

*Knights Templar C of E and Methodist  
First School*



*Behaviour and Discipline*

*Policy*

Date approved ~ October 2010

Date for review ~ October 2011

## The School's Mission Statement

**To provide a safe, happy and well-ordered environment, with a Christian ethos, in which children are valued and able to develop into balanced, responsible members of the community.**

## Aims of the School

The School aims:

- to promote the spiritual, cultural, mental and physical growth of all of its pupils, endeavouring to prepare them for the opportunities, responsibilities and experiences of adult life
- to develop the emotional well-being of all pupils
- to help children to develop to their full potential in all aspects of the curriculum
- to develop lively, enquiring minds and a desire to learn
- to help children to live together in a caring community, concerned for each other and able to forge sound relationships
- to develop a sense of moral responsibility and to promote the growth of self discipline
- to give children understanding of, and respect for, the cultures, religious beliefs and practices of others

## Our Beliefs

**We believe that all children have the right:**

- to feel safe at school, physically and emotionally
- to be able to learn to the best of their ability in a safe and secure environment
- to be treated with dignity at all times, in all circumstances

These rights are non-negotiable and apply to the whole school community.

At the core of our Behaviour Policy are **rights, responsibilities, rules and routines**.

## Whole School Rules for Behaviour – agreed by the School Council

<b>RESPECT</b>	Take care and respect each other at all times
<b>MANNERS</b>	Always speak politely and try not to hurt
<b>CARE</b>	Take care of our school and our environment
<b>WALK</b>	We will walk in corridors and hold doors open to let people pass
<b>BEST</b>	We will always do our best

## Management of Behaviour – General Principles

All members of staff are expected to adhere to the following 'preferred practices':

- the 4Rs (rights, responsibilities, rules and routines) will inform the management of behaviour in the school
- we will aim for a non-confrontational focus
- we will adopt least-to-most intrusive behaviour management techniques
- we will review policies having consulted children, parents and members of staff

At all times we should endeavour to –

- ensure that all members of the school community work to support the school as a learning community by recognising the learning needs of each child, to achieve the highest possible standards of teaching and learning
- encourage children to 'own' their behaviour – to take responsibility
- promote and support positive behaviour
- utilise the principle of 'cool-off' time and other sanctions
- remain committed to the principle of colleague support – teachers should feel able to voice concerns about a difficult class or a particular pupil – they should not be expected to manage alone and should send for help if necessary - they should feel comfortable about seeking advice and support
- model good behaviour in their interactions with pupils and with each other
- **recognise that children learn respect by receiving it** – children are motivated to do well when they are encouraged and praised

## Class Discipline Plans

### Classroom Rules

At the beginning of each school year, each class should develop a set of **classroom rules** arising from circle time and whole class discussions. (SEAL links)

The rules should be 'published' by displaying them in the room and copies sent to the children's parents so that they can be discussed at home Children's attention can be drawn to the rules throughout the year, with clear reminders that everyone agreed to them.

## Rewards

**Yellow cards** are given to children for very good work or effort, for pleasing behaviour or acts of kindness. These cards are to be taken home to share with parents. When a child earns three yellow cards, a certificate will be presented in the Friday celebration assembly, and a pen will be presented to children for third and subsequent certificates.

**Class Reward System** can be awarded to individuals or to groups, and the points accumulated to earn an agreed reward for the whole class. Teachers can use a variation rewards to suit a particular class e.g. Children's names go into a box every time they behave well or show kindness and consideration – the child with the most tickets wins a small prize.

**Class Tokens** are given to individuals, groups or the whole class. They are awarded for coming to the class teacher promptly and sensibly after play, for coming into the hall quietly, for good behaviour in the dining room or hall at lunchtime and for tidy pegs in the corridors. The classes with the most tokens in each key stage win a trophy for the week and an extra play or other reward negotiated in class.

**Rewards for good behaviour at lunchtime** – the lunchtime supervisors can give stickers to children who are behaving well or they can record their names in a book. The names will be read out during the Friday Celebration Assembly and the children praised and rewarded.

