



Behaviour & Discipline Policy 2018

Stanah Primary School

This policy describes the expectations we have of our pupils and the methods we employ to manage behaviour effectively if children do not conform. Our aim is always to be positive, to reward good behaviour and to avoid conflict with children whenever possible.

All our pupils are expected to demonstrate a basic standard of behaviour based on politeness, obedience and respect.

Stanah School Rules

- Work hard
- Be kind

Children to suggest ways that we can model these rules, e.g: work hard = listen to the teacher; always try your best; ask for help, etc.

All classes have a behaviour display in their classrooms with the 'work hard, be kind' motto;

All teachers lead a PSHE lesson on what these rules will look like in their classroom and add their children's suggestions to the display;

All staff use the 'work hard, be kind' terms when reminding children, or praising them about their behaviour;

All staff are pro-active in encouraging and enforcing the required behaviour.

Behaviour of Children in School

All children should be encouraged to be well mannered and polite whilst in and out of school. They should respect each other, their teachers, other adults, visitors, personal belongings, school resources, equipment and the building. They should conform to a basic standard of good behaviour. (Children who misbehave will be sanctioned). The staff will report persistent or very serious acts of misbehaviour to the Senior Leadership Team, who may inform parents and the Headteacher. The Headteacher or member of the SLT, teacher and parents will work together to address the problem.

General movement around school:

- Walk around the building;
- Use an indoor voice;
- Walk on the left of corridors and stairs;
- No children to be left unaccompanied in classrooms;
- All staff to police this and challenge any poor behaviour.

Detentions:

- Teachers can give detentions at break time and lunchtime, but must supervise this themselves, or arrange a cover system with their Year group partner;
- If a lunchtime detention is given, make sure it coincides with child's 'play time' not their lunch time in the hall.

Start of day:

- KS2 Teachers on duty on yard for 8:40am, wearing high visibility jacket;
- Ensure all parents are ushered off the playground;
- Ensure football is not being played;
- 08:50am all teachers onto the yard to collect their classes;
- Teacher on duty blows whistle for children to line up;
- Teachers to 'walk their line' praising good lining up behaviour and correcting poor behaviour;
- Teacher reminds children that they will be walking silently in single file, then sets off, checking that this is being adhered to;
- If class need to go upstairs, teacher reminds them to walk in single file on the left and use indoor voices before they set off.
- KS1 parents & carers drop their child off at one of two doors at 08:50 where an adult will greet them and direct them to the cloakroom and then the classroom, where the class teacher will be waiting, ready to start the school day. Year 1 will enter school through the blue Y1 door and Year 2 will enter through the blue door adjacent to 2S.

Break time:

- Teacher on duty on yard for 10:30am
- All teachers to walk their class to the door to the playground. Children must not be walking around unaccompanied;
- TAs ensure movement along the corridors is calm and behaviour is good;
- All staff will have a clear rota of duties at breaktime;
- At 10:45am all teachers and TAs onto the yard to collect their class;
- Teacher on duty blows whistle
- Teachers and TAs to 'walk their line' praising good lining up behaviour and correcting poor behaviour;
- Teacher reminds children that they will be walking silently in single file, then sets off, checking that this is being adhered to;
- If class need to go upstairs, teacher reminds them to walk in single file on the left and use indoor voices before they set off.

Lunchtimes:

In KS1

- Children from Foundation Stage enter the hall first followed by Y1 and Y2.
- All teachers to walk their class down to the dining hall, or to the door to the playground in an orderly fashion;
- Prefects on duty to patrol dining hall and challenge poor behaviour.

In KS2

- First sitting: Year 6 and Year 3 packed lunches first, followed by school dinners.;
- Second sitting: Year 5 (1st) and Year 4;

- All teachers to remind their classes to take any coats, bottles and packed lunches down to the hall with them;
- All teachers to walk their class down to the dining hall, or to the door to the playground in an orderly fashion;
- SLT member on duty to patrol dining hall;
- Prefects on duty to patrol dining hall and challenge poor behaviour.

