



Boarshaw Primary School Behaviour and Discipline Policy

“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

The Boarshaw Primary Philosophy

At Boarshaw Primary School we endeavour to create a happy and safe environment where we encourage children to take responsibility for their own actions and to develop a positive attitude to learning. Staff encourage the highest standards in self-discipline. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school and the local community. These attitudes and values are further encouraged through a system of rewards and sanctions. We feel this will enable the children to feel valued and accepted as individuals and to function in the wider community in which they have respect for themselves, others, and their environment. Throughout the process we will work closely in partnerships with parents and carers to achieve success. The Boarshaw Primary Home- School Agreement states explicitly the expectations and shared responsibilities of pupils, staff and parents/carers

Three Rights

Our school works around the principle of children having three rights.

- 1- The right to an education.
- 2- The right to fair treatment
- 3- The right to be safe

It is everybody's responsibility to keep these rights.

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.

Our purpose is:-

- to maintain levels of good behaviour

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- 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 role of all adults in school

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 recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Assertive Mentoring

'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:

1.	Take Care of Yourself
Always	<ul style="list-style-type: none">• Tell someone if you are unhappy, being picked on or bullied.
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.
2.	Take Care of Others
Always	<ul style="list-style-type: none">• Be friendly to visitors, newcomers and other children.
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.
3.	Take Care of your School
Always	<ul style="list-style-type: none">• Be proud of your school.
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.

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These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized at FS and KS1.

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
Put my hands behind my back
Listen to instructions

Behaviour Guidelines	Procedures
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A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to time out, a member of the senior leadership team should be sent for.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. Staff may follow the child at a safe distance as long as they are not adding additional stress to the child. 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 and the police should be informed immediately. 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 appropriately.

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Playground 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. Children are not allowed to remain in the building unsupervised.

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,

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
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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 (see Display Policy).
- 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: Class Dojo

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 dojo points. These points 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.

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When awarding the Dojo point the member of staff should reinforce the good behaviour e.g. 'You can have a dojo for waiting so patiently'.

Dojo's are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Dojo Point recorded on the online app.
100 Dojo Points	White belt certificate and white band in assembly
200 Dojo Points	Red belt certificate and red band in assembly
300 Dojo Points	Black belt certificate and black band in assembly.

A dojo can be awarded by any staff member to any child at any time. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve white, red or black belt they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- White Party: up to one session
- Red Party: up to half a day
- Black Party: up to a full day

3) **Golden Book**

A weekly 'Golden Book' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Children will be praised in front of the whole school and a small prize given.

4) **Marbles**

Each class will collect marbles for whole class behaviour equally marbles can be lost for class misbehavior. The class will work towards 50 marbles to earn a class treat.

5) **Golden Time**

To celebrate the behavior of children who consistently make the right choices children will have 30 minutes golden time on a Friday afternoon. Children who have received red and yellow cards during the week will lose some golden time (see sanctions).

Behaviour Guidelines	Sanctions
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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 behaviour results in physical or verbal abuse towards a teacher/adult a 'Major Incident' form should be completed and a copy forwarded to the HT.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form or the behaviour file.

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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** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs the following actions will take place:

Action 1- A verbal warning is given as a reminder to make good choices. Teacher may also consider repositioning/separating.

Action 2- Final Warning. Use the agreed phrase, 'This is your final warning. Do you understand?'

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

- **Action 3-** Yellow Card. Child sent to move behaviour record to the yellow coloured area on behaviour display. Deduct one Dojo point for a yellow card. Child maybe moved to another area of the classroom to calm down or away from children they are disturbing.
- **Action 4-** Yellow Card 2. Child sent to move behaviour record to the yellow coloured area on behaviour display. Deduct one Dojo point for a yellow card. Child maybe moved to another area of the classroom to calm down or away from children they are disturbing.

For a regular offender or children who are being monitored:

- Record yellow card in behaviour file.
- If more than 5 yellow cards in a week children lose some golden time.

Action 5- Red Card Child sent to move behaviour record to the red coloured area on behaviour display. Deduct 5 dojo points. Child set to time out area in the classroom to calm down and continue with class work. Children will also receive a detention during Friday's Golden Time. 1 red card= 10 minutes lost, 2 read cards 20 minutes lost 2+ all of golden time lost. **All red cards must be recorded in behaviour file.**

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For a regular offender:

- Discussion with Behaviour lead and possible behaviour intervention.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Plan' if necessary.
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

Exclusions

If the child continues to make the wrong choices after consultations with parents, then they may be excluded. Only the HT can make exclusions.

Internal Exclusion

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents informed by letter.

Short Term Exclusion (up to 5 days per term)

- Parents informed in writing
- Pupil Discipline Committee may meet at parents request but cannot reinstate.
- Upon return to school, child to stay on an agreed behaviour plan.

Fixed Long Term Exclusion (up to 45 days per year).

- Parents and chair of governors informed
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on behaviour plan.

Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on behaviour plan.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.
- Racist or homophobic behaviour

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Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

Appendix B

RECORDING Behaviour Incidents: Notes

All red and yellow cards must be recorded on the Good to be Green termly record sheets. The codes Y (yellow) and R (red) must be used. Chart must be filled in on a daily basis.

Action 3- Yellow Card

Yellow cards need only to be recorded for children who are on the monitor list or children who are beginning to get regular yellow cards. Record on yellow card form.

Action 4- Red card

All red cards must be recorded on the red card form and stored in the file.

Statements/Comments should be brief but succinct, clear, unambiguous e.g.

'disturbing class', 'being a nuisance' meaningless and open to misinterpretation

rather : 'tore up Anthony Brown's work', 'thumped Rebecca Smith in the back', 'refused to sit for story
etc