



Tickford Park Primary School

*Behaviour & Discipline
Policy*



Currently under Review – November 2016

This policy sets out the expectations of behaviour and discipline at Tickford Park Primary School. The Governing body, staff, pupils and parents seek to create an environment which encourages and reinforces good behaviour and fosters positive attitudes. This policy sets out the consequences for misdemeanours should they arise while at the same time promotes positive behaviours. We believe that this policy is the basis of an effective approach to managing behaviour. Embedded in our school culture are the principles of restorative justice. Through their work and attitudes pupils are expected to show that they value the school and its purpose, respect those who work and study here, and contribute to the learning of themselves and others. The behaviour policy reinforces this.

Aims

- To promote a positive ethos and culture of respect in the school with the HT, DH and SIT supporting consistency across the school.
- To be implemented by all staff
- To maintain a consistent environment that encourages and reinforces good behaviour improving it when necessary.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self- esteem through success, self-discipline and positive relationships.
- To help pupils become increasingly aware of the needs of others.
- To promote respectful, thoughtful and courteous behaviour involving all members of our school community.
- To ensure that the school's expectations and strategies are widely known.
- To encourage the involvement of home with school in the implementation of this policy. Parents will encourage their children to show respect and support the school's authority to discipline its pupils.

Role of staff

All staff in school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the children.

As staff we aim to:

- Create a positive environment;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability, faith, physical appearance, culture;
- Show appreciation of the efforts and contribution of all.
- Reflect and consider what we could do differently to manage behaviour more effectively.

All staff are responsible for dealing with incidents in and around school adhering to the behaviour policy consistently applied. If in doubt they will refer to the School Improvement Team and/or Deputy Head teacher, Head teacher.

Role of the Head teacher

It is the role of the head teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour and these are reported to parents in the form of a letter home (Two letters are sent home one is posted and one by hand with the child). The head teacher also has the responsibility of giving fixed term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a pupil. The Headteacher will inform the Chair of Governors of any exclusions.

Role of parents

The school works collaboratively with parents, so pupils receive consistent messages about how we expect them to behave at home and at school. We explain our expectations in the school prospectus and the home school agreement is also signed by parents and pupils to support this. (App1).

We endeavour to build a supportive dialogue between home and school and we inform parents immediately if we have concerns about a pupil's welfare or behaviour. Parents have a clear role in making sure their child behaves at school. We encourage parents to inform school if any family circumstances may affect a pupil's behaviour in school.

If the school has to use reasonable sanctions to punish a pupil, it is essential that parents should support the actions of the school. If parents have any concern about the way a pupil has been treated they should contact the head teacher.

Role of Governors

The governing body has the responsibility of agreeing this policy and of reviewing its effectiveness. The governors support the head teacher in carrying out this policy.

The head teacher has the day-to-day authority to implement the school behaviour policy but governors may become involved during particular disciplinary issues. The governors will follow the normal grievance procedure in cases of complaint.

Curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning which is altered and adjusted for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Behaviour strategies and good behaviour must be taught through PSHE, assemblies, circle time and class time.

Lessons must have clear objectives/ learning intentions, pupil involvement in success criteria (understood by the pupils) and differentiation to meet the needs of pupils of different abilities. Assessment and record keeping can be used both as a supportive activity, providing feedback on progress and achievement, and as a signal that the efforts of the pupil are valued and that progress matters.

Classroom management

Classroom management and teaching methods have an important influence on pupil behaviour. The classroom environment gives clear messages to the pupil about the extent to which they and their efforts are valued. Relationships between adults and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms must be organised to develop independence and personal initiative. Furniture must be arranged to provide an environment conducive to on-task behaviour. Materials and resources must be arranged to aid accessibility and reduce uncertainty and disruption. Displays must help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom must provide a welcoming environment.

Teaching methods must encourage enthusiasm, motivation, engagement and promote active participation for all. Learning styles must be considered and the lessons must aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise must be used to encourage good behaviour and effort as well as good work. Incidents must be handled sensitively and dealt with in a way appropriate to the situation.

Rules / procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the pupils have every opportunity to succeed. Rules /procedures must be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules / procedures must:

- be kept to a minimum;
- be positively stated, telling the pupils what to do rather than what not to do;
- give clear choice and consequence options;
- actively encourage everyone involved to take part in their development;
- have a clear rationale made explicit to everyone;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibility towards the whole;
- ensure that low level interruptions and off task talking are seen by all as disruption to learning;
- make clear that pupils may not be included in activities, treats and visits if rules are broken.

If rules/procedures are broken we need to remember that each individual and situation is different; it is not possible to lay down strict guidelines for every situation, distinctions need to be made in line with our core principles. The HT, DH, SIT need to be involved in these variations.

