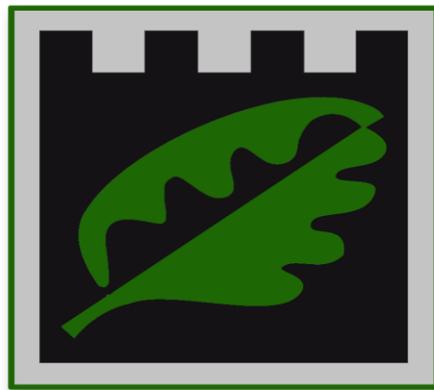


# Hemyock Primary School

## Behaviour and Discipline Policy

February 2018



Reviewed at a meeting of the FGB

19.02.18

Signed: *McMuir*

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Our policy exemplifies the values underpinning our school:

Be curious  
Show respect  
Embrace community  
Believe in yourself

## Rationale

Every child in our school is entitled to learn in a safe, secure and happy environment; in a learning community with high expectations and challenge in order that every child is given maximum opportunity to achieve his/her full potential. Behaviour that reflects the school's ethos and values is expected by children and adults alike. This means showing consideration to others as we aim to treat others in a way that we would like to be treated too. Together, we contribute to a respectful way of life and we form positive relationships in a secure environment to become the best learners we can be.

Our Behaviour Policy supports our commitment to the Equality Act 2010

Positive reinforcement of good behaviour is at the heart of our policy and will be celebrated and rewarded. From time to time behaviour may be less than expected in which case a fair and clear hierarchy of sanctions will be applied.

We believe that, with high expectations, children will strive to reach high standards of behaviour and that low expectations will illicit low standards of behaviour. Therefore, we endeavour to consistently maintain high expectations through a consistent and positive behaviour management policy. We wish to ensure a happy and caring community that encourages respect for others' feelings, beliefs and possessions within a stable and caring environment. We understand that such a community needs a structure to support acceptable and agreed forms of behaviour. We wish to implement a positive behaviour management system in which all adults within the school consistently model the desired standard of behaviour. We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour.

As a school, we recognise that good behaviour is closely linked to lively and stimulating teaching and is supported by valued relationships between all members of the school community. As a school, we support children socially and emotionally to encourage them to develop an awareness of their own and others behaviour and help them to respond appropriately in a range of situations that they might encounter. Some children may need additional support to manage behaviour through access to pastoral support or work with other agencies. Our Home School Agreement ensures that parents are fully aware of our Behaviour Policy and that its success requires their support. Good communication between

home and school is very important as parent, child and teacher each have their respective parts to play in the promotion of good behaviour.

As part of ongoing reflection and evaluation, this policy will be reviewed regularly to ensure continued relevance and effectiveness for our community.

### Our Aims

- That behaviour at every level of our school community exemplifies our school values.
- That all members of the school community are aware of the school’s policy for managing behaviour.
- To provide a whole school approach that relates to all aspects of school life.
- To apply our policy with consistency and impartiality.
- To ensure our behaviour policy is differentiated for those children with specific SEN needs.
- To ensure those children who may display challenging behaviour are having their needs met through a behaviour IEP.
- To adopt an approach that is diagnostic and firmly rooted in our school values.
- To ensure that all adults and children in our school are respected and respect others, their cultures, their differences and their opinions.
- To encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions.
- To secure a commitment to excellent behaviour and an awareness of the consequences of unacceptable behaviour.
- To provide a range of supportive measures to help individuals improve their behaviour where appropriate.
- To prevent bullying (see Anti Bullying Policy)
- To work with families and members of the local community to create strong links and to place our school at its heart.