**Pupil of the week** – one child from each class will be chosen e.g. for exemplary behaviour, for showing kindness, for hard work – for being a good role model. The children will receive a certificate and a badge. Their photographs will be displayed on the 'Pupil of the Week' board for the week.

### Kindness Cup

The cup will be rewarded for acts of kindness by a child . Nominations are normally from children.

**Praise should always be given to children who are behaving well. The Head teacher will award special stickers and other rewards for good work or exemplary behaviour.**

## Sanctions

Teachers should decide on the most appropriate sanction for a particular child or situation. The sanctions include:

- **Non verbal signals**, such as a hard stare or a shake of the head
- **Verbal reminders of agreed rules**
- **Praise for children** nearby showing appropriate behaviour
- **Verbal warnings** are given, preferably away from the rest of the class, and the consequences of choosing to continue the behaviour outlined. Forced choices might be appropriate at this stage. **Any sustained discussions about a child's behaviour should be deferred and should not disrupt the flow of the lesson.**
- **Loss of privileges** It is important that **consequences are related** to the incident or poor behaviour. e.g.
- The loss of morning or lunch playtimes, or a missed treat.

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- Children could be asked to help to clean walls or equipment they have scribbled or written on, or they might discuss ways of showing that they are sorry for any hurt or damage they have caused.
- **'Time out'** should be used as **a short-term consequence** if a child has chosen to continue disruptive, dangerous or unacceptable behaviour, despite several reminders about rules.
- A child may be asked to move to a different part of the classroom, or, if poor behaviour persists, to another class. As part of a behaviour management plan, specific children will have nominated calming places, and these need to be used in the least intrusive way possible.
- 'Time out' should give a child an opportunity to calm down and refocus, and will be followed up later in the day, or even the next day, when the child has had time to 'cool off' and is ready to talk to the class teacher or a senior member of staff.
- **Lunchtime detentions** to be given to children who do not respond to 'time out' as already described. These will take place in the hall. Children will sit at a table set apart from the dining tables and be supervised by the teacher on duty and lunchtime supervisors. The teacher who gives the detention must decide whether or not to set a specific task. Key Stage 2 children will have their detentions during the first sitting and Key Stage 1 children during the second sitting. Children should be given time to go to the toilet, have a drink and have some fresh air before afternoon lessons begin.

### **The class must be protected from extremes of behaviour and the rights of non-disruptive pupils maintained.**

It is important that frequent incidents of poor behaviour are recorded on the Behaviour Log sheets so that patterns of behaviour can be observed and a bank of evidence collected to share with parents. The evidence will also be needed if support services are involved in any behaviour recovery processes or to help the target setting process.

### **Time-out/Exit Plans**

There is an agreed procedure for situations where a child is abusive or refuses to leave the room. This involves sending a message to the Head teacher, senior teacher or SENCO, who will escort the pupil from the room to a cool-off area. If a pupil refuses to leave, then the class teacher should escort the rest of the class out to another area, thus depriving the child of an audience. A copy of the card to be used for this purpose is attached. The SENCO or a senior teacher may be involved in plans for subsequent re-integration into the class.

**It is important that after any 'time-out', the child is able to make a fresh start in his/her own class and that relations are re-established with the class teacher. The child's dignity must be retained.**

### **Behaviour Recovery Plans**

Teachers should place a child with persistently poor behaviour on a **'behaviour recovery plan'**, in consultation with the child, the parents, the class teacher and in some cases, the SENCO. All plans will include specific targets, and will be reviewed on a regular basis. They might form the basis of an IEP.

A yellow 'Report Card' is available to be signed or stickered by the teacher at the end of teaching sessions. Details of the child's behaviour can be recorded on the card, or a note made of the child's progress in meeting the targets, and the information is to be shared with the child's parents, on a daily or weekly basis.