Golden rules

These are displayed in every classroom. Playtime Golden rules are also displayed across school. These are written in a positive way. (App2)

Rewards

- Gold star reward time
- Golden Time (G T)
As recognition and reward for a child that has made the correct behaviour choices each pupil starts the week with 30 mins of GT.
- House points are given to pupils who deserve them for effort, respectful behaviour, good deeds, work which merits acknowledgement.
- Stickers
- Certificates
- Phone calls/conversations with parents
- Show good work to member of SIT, HT, DHT
- Class/group rewards (extra playtime, GT etc)
- Visit the partner teacher for feedback
- Letter home from the head

Sanctions

The approach that is taken encourages pupils to understand that their behaviour is their choice and can impinge on the rights of others and as a result there will be consequences, it is their responsibility, with the help of a mentor (at times) to work hard to make changes. Regular rule/cultural/ ethos reminders are to be used as an initial non-confrontational approach with disruptive behaviour. The use of sanctions should be characterised by certain features:

- it must be clear to the pupil why the sanction is being applied
- it must be made clear what changes in behaviour are required to avoid future sanctions
- group sanctions must be avoided as they bring resentment
- there must be a clear distinction between minor and major offences
- the behaviour rather than the person must be punished.

Sanctions include:

- Expressions of disapproval, warnings

- Yellow card, red card - If a pupil misbehaves they are given a warning and a clear explanation of how their behaviour is inappropriate and what they need to do to change it. If the undesirable behaviour continues they are shown a yellow card and if they carry on and receive a red card, they will lose some GT. They may also be kept in at break/lunchtime depending on the nature of the misdemeanour. If the unacceptable behaviour continues the teacher will decide when it is appropriate to involve a member of the SIT, the head or deputy (bench). A professional decision may be made at times to vary this by the class teacher. On a daily basis there is a fresh start to this process so all children start back on green. During the day children can move back up the behaviour ladder.
- Loss of Golden Time - Teaching staff can take away blocks of 5 minutes of GT if a pupil misbehaves (breaks the Golden Rules and other rules) a conversation must take place with the class teacher. They sit out of the activities for the time which has been taken away and consider why they have lost time and how to make sure they do not lose it next week. The teacher will assist them in their thinking during this time. Loss of GT can not be earned back.
- Missing part or all of playtime/lunchtime
- Referral to SIT for a cool down period, or Head teacher or Deputy Head (bench)
- Time out, class exclusion
- Phone call to parent (recorded on discussion with parent form)
- Not taking part in school visits or activities
- Letter to parents/guardians
- Ultimately exclusion - By Head or Deputy (following guidelines on exclusion - App 3).

Most instances of poor behaviour are relatively minor and can be dealt with through classroom sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases, careful evaluation of the curriculum, classroom organisation and management, and

whole school procedures should take place to eliminate these as contributory factors. The involvement of the SENCO and possibly outside agencies may be required with applications made for funding to put in place support mechanisms.

Passports to success books or behaviour plans are established by the SENCO and the Headteacher with the class teacher for specific children who have individualised needs. Sessions, including breaks and lunchtimes, are colour coded Red, Amber or Green. This book is taken by the pupil to the HT or DH or a member of the SIT at the end of each day when a conversation occurs to praise, redirect thinking or sanction. A slip is sent home which replicates the colours awarded, to ensure that we work in close partnership with parents.

Day/Residential visits or outside school in school uniform:

Subject to the behaviour policy, the paid member of staff may discipline a pupil for any misbehaviour when the pupil is:

- Taking part in any school organised or school related activity
- Travelling/walking to or from school
- Wearing school uniform

Unacceptable behaviour leading up to the visit may determine that the pupil is unable to participate.

Children in Key Stage 2 may be subject to a strike system.

The strike system works when a child continues to display inappropriate behaviour after being given a clear verbal warning. If a child receives three strikes then the child will not participate in a given experience with the rest of the year group. If this is a visit then the child will instead be placed in a different year group for lessons. It is possible for children to earn a full strike if they demonstrate serious inappropriate behaviour, e.g. violence, refusal to cooperate or if they are removed from a lesson. Parents will of course be notified before or during the time that a child is receiving strikes.

If a child cannot behave appropriately within school there is a chance that they will not be allowed on a visit.

Vulnerable groups

If a child behaves inappropriately or dangerously on a school visit their parent may be contacted to collect them - this includes residential visits.

Taking account of SEND and the circumstances of other vulnerable pupils:

- The school will make reasonable adjustments in the application of this behaviour policy for pupils whose behavioural related learning difficulties call for it to be made.
- The school will be alert to the impact of the school's policy on vulnerable pupils and adjustments will be made appropriately under the guidance of the SENCO.
- The school will identify at-risk pupils and plan proactively how to apply the policy
- The school will ensure that all adults who come in contact with the pupil know what has been agreed.
- The school will ensure that each vulnerable pupil has a key person in school who knows them well, has good links with home, and can act as a reference point for staff when they are unsure how to apply the policy.
- The HT will keep a Watching File for individual pupils who have been identified where concerns have been raised. Refer to Safeguarding Policy

Positive Physical Restraint

Physical restraint should, wherever possible be used as a last resort after all attempts have been made to de-escalate the situation.

Legal provisions on school discipline also provide members of staff with the power to use reasonable, proportionate and necessary force to prevent pupils committing an offence, injuring themselves and others or damaging property. Refer to the restraint policy in the appendix.