### Purpose of the Policy

To enable pupils to:	To enable adults to:
<ul style="list-style-type: none"> <li>● develop responsibility for their own behaviour</li> <li>● develop respect for others</li> <li>● encourage and foster positive attitudes</li> <li>● develop a co-operative approach</li> <li>● develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)</li> <li>● develop an effective range of strategies for dealing with problems and challenges</li> </ul>	<ul style="list-style-type: none"> <li>● consistently model high standards of behaviour</li> <li>● encourage and support children to develop the opposite bullet points</li> <li>● consistently follow an agreed format of rewards and sanctions</li> <li>● support each other with the agreed procedures</li> <li>● provide children with a consistent framework of expectations in their whole career at our school</li> <li>● ensure that opportunities and/or training are given to the children so that they can become more responsible for</li> </ul>

	their own behaviour e.g. Circle Time, THRIVE, PSHE work
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**Whole school code**

- We walk around school
- We do as we are asked by the staff in the school
- We talk politely and respectfully to everyone in our school
- We eat our dinner quietly, tidily and sensibly
- We let others go through doors before us unless walking as a class
- We care for our school by tidying up after ourselves and keeping it neat and tidy

**Routines**

In order to promote positive and safe behaviour, specific routines and expectations are in place for the following aspects:

- Rewarding achievement and good behaviour
- Noting and sanctioning unacceptable behaviour
- Arriving and departing from school (beginning and end of the school day)
- Movement around the school
- Class routines
- Lunchtime routines
- Playground routines
- Wet weather arrangements

Class routines	At the beginning of each year, each class will draft a class code for behaviour that is consistent with the whole school Behaviour Policy and considers the rights and responsibilities of all pupils.
Playtime routine	All children need to be dismissed from the class to the outside areas at the beginning of playtime or lunch. The corridors will be cleared as quickly as possible and only children who have permission to visit the toilet or who are monitors may be inside. Children will play in designated areas and at playtime. The end of play will be signalled by a whistle, children will walk silently into school. Children may be asked to have some thinking time if their behaviour is unacceptable before a member of staff discusses any consequence with the class teacher.
Lunchtime routine	Children will treat all staff with respect and politeness. Children will be rewarded for exemplary behaviour by being awarded a behaviour sticker. This will earn a team point from the teacher at the end of lunchtime. All staff are to insist upon polite responses at all times. This is an expectation. Lunchtime in the hall is an opportunity for a quality social dining experience. Children are

	<p>encouraged to wait for others on their table to finish their meal. They are encouraged to tidy tables and the floor before they leave. PE shed equipment will be used at lunchtimes and cleared away carefully at the end of the session. Children may be asked to have some thinking time if their behaviour is unacceptable before a member of staff discusses any consequence with the class teacher.</p>
Wet weather arrangements	<p>Children will always be supervised in their classes. There will be designated activities available in different classrooms. Children must be quietly occupied and movement around the room kept to a minimum. Children may be asked to have some thinking time if their behaviour is unacceptable before a member of staff discusses any consequence with the class teacher.</p>
The start and the end of the school day	<p><u>The start of the day</u>  Children should not arrive at school before 8:45 unless supervised by a parent. Children should not be left at school unsupervised before this time. Teachers will be on duty to receive children in class from 8:50. Children will begin early morning work or the day's usual routine from 8:50. Parents wishing to see teachers are requested to keep calls on teachers' time at the beginning of the day to a minimum and, if possible, see the teacher at the end of the day.</p> <p><u>The end of the day</u>  Children will be dismissed from class or the playground directly to parents at the end of the school day, unless alternative arrangements have been made prior, with the belongings that they need and leaving the cloakroom in good order. No games should be played on the school premises after school (either with personal or school equipment) unless organised by a club coach or member of staff.</p>

## Rewards

1. Behaviour management will be underpinned by the use of positive language and reference to the behaviour not the child: e.g. 'X was not a good thing to do' rather than 'You are...'
2. Praise should be used generously and linked to the behaviour: 'Well done, you're sitting sensibly and ready to learn', 'Thank you for being ready to learn so quickly' or 'Well done X'.
3. The traffic light system including silver and gold areas will be used to celebrate the exceptional behaviour demonstrated by children.
4. School families will contribute to earn group treats through team points. Team points are an instant reward for good work, exemplary behaviour, kindness, setting a good example, being helpful. Children will receive certificates for achieving benchmarks on this.
5. Individual team points will be recorded on charts in each class. Team points will be collated each term and shared at end of term assemblies.
6. Building Learning Power nominations will be shared in our weekly Celebration Assembly. The new one for the following week will be announced at the end of the celebration. School

value certificates will also be rewarded where a child has exemplified the value. These can be nominated by any staff member.

