

ELLENBROOK COMMUNITY PRIMARY SCHOOL
BEHAVIOUR POLICY
Updated September 2016



Our school is dedicated to nurturing the talents of every one of our children. Our aim is to help your child reach their true potential. By inspiring them to learn and teaching them independence, we hope to instil the confidence and skills they need to be successful in every aspect of their lives.

Mutual respect is at the heart of all our teaching and we are proud that our pupils show outstanding behaviour throughout the school.

POLICY STATEMENT

Discipline is a positive concept, it enables teachers to teach and children to learn and it should always be based upon mutual respect. There should be a positive, stable school climate with good relationships between all children and adults.

We wish to develop the child's self respect and positive self image – therefore encouraging pride in their achievements, commitment to work, self discipline and respect for others – this will hopefully reduce the need for sanctions.

Ellenbrook Community Primary School will strive to ensure that the school's policies and practice are consistent with the key elements of good discipline as identified in the DFE document - 'Behaviour and discipline in schools' Jan 2014

Our school commitment is to:

- Have high expectations of behaviour, based upon mutually agreed policies that are firmly and consistently applied by all staff
- Ensure there is an emphasis on well-merited praise and rewards
- Offer a well-planned, well-matched and challenging curriculum
- Use sanctions as a tool to improve behaviour
- Ensure that children and parents are involved in the development and implementation of a discipline policy
- Act as a role model, demonstrating courtesy, consideration and care

The Parent and Carer's Commitment is to:

- Take responsibility for their child's behaviour
- Endorse the Behaviour Management Policy
- Support their child's learning at home and foster a positive attitude to school, teachers and learning
- Keep school informed of any changes in the child's home life or health which may affect learning, attitude or behaviour

The Pupil's Commitment is to:

- Show a positive attitude to learning and to school
- Follow the agreed school rules
- Show respect for all the adults in school
- Respect other pupils' right to their entitlement
- Follow the agreed rules and conventions adopted by the school
- Walk sensibly and quietly around the school
- Be courteous, polite and respectful to all adults and pupils
- Show kindness and consideration for others
- Respect and take care of school equipment, buildings and grounds
- Take pride in the completion of high quality work
- Wear the agreed school uniform, (see Uniform Policy) and keeping a simple and smart appearance.

EQUAL OPPORTUNITIES

While accepting that all children are different and some have particular problems, our Discipline Policy is based upon the belief that all children, except for those with diagnosed behaviour disorders, CHOOSE their behaviour. Staff will expect all children to choose appropriate behaviour at all times. When children choose inappropriate behaviour, they should be guided to choose the correct behaviour.

THE ROLE OF THE HEADTEACHER

The Headteacher has a vital role in encouraging colleagues to develop and maintain an effective Discipline Policy. She has the responsibility for ensuring that the policy is used consistently and for bringing the policy to the staff and governors for periodic updating.

THE ROLE OF ALL STAFF IN PROMOTING GOOD BEHAVIOUR

Good behaviour does not occur in a school by accident. We must never grow complacent. Positive reinforcement of good models of behaviour must be part of our ethos and promoted daily. EVERY incident of misbehaviour MUST be dealt with. It is the responsibility of all staff, at all levels, to promote positive discipline at all times.

The benefits are enormous, for our children's happiness and academic achievements, for staff morale and for our good name in the community.

Without good discipline, teachers cannot teach and children will not learn. Time spent on promoting good behaviour is never wasted. It is repaid in higher standards in all areas of school life.

THE ROLE OF GOVERNORS

While the day-to-day management of discipline within the school is delegated to the Headteacher and staff, it remains the responsibility of the Governing Body to ensure that the highest standards of discipline are maintained at all times.