Monitoring

The Head teacher and governors monitor the effectiveness of this policy. A file of letters sent home by the HT or DH is kept in the office. A watching file is also kept for some pupils in the head teacher's office. It is the responsibility of the governors to monitor that the school policy is administered fairly and consistently. Teachers are monitoring pupils continuously to enable them to implement this policy to best effect.

This policy will be reviewed annually by staff and governors.

Refer to all other TPPS policies

Appendices attached

Home School Agreement (App 1)

Golden Rules (App 2)

Exclusions (App 3)

Lunchtime Code (App 4)

Wet Playtime Rules (App 5)

Code of Conduct for Bus Children (App 6)

Physical Restraint Policy (App 7)

Appendix 1

Home School Agreement

Children perform best at school when there is a working and positive relationship between home and school. This agreement ensures that parents/carers know and understand their role in ensuring that their child gets the best education possible at Tickford Park Primary School.

Parent/Guardians will do their best to:

- Ensure that my/our child arrives at school for 8.40am.
- Ensure that my/our child is collected at 3.00pm (FS & KS1) 3.05pm (KS2 - if collected).
- Ensure that my/our child has two 'in date' inhalers and/or Epi-Pens in school if diagnosed with asthma or an allergy.
- Ensure that my/our child wears school uniform including school shoes.
- Make sure that the school is aware of any concerns or problems that could affect behaviour, health or work.
- Support the school's policies and guidelines for behaviour and learning.
- Take an interest in my/our child's learning and support them when completing homework.
- Attend parents' evenings and discussions about progress at school.
- Read or work with my/our child for 10 minutes everyday.
- Ensure that my/our child is not absent from school unless they are unwell or there are very exceptional circumstances.
- Ensure that my/our child has the correct P.E kit in school everyday.

Signature..... Date.....

Please print name

Home School Agreement

Pupil (insert name).....

I will do my best to:

- Follow the Golden Rules which are:
 1. Do be gentle
 2. Do be kind and helpful
 3. Do work hard
 4. Do look after property
 5. Do be honest

Also:

- Behave well at all times;
- Attend school regularly and on time;
- Respect and celebrate other people's differences;
- Wear the correct school uniform including shoes and P.E kit;
- Bring all the equipment I need every day;
- Do all my classwork and home learning as well as I can;

Signature.....

Date.....

Tickford Park and its staff will do their best to:

- Care for every child's safety and well-being;
- Ensure children work to the best of their ability at all times;
- Treat each child as a valued member of the school community;
- Provide a broad, interesting and balanced curriculum giving consideration to the needs of each child;
- Help each child develop a sense of responsibility for their work and behaviour;
- Keep parents/guardians regularly informed about their child's progress;
- Provide timely information about general school matters;
- Respond to parents/guardians queries as quickly as possible.
- Promote understanding and celebration of diversity including racial equality

Signed..... Date.....
Mrs Sally Ahmad (Headteacher)

Appendix 2

Golden Rules

Golden Rules	
Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

Playground Golden Rules	
Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do play well with others	Do not spoil others' games
Do care for your playground	Do not damage or spoil anything
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth
Do keep to the playground safety rules	Do not break the playground safety rules

Appendix 3

Exclusions Guidance

The Department has drawn up detailed guidance on Exclusion from Schools and Pupil Referral Units containing information on when and how exclusion should be implemented, and procedures for appeals against exclusion. The guidance can be seen in full on the Teachernet website and it includes model letters for handling different stages of exclusion procedures.

Click on the following week for guidance.

www.education.gov.uk

Appendix 4

THE LUNCHTIME CODE

Look after your own space.

If you drop something always pick it up.

Use a quiet voice.

Wait for the Lunchtime Supervisor to tell you to put your lunch box away.

Go out only when you have been told.

Always think of others.

Appendix 5

Rules for Wet Play

1. I will follow the *GOLDEN RULES*
2. I will stay in my Year group area and not go to other areas of the school.
3. I will follow the instructions of the adult looking after me.
4. I will be responsible for tidying up my own activities and will help others to tidy up the area.
5. I will only use the special games, books, and activities reserved for Wet Play.
6. I will not use scissors, glue, computers, the whiteboard, pens and best paper.

Code of Conduct for Bus Children at the end of the day

The following are the expectations for all children who are travelling home on the bus.

- When you arrive at the Year 4 area you should wait outside quietly until told to enter the classrooms.
- You should sit at a table (keeping all your belongings with you).
- You should stop talking when asked to do so, and stay quiet while the register is being taken.
- 'Bus Watch' children can go to the school entrance once you have been registered.
- No mobile phones must be taken out of bags, and they must remain switched off in school.
- You can do one of the activities from the 'Bus Box' (there is one in each classroom), or read your own books/do an activity you have brought in yourself, while waiting for the bus to arrive.
- Only items in the 'Bus Box' should be used - no classroom resources are to be used.
- When asked to do so, you must line up quietly (tucking in chairs and putting activities into the Bus Box).
- When directed by an adult on duty, you must walk quietly to the bus.