reward.

10 Golden Merits – 10 Golden Merit Certificate and a small prize (e.g. pencil set, wooden bookmark)

20 Golden Merits – 20 Golden Merit Certificate and a book of their choice

30 Golden Merits – A place on the Roll of Honour and a £10 Lakeside Voucher

All certificates and prizes will be awarded in Friday assembly.

Class Rewards

At the end of each day if all class members are still 'Green' (see sanctions) a sticker is added to the class reward chart. When the chart is complete (10 stickers) the class earns a reward. What the reward consists of is negotiated by the class and the teacher but could be:

- an extra afternoon playtime
- extra time in the ICT suite
- class games
- free time, etc.
- saving up for a bigger reward (park, pyjama party, film, talent show)

(1 reward is equivalent to 15 – 20 minutes)

Each time a class earns a reward the completed sheet should be sent to Mr Broyd, this is then recorded. The class that, at the end of the year, has earned the most rewards earns a trophy to be kept for the next year.

CONSEQUENCES

Each classroom has a 'Good to be Green' chart prominently displayed. The chart consists of a pocket for each child that holds 3 different coloured cards, green, red and yellow. When behaviour is appropriate the child will be displaying the green card. The following hierarchy of consequences will apply if a pupil fails to keep to the rules:

Stages:

1. Verbal warning.

2. Yellow Warning Card – This is a clear warning for the pupil to change his/her behaviour. If the behaviour is improved then 'Green' status can be won back.

3. Red Consequence Card – Miss playtime. (Children will go to the office and be collected by a member of SLT to stay in at break time and complete a behaviour reflection sheet. Children that do not show up for red card will then need to miss the next 2 break times.) For Reception children a red card will lead to a 5 – 10 minute time-out during Autumn and Spring term. This will be recorded on a red consequence slip and sent home for parents to sign acknowledgement.

4. Double Red –Pupil sent to a partner class and is excluded from the classroom for the next session.

Yellow and Red cards must be recorded on the class behaviour log. Any children who have received a red card are sent to the office with a slip with their name on to put in the red card box. An SLT member will then collect these the following break time so that they know which children should be missing their break.

OFFENCES THAT ARE MORE SERIOUS WILL LEAD TO STAGE 3 IMMEDIATELY.

At the beginning of each day each pupil will start on green. These stages will apply in any one day if a pupil fails to keep the rules.

In the event of a pupil persistently breaching rules they will move to Stage 5.

5. On Report – Child will be put on a written report where behaviour in each session is recorded and must be signed by a member of the SLT at the end of the day and parents each evening. Before the report begins a meeting will be arranged between the parents and the class teacher and/or a senior leadership member.

The purpose of the meeting is to:

- outline clearly the nature and extent of the child's behaviour difficulties and how it is affecting the child and the life of the school;
- try to identify the circumstances that might be causing the behaviour complained of;
- agree any action that may be required by those present at the meeting to improve the child's behaviour;
- make clear the process and use of the written report.

If all these steps have been taken, and the pupil's behaviour has not improved, then it will be necessary to consider the remaining three stages on the discipline hierarchy:

6. Breaktime/ Lunchtime Exclusion and/or Internal Exclusion.

7. Exclusion from school for a fixed term period.

8. Permanent exclusion.

Major offences, such as a serious assault on another pupil or member of staff, can lead directly to a fixed term exclusion, regardless of the pupil's history.

The school adheres to statutory guidance in respect of exclusions. This guidance is contained in the following document:

'Exclusion from maintained schools, academies and pupil referral units in England

Statutory guidance for those with legal responsibilities in relation to exclusion

September 2017'

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For more information please visit:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Every room has an emergency card, which should be used to summon immediate help in the event of any emergency. If the emergency is a child who has lost control every attempt should be made by the teacher to remove the audience from the situation e.g. the teacher remains in the room with the child whilst the rest of the class is taken by the Learning Support Assistant or any other adult to a different room.

Physical restraint

The school follows the advice set out in :

'Use of reasonable force

Advice for Headteachers, staff and governing bodies'

July 2013 (Dfe publications)

In rare cases a child may need to be physically restrained. If this occurs, parents will always be informed. Children are only ever restrained to:

Prevent injury to themselves

Prevent injury to others

To prevent damage to school property and equipment

Where possible restraint will be carried out by two members of staff to prevent injury to pupils or staff.

Staff will be trained regularly in the use of restraint.

For more information please visit:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Lunchtime Behaviour

When children misbehave outside at lunchtime the same hierarchy of sanctions will be set in motion. Yellow or red cards will be issued to take back to class at the end of the lunchtime. Teachers will then make any necessary adjustments to stages if children were already on stages from class behavior. Teachers will ensure that the lunchtime sanction is recorded on the class behaviour log.

Pupils Leaving the Premises

If Foundation, Key Stage one or Key Stage Two children leave the premises they will always be pursued after notification has been given to the senior member of the teaching staff. If a child can't be located quickly, parents/carers will be informed by telephone that their child has left the school grounds. If the parents are not available, the police will be called and a written message taken to the child's home. Parents are expected to return the child to school the same day.

This action will lead to an immediate Stage 5 ***whatever the provocation***. This is in addition to any other sanction deemed necessary by the behaviour leading up to leaving the premises.

Pupils with Additional Needs

Where a child in a class has particular needs that lead to the behaviour policy having to be adapted for them, this will be agreed with SLT/SENCO this will be recorded in an Individual Behaviour plan (IBP). The IBP will record in what way the behavior policy is altered and make clear the rules, rewards and sanctions applied to the child and how they fit into the whole school behavior plan.

Related policies

Special Educational Needs policy

Anti-Bullying policy

Child Protection policy