



## **Great Barford Lower School**

### **Behaviour and Discipline Policy**

#### **Introduction**

Positive behaviour and attitudes enable children to make the most of school experiences and aid success in learning. In the context of our school, we would define positive behaviour as conduct that assists the school to fulfil its function which is to develop, as fully as possible, the abilities and social skills of all its pupils and to promote feelings of happiness and security for all.

It is our belief that our school should be a happy, calm and secure place for all, we pursue a positive approach to good behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others. Intrinsic to this approach is the additional belief that parents, carers, children and staff are all involved in a home/school partnership.

#### **Aims**

We aim to:

- Provide a calm, safe environment in which all pupils can achieve their very best.
- Raise children's self esteem and help them to have confidence in themselves.
- Recognise that each child is an individual with their own needs.
- Help children to become aware of the needs of others.
- Promote respectful and thoughtful behaviour between all members of the school community.
- Promote independent self-discipline in our pupils and encourage them to accept responsibility for their own behaviour.
- Teach children the skills, values and attitudes needed to achieve and maintain positive behaviour.
- Encourage everyone to contribute to our codes of conduct.
- Develop an understanding of the important role everyone has to play in the smooth running of the school.
- Employ a consistent approach to behaviour throughout the school.
- Involve parents and carers in the good behaviour of their children and encourage them to support our code of conduct
- Develop an understanding of the importance of the school values in our lives and why they need adhering to.
- Positively involve pupils, staff, parents and carers in a common purpose and direction.

#### **Codes of Conduct**

At the beginning of each year, classes negotiate and verbalise a class code of conduct or charter. The children, with the help of their teacher, decide on positive ground rules that they believe will make for a happy, hardworking environment in their classroom and around the school. Once this code of conduct has been agreed, it is displayed in the classroom as a reminder and the children are expected to abide by it. We use a yoyo board in KS1 and 2 to support the children in reflecting on their behaviour in relation to the code or charter.

As well as the individual codes of conduct for each class the whole school follows a values curriculum that is delivered through assemblies and PSHE. This is integral to the school ethos. Our key values are Respect, Responsibility and Resilience. (See yearly plan further on in the policy)



### **Governors' Responsibilities**

The legal responsibility for the discipline of the school lies with the Governors who have delegated the day to day management to the headteacher, who may in turn delegate actions to the assistant headteacher and/or senior staff.

### **Staff Responsibilities**

All staff have day-to-day responsibility for the discipline of the children in their classes. A caring classroom atmosphere helps to reinforce good behaviour and all staff are expected to be good role models for children. All staff share the responsibility for the sensible behaviour of the children in and around the school.

The senior lunchtime supervisor has responsibility for discipline during the lunchtime period overseen by the Headteacher. The supervisors liaise with the headteacher and assistant headteacher if necessary during the lunch break.

List of sanctions rules etc

### **Parents'/Carers' Responsibilities**

We encourage parents and carers to be aware of the school codes of conduct, expectations and we share the vision values and ethos at every opportunity. This supports the implementation of this behaviour and discipline policy. We look to our parents and carers to make their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all we regard it the responsibility of the parents or carers as well as staff to foster good relations between home and school and to show an interest in what their child does here. (See home school agreement)

### **Children's Responsibilities**

Children are expected to follow our VALUES and codes of conduct in the school and classroom and show respect for the rights and needs of everybody in the school community and beyond, both adult and child. Good behaviour, politeness and good manners are insisted upon.