## Sanctions

Sanctions are based upon the premise that all children can be expected to behave appropriately. All children will begin each day on the green traffic light in the traffic light system. They will be moved up for exemplary behaviour and down for unacceptable behaviour. Children will be given one warning before moving down. This will be phrased to encourage children to take responsibility for their behaviour: 'I'm sorry X but if you continue to do Y, you will be choosing to move to the Z part of our behaviour chart. Can I rely on you to make sure you stay on the A part of the chart?' If children progress to the red part of the chart, the child will automatically receive time out and complete a '4 Rs' record.

### Procedures for reflective 'time outs':

- These will take place at the start of a child's lunch break in either the Year 6 classroom or the headteacher's office..
- 4 'w's sheet completed for KS2 children or a behaviour review sheet (with faces) for KS1
- Duty teacher to ensure sheet is completed with care and thoughtfulness
- Duty teacher to discuss sheet and remind child of behaviour expectations, teacher to sign and date before filing.
- Blank copies of sheets kept in the file which is kept in the HT's office
- Behaviour log to be completed each day with names and classes and brief reason for time out
- HT to review every Friday.
- KS1 children needing time out before their lunch hour should be taken to the Headteacher at breaktime.
- The longer session of thirty minutes should only be used for consistently poor behaviour throughout the morning or previous afternoon.
- Teachers to use their discretion along with the traffic light system to assess length of time out for children. KS1 children to receive a maximum of 15 minutes.
- Time out sheets will be reflected upon with the child and the duty teacher. They will be filed in the school Behaviour File.
- Should three '4 Rs' be recorded by the same child in a half term, a letter requesting parents to come in to discuss with the class teacher and Key Stage leader in the first instance will be sent home. Should this happen again, parents will be requested to attend a meeting with both and team leader and the Headteacher, a series of strategies may be involved:
  - Home/School report book will be introduced for an agreed period.
  - Targets for the child matched to rewards for achievement
  - A charter signed by child, home and school.
- In the event of continued misbehaviour, the head teacher would become involved and arrange a pastoral planning meeting with relevant parties to explore further supportive strategies before recourse to more formal exclusion procedures. Some extreme behaviour may trigger the immediate involvement of the head teacher. In

these instances, if, in the judgement of the head teacher, individual or consecutive acts of serious misbehaviour by any child endangers the safety of that child or other children, then the head teacher may judge exclusion to be necessary: internal, external fixed term or Permanent Exclusion.

- There are appeal procedures for the above and it is vital that proper and detailed notes have been kept about the child's unacceptable behaviour.

## Appendix 1

### **Class Charter of Rights and Responsibilities**

All members of our community have both rights and responsibilities that extend from our mission and our values. We have

- a right to learn/work in a safe and secure environment.
- a responsibility to follow the school/class routines to ensure our own safety and that of others
  
- a right to quality learning opportunities appropriate to our needs.
- a responsibility to take advantage of learning opportunities and engage positively.
  
- a right to be respected and to consideration for our belongings.
- a responsibility to show respect to others and for their belongings.
  
- a right to be listened to; to express feelings, concerns and fears in a respectful manner;
- a responsibility to listen to the viewpoints of others respectfully.
  
- a right to be spoken to in a friendly, respectful and polite way.
- a responsibility to speak to others in a friendly, respectful and polite way
  
- a right to an apology when someone's inconsiderate words or actions have hurt us.
- a responsibility to say "sorry" when we have hurt others or when things have gone wrong.
  
- a responsibility for our words and actions and
- a right to be supported to develop positive strategies to manage behaviour.

At the beginning of each school year, classes will consider the charter and what it means in the context of the class/school. They may translate the charter in words and phrases that are meaningful to them and illustrate with examples.

Appendix 2

## Hemyock Primary School 4Ws Sheet

Name \_\_\_\_\_ Class \_\_\_\_\_

What I did (against our class rules) \_\_\_\_\_

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What rule (or right) I broke or infringed

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Why I did it (my explanation) \_\_\_\_\_

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What I think I could do to put things right

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Teacher comments \_\_\_\_\_

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Signed \_\_\_\_\_ Date \_\_\_\_\_