Promoting Positive Behaviour

Whenever possible, emphasis will be placed on rewarding the positive rather than punishing the negative. A merit point system is in place to reward academic achievement and Dojo points are awarded for positive learning behaviours. All outstanding work or effort from a pupil will be made known to the Headteacher and a Headteacher's award will be issued.

In addition to other rewards, one child from each class who has behaved particularly well or tried especially hard with something during the week will be awarded the *Stanah Superstar* award and will have their names mentioned in the 'Stanah Standard'. The parents of those pupils will be invited to attend the assembly. The *Stanah Superstars* will also have their photographs displayed.

At the end of each half term, there will be a celebration afternoon for the children of the House who have attained the highest number of merits.

In KS1, the children will be rewarded for their positive behavior with weekly 'Golden Time'. The children who have moved their name to the 'Raindrop' may miss a proportion of this.

Rewards:

- Stanah Superstar for excellent work, attitude or behaviour
- Head Teacher's Award – one for KS1 and KS2.
- Merits will be awarded in all classes for good work, or effort in class.
- All classes will use Class Dojo to encourage good behaviour in class. Teachers and TAs can award Dojo points throughout the day using a tablet, or display on the Smartboard.
- Parents will be sent messages whenever their child receives a positive Dojo point.
- Welfare Assistants will award Dojo stickers to communicate with parents about their child's behaviour/attitude at lunchtime.

Responding To Inappropriate Behaviour

It is always advisable to ask children what they were supposed to have been doing and how they should behave. They will then be able to acknowledge ownership of the misbehaviour and will be able to work to put it right.

For those children who behave inappropriately, certain sanctions are available to the staff and these vary according to the severity of the misconduct. For example, pupils may be required to repeat assignments of work or forfeit free time during the school day. Sanctions take the form of the removal

of privileges e.g., loss of break times, free activities etc. These are at the discretion of the class teacher but children will not be kept behind after school or left alone in the classroom during break periods.

Minor behaviour problems are dealt with within the classroom. (See below) Children will be spoken to about their behaviour by the class teacher and will be given good behaviour targets to reach within a specific time scale. It may be necessary to tactically ignore certain behaviours and use positive reinforcement frequently.

The procedure to follow in response to children who misbehave is as follows:

Ask the child: What happened? Why? Who has been affected and how? How can we put it right? What have you learnt so as to make different choices next time?

In KS2, the 'Traffic light' system will be used. All children will begin each day on 'green'. If a child displays negative behavior, they will be asked to move their name to 'amber'. At amber, the child will either be provided with *time out* in the classroom or they will lose a proportion of their break time.

If the child continues to misbehave, the child will be asked to move their name to 'red' and staff may opt to send him/her to another classroom within the same year group with their own work for one lesson.

If the child's behavior improves, they can move back to green.

In KS1, all children will start the day on the sun, if their behaviour is exceptional and the teacher may move them onto the rainbow. This can be used as a positive role model tool in order to encourage other children to improve their behaviour.

Sanctions

- 1. Verbal warning**
- 2. Move to cloud**
- 3. Time out**
- 4. Raindrop = missed play (Rec 2nd timeout) and conversation with parent.**

If child's behaviour improves then they can move back up towards the sun.

When a pupil continues to misbehave, a phone call will inform the child's parents of the problems in school and they will be asked to come in to school to discuss the situation.

If the inappropriate behaviour still persists, refer to the appropriate member of the Senior Management Team or discuss with the SENCO so strategies can be put in place. It is important to note that whilst the child should be given the opportunity to begin each new day with a clean sheet, repeated incidents of poor behaviour should be recorded so that action can be taken to investigate any problems which the child is experiencing. Outside agencies might be consulted.

The withdrawal of children from N.C. subjects, e.g., P.E., games, swimming, etc., will never be used as a sanction for inappropriate behaviour outside those lessons but may be used if the teacher considers that the presence of a pupil in that activity constitutes a danger to the child or to others in the group.

The parents of any child found to have caused willful damage to school equipment or property, or to the property of another person in school, will be asked to provide compensation.