### **How We Encourage Good Behaviour**

- Clear expectations of good behaviour are laid out and discussed, e.g. codes of conduct in the classroom.
- Anti-social behaviour is actively discouraged and mutual respect promoted through our values curriculum.
- Social awareness and understanding the needs and rights of others is taught as part of the curriculum, particularly in personal, social, health and citizenship education, religious education and collective worship.
- Each class has a reward system where children can earn points for the good of the whole class( Golden or Froggy time)
- From YrR to Y4 class star awards are awarded weekly for specific work and improved effort. Each class also has a weekly values champion. These achievements are shared in our Friday celebration assembly. The nursery children receive daily recognition through the use of the "super learners" board by celebrating and sharing special work and good behaviour.
- Children are encouraged to take responsibility for their own actions and to make amends for any disruption or unhappiness they might have caused.
- Where appropriate, good behaviour is praised either privately or publicly.
- High standards of behaviour are set through the example of the adults and children in the school.
- Children are encouraged to help each other to behave correctly and to support those who have difficulty in doing so.
- In certain circumstances, behaviour plans may be set in place for specific children.



We have a values programme that is delivered through our assembly programme and PSHE curriculum. The values are modelled by the staff and run through all that we do in our school.

#### Values yearly programme

Autumn (1)	<u>Respect and honesty</u>
Autumn (2)	<u>Resilience and perseverance</u>
Spring (1)	<u>Cooperation and unity</u>
Spring (2)	<u>Happiness and love</u>
Summer (1)	<u>Tolerance and patience</u>
Summer (2)	<u>Responsibility</u>

#### **How We Deal With Unacceptable Behaviour**

- We talk calmly to the child who misbehaves, reminding that good behaviour is expected at all times. We reason with them and remind them of the school or class code of conduct and values.
- In the case of aggressive behaviour, we make it clear that behaviour that hurts, either physically or mentally or behaviour that irritates or offends to a marked degree is not acceptable.
- If necessary, we reassure the other child or children by making it clear to them that action is being taken to stop the aggressive behaviour.
- We give clear indications of the consequence of their action
- We offer children reflection or thinking time for a length of time appropriate to their age.

Depending on the severity of the unacceptable behaviour, differing courses of action or sanctions may be applied. There is no corporal punishment, no after school detention and no setting of lines. If unacceptable behaviour has occurred the staff member dealing with it will complete a Behaviour log sheet. For children with a behaviour plan an ongoing log will be kept.

Unacceptable behaviour can be divided into progressive stages as follows, because of the age of the children there may be different responses in nursery compared to Year 4.

Some children's behaviour is beyond normal incentives and sanctions. These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may sometimes make them unhappy, angry or suffer from low self-esteem. It is often necessary to create for these children special, tailor-made programmes to include personal, achievable targets and a system of rewards and sanctions. In extreme cases of difficulty, special curriculum programmes and timetables may need to be set up for the child. Areas of behaviour that need improvement are identified and targeted in the child's individual programme. Parents, Carers, headteacher, Assistant Head, SENCO, Teaching Assistants and outside agencies may be included in the programme if deemed necessary or helpful.