**Children may follow different pathways through the Behaviour Recovery processes, depending on their needs and the nature of the misbehaviour. Teachers should work with the SENCO and assistants when a pupil's poor behaviour arises from his or her special needs so that appropriate sanctions are applied.**

### **Taking account of special educational needs, disability and the circumstances of other vulnerable pupils.**

#### **Disability**

The legislation which underpins equality of opportunity for disabled pupils in accessing school education makes it unlawful for schools to discriminate against disabled pupils on grounds of their disability. Schools are expected to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage (the reasonable adjustments duty).

Disabled pupils are those who have a physical or mental impairment which has a substantial or long term effect on their ability to carry out normal day to day activities.

The definition is broad and includes pupils with a wide range of needs including a range of learning difficulties, conditions such as diabetes and epilepsy and those who have recovered from cancer and disfigurement. It also includes conduct disorders, such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) and syndromes such as Tourette's and other mental health disorders. Some pupils with behavioural, emotional or social difficulties (BESD) may also be considered to be disabled.

#### **Special Educational Needs**

There is a higher incidence of BESD identified in children with special education needs. Pupils with an Autistic Spectrum Disorder (ASD) or speech, language and communication difficulties can display challenging behaviours. Understanding the main need or disorder can help to identify suitable interventions and can lessen the behaviours significantly. The disorders do not need to have been officially diagnosed in order for a pupil to be classified as disabled; the impairment simply needs to exist.

#### **Vulnerable pupils**

Pupils who are experiencing trauma or significant loss can act in ways that are irrational or unhelpful to themselves and others. The SENCO and special needs assistants will endeavour to liaise with parents/carers or with external agencies and to establish systems to detect pupils' distress and make arrangements for children to retreat to a safe haven when they are at risk of losing control of their behaviour.

Account must also be taken of pupils from other groups defined by Ofsted as 'at risk' within the education system, including minority ethnic and faith groups, travellers, asylum seekers and refugees, pupils who need support to learn English as an additional language (EAL), children looked after by the local authority, sick children, young carers, children from families under stress and any pupils at risk of disaffection and exclusion. All of these groups may at some point require adults to take into consideration their individual needs and circumstances when applying the school's Behaviour and Discipline Policy and to use common sense when making decisions.

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Members of staff should always be made aware of any child protection issues that might have a bearing on the operation of the Discipline Policy. The Lead Child Protection Officer, Karen Bass, or the Headteacher will undertake to keep members of staff informed.

### **Agreed Courses of Action**

All members of staff need to take account of a pupil's age, any special educational needs and/or disability and any religious requirements when deciding on sanctions.

When pupils have the necessary understanding and competences to follow school rules but make a conscious decision to behave differently, then the firm framework of rules, rewards and sanctions linked to the agreed rights and responsibilities helps all pupils to make appropriate choices. Expectations are clear, as are the consequences of behavioural choices.

It is important that all children realise that some behaviours, particularly those that place others at risk, will always carry a sanction. They should be helped to make appropriate behavioural choices, even when under stress. Sanctions should be managed carefully so that pupils know that adults understand their feelings and are concerned for their well being.

Teachers, working with the SENCO, should identify those pupils who have learning or behavioural difficulties, or come from communities or homes that are in crisis, and agree common ways of managing and meeting their particular needs.

**It is vital that information and details of any decisions or agreed courses of action are communicated to other members of staff, including the lunchtime supervisors. A good pastoral system involves teachers and all support staff.**

Where behaviours do not carry a risk to others, sanctions may sometimes be modified in the light of a child's personal circumstances. Carefully planned responses may be required when pupils do not have the necessary cognitive, physical or social and emotional competences to follow school rules. Any adaptations should be explained to other pupils so that they can be accepted as appropriate and fair. Pupils, parents and members of staff should be aware that from time to time some pupils will be treated differently.

### **Outside Agencies**

Class teachers, working with the SENCO, can seek help from outside agencies eg. The Behaviour Support Unit, Educational Psychologists, CAHMS, Social Services, the Learning Support Team, or some form of relevant counselling.