Exclusions

If the child fails to respond in a positive way, a temporary lunchtime or whole day internal exclusion may then be considered and a full investigation of the problem will be initiated.

The school has no obligation to provide supervision for children during the mid-day break and any child who repeatedly misbehaves at lunchtime, or is involved in an extremely serious incident may be required to go home for lunch for a short period of time.

Should a child display severe, high risk or repeated severe and high risk behavior an external fixed term or permanent exclusion will be considered.

The Headteacher/Deputy Headteacher/Assistant Headteacher has the power to exclude that pupil from school for a specific period or permanently. Parents may appeal against exclusion; the matter would then be referred to the school governors.

For fixed period exclusions of 5 days or more full time alternative provision will be made by the school no later than the 6th day of the exclusion. Where a child receives consecutive fixed-period exclusions, these are regarded as a cumulative period of exclusion for the purposes of this duty. This means that if a child has more than five consecutive school days of exclusion, then education will be arranged from the sixth school day of exclusion, regardless of whether this is as a result of one fixed-period or more than one fixed-period exclusion. This would apply if a pupil is excluded for a day, then the decision is taken to exclude for a further 3 days, then a further decision is taken to exclude for a longer period eg. 4 days. In this case, alternative provision would be made no later than the 6th day of the pupil not being in school.

If an appeal is made to Governors, the decision they will make is either to 'decline a reinstatement; or direct reinstatement of the pupil immediately or on a particular date.'

Teachers' Powers to Discipline

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction. The Headteacher will have the right to limit the power to apply certain punishments to certain staff if necessary. Powers can also be extended when appropriate, e.g. to parent volunteers supervising children on a school trip.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Detention

At Stanah, children will only be given detention during the school day at playtimes and lunchtimes. They will not be given after school detentions. Detentions during the school day will be given for various reasons, such as unacceptable behaviour, for finishing work which has not been completed in lessons, or for incomplete homework.

- Outside the school gates

Staff have the statutory power to discipline pupils for misbehaving outside the school gates 'to such extent as is reasonable'.

Discipline outside of school may be applied when the child is:

- Involved in a school organized activity
- Travelling to and from school
- Wearing school uniform

Also, when the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, or a member of the public
- Could adversely affect the reputation of the school

Power to Search

School staff can search pupils, with their consent, for any item which is banned by the school rules. It is enough for the pupil to be asked to turn out their pockets, or open their bag.

Headteachers and staff authorized by the headteacher have the power to search pupils, or their possessions without consent, where they suspect the pupil has a prohibited item. Prohibited items are:

Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes, fireworks, pornographic images or any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Reasonable force can be used for control and restraint, e.g. blocking a pupil's path, standing between pupils, preventing damage to property, preventing pupils hurting themselves, or others, leading a pupil

by the arm out of a classroom, separating a fight, removing pupils from the classroom who refuse to leave, preventing a pupil disrupting a school event or trip.

Confiscation of property

Staff can confiscate, retain or dispose of pupil property as part of punishment. Staff are protected from liability for damage or loss to confiscated items. Any weapons or controlled drugs must be passed to the police.

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents to model positive behaviour at all times and in particular with their interactions with each other.

We display the school's rules, rewards and consequence systems and explain them in the school prospectus. We have a Home/School Agreement, which is signed by pupils, parents and the Headteacher. We expect parents to read these and support them. If a member of the school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved, then if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilized manner towards all school staff, as professionals, and that issue will be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors, who will take appropriate actions in line with the Local Authority policy.

Dress & Appearance

Pupils wear their uniform with pride and dress smartly to reflect the ethos of the school. Extremes of fashion, both in terms of clothing and personal appearance, including jewellery and make up, are actively discouraged. By drawing attention to themselves in this way children open themselves to potential bullying and ridicule and distract other pupils from their work. In common with all other

schools in the country, the headteacher reserves the right to make the final decision regarding matters of this nature.

Final Statement

It is assumed that parents who choose to send their child to the school, will support and co-operate fully with the staff in maintaining high standards of work and behaviour, as stated in the home-school agreement.