### Key Stage 1 and 2

	Example of Behaviour	Possible Responses	Possible Sanctions
<b>S T A G E 1</b>	Wandering about Calling out Interrupting the teacher Talking at inappropriate times Pushing and shoving in the line Irritating other children Interrupting other children	Speak to the child Eye contact Reminders Give child choices e.g. either stop talking or move somewhere else	None Minimal e.g. change seating arrangements, sent to play elsewhere or with someone else, asked to apologise for behaviour Thinking time for length of time for their age. Yoyo boards
<b>S T A G E 2</b>	Not responding to teacher Disruptive behaviour Deliberately causing a disturbance General refusal to do anything Accidental damage through carelessness Cheeky, off-hand comments Minor challenges to authority Annoying other people Silly or irritating name calling Mild, one-off swearing	Talk to child Discuss consequences of behaviour Separate child from scene or other children involved	Separate from class or group for a while Send to another classroom Child to write a letter of apology or apologise verbally Complete unfinished work in own time e.g. Playtime Possible temporary withdrawal of a privilege Thinking time for length of time for their age.
<b>S T A G E 3</b>	Deliberately throwing objects with the intention of breaking them Harming someone Deliberately damaging school or personal property Leaving class without permission Repeated refusal to do set tasks Continued and serious cheeky responses Serious challenges to authority Harmful or offensive name calling, including racial remarks More serious or repeated swearing Verbal abuse of a child	Referral to Assistant head, SENCO Headteacher Formal letter to or contact with parents Record of incidents is kept Possible involvement of outside agencies In the case of a racial incident, the incident will be logged and list of all logged incidents will be sent to the LA annually. Record incidents on Borough Behaviour Log.	Possible exclusion from classroom for a period of time Possibility of parent/carer involvement in school e.g. working with their child Possible lunchtime exclusion for a specified period of time Possible placing on SEN register at School Action Plus for emotional and behavioural difficulties Consider putting in place an Individual Behaviour Plan
<b>S T A G E 4</b>	Repeatedly leaving the classroom without permission Fighting and intentional physical harm to other children Throwing large dangerous objects Serious challenges to authority Leaving school ground s(or attempting to) without permission Verbal abuse of any staff Vandalism Stealing Persistent bullying, including racial harassment	Immediate removal of offender from scene Immediate involvement of Headteacher (or Deputy if Head is not available) Headteacher keeps a record of incidents IEP/Behaviour plan may be drawn up and outside agencies involved	Telephone parents/carers and meet with them as soon as possible Possible lunchtime exclusive for behaviour during lunch break Possible fixed term exclusion Pastoral support programme considered Involvement of Parent Support Advisor, who will liaise with parents.
<b>S T A G E 5</b>	Extremely dangerous or violent behaviour Very serious challenges to authority Repeatedly leaving school	Immediate removal of offender from scene Immediate involvement of Headteacher (or Assistant if Head is not available)	Fixed term exclusion in line with LA guidelines Repeated stage 5 behaviour, permanent exclusion may be considered in line with LA



<b>5</b>	grounds (or attempting to) without permission Physical abuse of any staff member	Headteacher keeps a record of incidents Involvement of outside agencies.	guidelines. Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion
<b>PARALLEL PROCEDURES TO THE ABOVE APPLY FOR OFFICIAL OUT OF SCHOOL ACTIVITIES</b>			

### **Early Years and Foundation Stage**

	<b>Example of Behaviour</b>	<b>Possible Responses</b>	<b>Possible Sanctions</b>
<b>S T A G E 1</b>	Snatching, not sharing Pushing and shoving Irritating other children Interrupting the play assistant Accidental damage through careless Playing roughly	Preventing and/or intervening, then modelling the appropriate behaviour Speak to the child Eye contact Reminders Visual prompts	None Adult intervening Adult moving child Child encouraged to apologise and explain why they are sorry.
<b>S T A G E 2</b>	Repeated Stage 1 behaviour after responses and sanctions Swearing Name calling	Make it into a game Model appropriate behaviour Talk to child and discuss consequences Leaving child and backing off Distracting the child	Separate from the group for some thinking time.
<b>S T A G E 3</b>	Harming someone out of frustration e.g. scratching, biting, kicking Deliberately damaging something	Talk to child and discuss consequences Leave child and back off and talk to them when they are calm Distract the child Record of incident	Thinking time Remove toys or child from the activity  Parent notified
<b>S T A G E 4</b>	If Stage 3 behaviours are repeated Harming someone maliciously and unprovoked	SENCO observations Behaviour Plan	Thinking time Parent notified

### **How We Support Staff in the Application of This Policy**

All staff members have a communal responsibility for behaviour and discipline within the school and are expected to help and support each other, when needed, without reservation. We try to ensure that no member of staff is, or feels, isolated at any time.

If a child's behaviour in class is such that the teacher wishes them to be removed from the classroom for a time, another teacher may receive the child in the first instances. If the behaviour is repeated, then help from the headteacher or assistant headteacher will be sought. In the cases of continued or extreme behaviour external advice may be sought.



## **Conclusion**

We seek to provide a safe and happy environment in which children can learn. By following this policy, we expect to promote in children an understanding of the effect their behaviour has on other people and the importance of a strong value system and code of conduct in our society..

## **Policy Review**

This policy will be reviewed in Nov 2018.