### **Exclusions**

Fixed term or permanent exclusion from the school are extreme measures and will only be considered as a last resort. Internal Exclusion should be tried before either Fixed or Permanent Exclusion. A Pastoral support plan will be written when a pupil's poor behaviour is escalating and the pupil is in danger of exclusion. Meetings will be held with the pupil, the class teacher, the parents/carers, the SENCO and sometimes, a senior member of staff. Targets will be set and support planned. Pupils may be given an adult mentor at this stage.

## School-wide 'Duty of Care' Plan

### Corridor supervision

All members of staff are responsible for supervising behaviour in the corridors and should remind children of the rules about walking at all times, holding doors open, standing aside to let people pass etc.

### Playground supervision

Playground rules have been written in consultation with the School Council and are displayed in both playgrounds. All members of teaching and non-teaching staff should use these rules to regulate behaviour at playtimes.

A rota of Year 3 and 4 monitors will help members of staff at both morning and lunchtime playtimes e.g. by befriending lonely children, playing **calming or constructive games** or helping children who have hurt themselves, seeking adult help when necessary. They will help Key Stage 1 children in the hall at lunchtime. **Children should be given some training and guidance at the beginning of the year to help them with this role.**

### Lunchtime Supervision

Lunchtime supervisors can reward children who behave well in the hall, or in the playground, with stickers or they can also record children's names in a File. These names will be read out during Friday's Assembly and the children congratulated. It is good to celebrate all helpful and friendly behaviour and to recognise responsible and caring actions. Class tokens can also be awarded to individuals or to groups of children.

Year 3 and 4 Monitors will assist lunchtime supervisors in the hall and dining room e.g. by helping younger children with their packed lunches or helping to clear tables. Arguments or squabbles should be reported to class teachers, as should any children's complaints

### Serious incidents including bullying

**It is important that teachers are told if a child has reported any bullying behaviour or if a supervisor suspects that children may have been teased or made to feel unsafe in any way.** Any serious incidents including possible bullying during the lunch break should be reported immediately to the class teacher or to the Head teacher. Incidents or instances of poor behaviour should be recorded on Behaviour log sheets, particularly where an individual's behaviour is being tracked.

**'Play fighting' of any description, is not allowed.**

### Individual pupils' needs

Lunchtime supervisors will be made aware of any children who have particular behavioural issues. They should send for named teachers if problems arise, to ensure a consistent approach with children who have an Individual Education Plan involving behaviour, or children who are taking part in a Behaviour Recovery Plan or Pastoral Support Plan. A list of vulnerable children and their specific requirements is kept in the office. Supervisors may ask to see it but all members of staff need to remember the School's Code of Conduct as regards confidentiality.

### **Behaviour off the school site**

Positive behaviour should be expected when pupils are off site, on educational visits for example or at sporting events. It is to be hoped that pupils will behave well on the way to and from school and whenever they are wearing school uniform.

### **Confiscation of Pupils' Property**

The Education and Inspections Act gives teachers the power to seize, retain and to sometimes dispose of items as one of the disciplinary measures applied as part of the Behaviour Policy. This sanction must be applied in a reasonable and proportionate way.

Generally, property can be confiscated to maintain an environment conducive to learning or where an item poses a threat to others or where it poses a health and safety risk. Pupils have a right to expect that confiscated items will be stored safely until they are returned. In most cases, confiscation of an item is a sufficient sanction and the item should be returned at the end of the day.

There may be some instances when the school chooses not to return an item to the pupil;

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may be thrown away.
- Any item of value which a pupil should not have brought to school should be stored safely until a responsible family adult can come to collect it.
- Any item of an unlawful or hazardous nature may be given to a parent or in certain circumstances, to an external agency for disposal.

### **Consistency**

We should feel confident that all members of staff, teaching and non-teaching, are applying the Behaviour Policy consistently and will react to poor behaviour throughout the school and that they will congratulate children for pleasing behaviour. New members of staff and supply teachers should be made aware of the policy.

**The Behaviour Policy and Discipline Policy will be monitored by the Head teacher, the designated senior teacher and a member of the governing body and reviewed at least once a year after consultation with all teaching and non-teaching staff, parent representatives, School Council members and Governors.**

### **Approval of this policy**

Signed: .....

Position held: .....

Date: .....