



## **Behaviour and Discipline Policy**

Agreed by Staff: Autumn 2019

Agreed by Governing Body: Autumn 2019

To be reviewed: Autumn 2020

Group Responsible: Full Governors

## Aims

The primary aim of our Behaviour and Discipline Policy is to promote good relationships, so that people can work together with the common purpose of helping each other to learn.

The school is committed to providing an environment where all people can feel safe, happy, accepted and integrated. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. It is important that an orderly framework should exist within which effective teaching and learning can take place.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future. Students should be encouraged to develop:

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times
- respect for the environment: their own, the school's and other people's property and the community in which we live
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

The children believe that this policy should write down '*what people need to know about making good choices.*' They also feel that it should '*tell everyone that most of the children are kind most of the time but sometimes we make mistakes and adults should help us get it right.*'

Overall, the policy will:

- emphasise providing opportunities for students to take responsibility and be involved in decision-making
- establish and promote consistent expectations of both staff and students
- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others and prevent all forms of bullying among students
- foster a culture in which students' achievements are recognised and celebrated
- ensure that staff are seen to be fair and consistent

- ensure that all staff are able to take prompt and effective action when students behave inappropriately.
- promote working in partnership with home and external agencies.

Every member of the school staff must accept responsibility for ensuring positive behaviour amongst all the children in and around school.

We aim to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school.

We believe that children learn best and fulfil their full potential when there are clear and high expectations concerning behaviour.

## **Expected Behaviour:**

### **1. In General**

Our school core values will support positive behaviour choices

#### **Safety:**

Play and learn safely with equipment and tools

Move around sensibly and safely: be aware of others

Use hands, feet and mouths in kind ways

#### **Teamwork:**

Listen to others and expect to be listened to

Allow others to work and learn (the foyer is a no-talking area)

Be prepared to let others join in

#### **Achievement:**

Use words to solve problems

Make your own choices

Use strategies such as Stop, Think, Choose to help yourself and others

#### **Respect:**

Speak politely and kindly to everyone

Take care of things we have

Use acceptable manners, including at the dining table

#### **Stimulating:**

Be proud of your school: keep it clean and tidy

Be ready to try new ways to solve problems

Accept that everyone makes mistakes; be forgiving to yourself and others

### **2. In Class - Conduct**

A Class Charter will be agreed in September of each year with all members of each class. As a minimum, teachers will ensure agreements are made in relation to:

Noise - must be appropriate to the activity and allow others to learn

Respect - toward the views and contributions of others as well as the physical environment

Turn-taking - knowing that your voice/actions are important, but you may need to be patient to share them

In September 2019, examples from Class Charters include:

*We agree to walk in the classroom to keep everyone safe*  
*We will use kind hands*  
*We will always try our best*  
*We agree to listen to our classmates*  
*We will choose it, use it, then put it away*

### **In Class - Behaviour for Learning**

The children have created their own Learning Policy. It includes:

- Asking Questions
- Managing Distractions
- Being Organised
- Working with Others
- Being Creative
- Persevering
- Listening
- Learning from Mistakes
- Being Responsible for Yourself

Understanding these behaviours is facilitated by adults in the classrooms and also through peer Learning Circle sessions.

### **Adult's role to help the children achieve this behaviour**

- It is the responsibility of parents to share with the school in helping their children to behave well
- All staff will model expected behaviours themselves
- All staff are responsible for making expectations clear to all children
- All staff should expect the same positive behaviour during lessons and activities.
- Activities must also contribute to the development of positive self esteem in the children.
- Understanding of behaviours and their effects on oneself and others will be taught discretely using Child Whispering, Philosophy and the UN Rights of the Child resources
- Positive behaviour should be reinforced through praise and reward
- Positive behaviour and work is acknowledged by staff
- Staff should be aware that children who consistently behave well also need to be praised
- Staff will treat all children fairly and deal with unacceptable behaviour consistently.
- Staff will use 'thank you' at the end of a request rather than please to give an expectation that the child has already carried out the request.
- Positive language will be used and encouraged at all times adult to adult, adult to child, child to adult and child to child.

## **Our reward systems to encourage positive working and behaviour**

### **Core Values**

The Core Values are: Safety; Teamwork; Achievement; Respect; Stimulating.

*They're very important because they help us and then we'll all be happy.* (YR child voice)

*One of them is Respect. I think respect is REALLY important.* (Y1 child voice)

*Try to use them to get better at learning – to get closer to all your goals, even if it's not a school goal.* (Y2 child voice)

- The core values should be displayed in every classroom as well as the Library, Hall and Main Entrance.
- These should be referred to throughout lessons
- Children will have the opportunity to earn house points and certificates for following the Core Values. These will be shared weekly in Celebration Assembly.

### **House Points**

- The children will be split into four houses as follows:
  - Red Robins
  - Green Finches
  - Blue Kingfishers
  - Yellow Hammers
- If children are following the Core Values then they will earn a house point (counter). Every lunchtime children will bring the house points to the main entrance and place them in the collective boxes.
- At the end of each week members Team Captains will count up the house points. The winning house will receive a certificate to be displayed in the main entrance.
- House points should only be given for following the Core Values.