HOW THIS POLICY WILL BE IMPLEMENTED

The key elements to successful implementation of any behaviour policy are:

- Agreement of the principles by the whole school community (understanding)
- Involvement with the development of the policy and school rules (ownership)
- Consistent implementation of agreed rewards and sanctions by all staff (fairness)

Day to day behaviour management in school

Use of Classroom Rules

It is the responsibility of each class teacher to determine an agreed set of rules for each class, together with the methods of enforcement and the rewards and sanctions that will apply. These will need to take account of the age of the pupils, the appropriateness of such rules and the teacher's desire for explicit/implicit rules. They should complement the Home School Agreement and the rules and conventions adopted by the school.

The rules should be displayed prominently in the classroom and be made known to the parents.

All class teachers must try to create the optimum conditions for positive behaviour by:

- Careful planning and preparation
- Setting high expectations of pupils' behaviour and attitudes to work
- Good classroom organisation and management

GUIDELINES TO SUPPORT OUR POLICY STATEMENT

OUR SCHOOL DISCIPLINE POLICY IS BASED ON THE PRINCIPLES OF ASSERTIVE DISCIPLINE

Used effectively and consistently Assertive Discipline embodies all the ideas of positive reinforcement of good behaviour, setting clear and high expectations of behaviour, getting children to take responsibility for their behaviour, fostering self-esteem and dealing effectively with misbehaviour.

In many schools, dealing with disruptive behaviour wastes valuable teaching and learning time

Principles of Assertive Discipline? Teachers have a right to teach and children have a right to learn - without disruption.

There is a very clear set of agreed classroom and school rules. These are taught to the children and put up on display for all to see.

There are constant rewards for those children who follow the rules and get on with their learning. Disruptive behaviour is quietly and calmly dealt with, without disrupting the working atmosphere or giving undue attention to the "disruptive" child. Parents are regularly informed when their child is doing well – as well as when they choose not to follow the rules.

ASSERTIVE DISCIPLINE RECOGNISES AND REWARDS GOOD BEHAVIOUR

POSITIVE REWARDS:

- Praise
- Telling parents about good behaviour
- Sending children to other members of staff or the Headteacher to reinforce the praise
- Class certificates, star slips or badges for good behaviour
- Merit certificates – given out in front of key stages or the whole school
- Stickers
- Treats and rewards will be given out every Friday in front of the whole school at 'Star slip' assemblies. Children earn these star slips through good behaviour, work and attitude.

THE USE OF SANCTIONS

Occasionally, teachers will need to use sanctions to remind children that there are consequences for choosing unwanted behaviours.

Loss of privileges (jobs, clubs, teams, etc.) is a useful sanction especially with older children.

P.E. should not be withdrawn as a sanction, as it is part of a child's legal curriculum entitlement. However, representing the school at sports etc. is a privilege and should only be given to children who set the best example for other children to follow.

Another effective sanction is keeping children in at breaks/lunchtimes – under careful supervision. Teachers can arrange for colleagues to supervise children who are being kept in; this is not the responsibility of the teacher on duty

For it to be effective, children should always understand why there are being punished.

THE SANCTION OF BRINGING THE CHILD TO THE HEADTEACHER'S ATTENTION (*all incidents of a safeguarding nature should be brought immediately to the Headteacher*)

Effective if done correctly, and made clear that it is a serious rarely used sanction.

- Children must be accompanied by someone who understands the problem.
- Alternatively, teachers can discuss any issues with the head and then ask that the headteacher speaks to the child.
- Or the headteacher can be sent for

The School Secretary should not be asked to deal with discipline problems.

In the Head's absence, the Deputy will deal with the child.

All incidents of defiance and physical harm should be brought to the Headteacher's attention immediately and parents will be informed.

INVOLVING PARENTS

Where misbehaviour/failure to meet realistic work targets persists, discussion with parents should take place before the situation becomes a serious problem.

In the event of a *'Serious Incident' i.e. safeguarding, bullying, racism or violence parents will be involved immediately and the child will be informed of this. Parents will be contacted the same day in writing and, where possible, by telephone. We will arrange an informal meeting with parents where the child's behaviour/progress is discussed and targets will be agreed. We will also decide how these targets will be monitored and how home can support the school.

If parents do not respond and/or if the problem continues/gets worse – then a formal meeting between the parents, class teacher and Headteacher will need to take place.

The Head will post a firmly worded invitation requesting such an interview.

The final stage is exclusion from school. *Serious Incidents may warrant immediate exclusion.

RESPECT FOR OTHERS

All adults in school should speak to and treat children with respect – in return all adults in school should be spoken to and treated with the respect they deserve by every child, at all times. Insolence or rudeness must never be tolerated.

Bullying in any form must not be tolerated. When children claim to be bullied, they should be encouraged to talk about it, it should be investigated fully and the bully dealt with. For further guidance, see the attached Anti-Bullying Policy.

All staff share a corporate responsibility for ensuring our children conform to the agreed school rules. Misbehaviour must always be reprimanded whenever and wherever it occurs.

If the incident is more serious, or constantly recurring, then more serious sanctions may need to be used. These sanctions should be on an escalating scale of seriousness.

KS2

General classroom reminders reinforcing appropriate behaviour-

Bad Choice Cards Y2-Y6

1. Formal individual warning
2. Time out (10 minutes). Isolation within the classroom
3. Loss of break and/or lunchtime – 3 such incidents in one half term will lead to- stage 4.
4. *Day out – Headteacher involved and parents informed. Pupil will be put in Isolation with Head or Deputy for the rest of the school day. (All serious incidents will be classed immediately as stage 4)

Stage 5 exclusion from school

EYFS and Y1

General classroom reminders to reinforce appropriate behaviour.

1. Formal individual warning
2. Isolation in class for 5 minutes (N/R) 10 minutes (Y1)
3. Withdrawal of privileges, e.g. minutes at playtime or an activity. 3 such incidents in one half term will lead to- stage 4.
4. *Send to Headteacher and speak to parents.(All serious incidents will be classed immediately as stage 4)

Stage 5 exclusion from school

*There may be occasions when a more structured behaviour management procedure needs to be applied. This is a gradual procedure aimed to prevent any deterioration in behaviour. This will always be individualised and agreed in partnership with parents.

FOR BOTH NURSERY, KS1 and KS2 – Serious Incident clause

If the incident is extreme and the behaviour totally unacceptable then we view it as a "Serious incident" and the child should be taken to the Headteacher at once. The child should be isolated from the class immediately.

BEHAVIOUR AT LUNCHTIMES

When pupils are supervised by Welfare Assistants, this comes under a slightly different set of sanctions. Lunchtime misbehaviour should be dealt with during lunchtimes and not spill over into lesson time.

Normally, class teachers should not be involved during lunchtime in discipline matters. Discipline incidents should initially be dealt with by Welfare staff. The Headteacher or Deputy should be involved for serious matters. This aside, all staff carry a corporate responsibility for discipline at all times and staff must never walk past or ignore an incident of indiscipline.

Welfare staff keep Lunchtime Record Books which should be circulated to all classes at the end of each lunchtime so that teachers are fully aware of all incidents that have occurred during lunchtime. Teachers should follow these up if they feel it is appropriate. The Headteacher should regularly monitor these Record Books.

If a child's behaviour at lunchtime is persistently poor then the Headteacher, Class Teacher, Parent and Welfare staff should be involved to set up a behaviour modification/improvement programme.

Children should not be allowed to stay inside school unsupervised during any playtime or lunchtime. Monitors who have jobs allocated by the teacher should wear an Official Helper Badge to show they have permission to be inside school. Children who are ill should be sent to the school office.

Children who wish to come inside to go to the toilet should ask permission of the adult on duty to go inside.

At playtimes and lunchtimes, the children should be encouraged to play safely.

The children should only play on the grass when it is dry and not muddy.

When it is wet and children are unable to go outside, they should stay seated in their classrooms under supervision. Wet playtime activities should be allowed, but they must not use potentially dangerous equipment.

Signed by Headteacher

Name

Signed.....

Date.....

Signed by Head of Governors

Name

Signed.....

Date.....