### **Core Values Certificates**

- Every Friday a celebration assembly will be held.
- Two children from each class should be chosen for recognition of their progress/exceptional achievement in meeting our Core Values.

### **Green, Silver and Gold traffic lights**

*It makes me want to get on Gold. It's really good on Gold.* (YR child voice)

*Green is good. Silver and Gold are great.* (Y1 child voice)

*People work towards them. You have to put in lots of effort.* (Y2 child voice)

- To support positive behaviour, the school adopts visual behaviour traffic lights. These are displayed in every classroom, the hall and are included outside.
- Expected, acceptable behaviour is recognised by the children being on the Green traffic light.
- For behaviour that goes beyond the expected or is consistently more positive, the children can be moved onto the Silver and then Gold traffic lights.
- If a child is on the Gold traffic light during the day then they take home a certificate.

Amber and Red traffic lights are described in the consequences section below.

### **Our consequences for those who do not meet the expected behaviour**

*Amber and Red help you learn not to make bad choices (YR child voice)*

*Time out helps you give yourself a little break and reset yourself. (Y1 child voice)*

*You need to learn what to do next time. If you don't, you'll just keep doing it and the school won't be happy. (Y2 child voice)*

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour. There should be a clear distinction between serious and minor infringements of the expectations of behaviour.

Minor Infringements:

Parents should be encouraged to be involved with their child's school life. When difficulties with behaviour arise they should always be discussed fully with parents. This is part of the Home/School Agreement.

- Each class will have a traffic light system. All names will start on the Green traffic light every morning and be returned to Green from Amber at lunchtime. It is important that every child has a fresh start.
- When negative behaviour is presented, a warning should be given about the child's behaviour and then they are given an opportunity to change their behaviour.
- If the child is spoken to again their name should be moved to Amber.
- If the child is spoken to again within the same session their name should be moved to Red. This means they miss 5 minutes of playtime or lunchtime (whichever is closer) or, in the afternoon spend 5 minutes in their Buddy class.
- After the 5 minute sanction, the child's name should be moved back to Green for a fresh start.
- If behaviour continues after the 5 minute sanction they should be sent to the Head Teacher or in their absence the Senior Teacher.
- If a child has been on Red more than once within one day or for 3 days within one week then the parents should be informed and a note made on our online system.

- Where behaviour issues continue past two weeks, a discussion with the SENDCo as to the need for a positive behaviour plan will then take place and be completed in conjunction with the child's parents if necessary.
- There may be times when 'thinking time' may be required. This will be more frequent with Reception children during free flow sessions. This should be used as an instant cooling down tool when an adult sees behaviour beginning to escalate such as snatching toys, arguing etc. The child should sit on a chair with a 3 minute sand timer. A short discussion should be had with the child at the end of thinking time to ensure the child has understood why they were sat there. This should not be used in the middle of adult led activities.
- There may be some incidents such as hitting, fighting or biting when the child needs to be moved immediately to Red and be brought straight to the Head Teacher, bypassing the usual consequences steps.
- If it becomes necessary to use handling techniques with a child it should always be brought to the attention of the Head Teacher and a record made.

#### Serious Infringements:

All members of staff are aware of what constitutes reasonable force when supporting a child's behaviour and safety

- Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. When physical intervention is used, it is always reasonable, proportionate and necessary
- If there is a need to regularly handle a child, a handling agreement will be drawn up with the child's parents in line with the Norfolk Steps training and any physical intervention will be recorded in writing and shared with parents.
- The actions that we take are in line with Government guidelines on the restraint of children.

#### **Bullying**

- Bullying happens when a person is subjected repeatedly to aggressive acts, both physical and verbal, over a period of time by another person or persons. Even in a caring and supportive environment where there is a clear framework for dealing with children's behaviour, bullying can still take place. The school must not become complacent about an activity which goes on, very often without our knowledge.
- In assemblies and in the classroom the whole school curriculum offers opportunities for children to learn how to make relationships with each other and how to function as individuals. Children are taught to care for and support each other. They need strong role models from the adults around them. They need to be shown respect, encouragement, understanding and sympathy. Staff need to support and encourage children to be positive and self assertive where appropriate through role play and discussions.

- The schools response to bullying is detailed within the school Anti-Bullying Policy and Cyberbullying Policy.

### **Exclusion of Pupils**

All steps will be taken to try to avoid exclusion. A child at risk of exclusion will be supported as far as possible within the school, taking advice from external agencies and in collaboration with parents/carers. If a pupil needs to be excluded from the school, the School and the Governing Body will follow the guidelines and regulations set out by the Norfolk Local Authority.

### **Restoration**

Following any behaviour incident, minor or serious, steps will be taken to restore personal and social justice. Pupils will be supported, usually by the class teacher or teaching assistant, to understand their feelings and those of others before, during and after an incident. This opportunity to discuss the emotions around the incident will help to minimise repeat offences and also enable all involved to retain and strengthen friendships.