

Willerby Carr Lane Primary School



BEHAVIOUR AND DISCIPLINE POLICY

AIMS

Our School aims to provide a caring, safe, secure and happy environment in which every child can achieve his or her highest standards both socially and academically.

OBJECTIVES

Children will only achieve their full potential within a well-ordered environment both in and around the classroom.

It is important to maintain an atmosphere, both in and around School, which supports the School's aim to provide a quality education. This can only be achieved where there is a commitment from all staff, both teaching and non-teaching, to achieve this, and where:

- there is consistency
- standards of behaviour are discussed with pupils regularly
- it is clear to all what is expected
- the rules have been negotiated with all those concerned, including the children.
- there is an effective system of rewards and sanctions throughout the School
- children are encouraged to become responsible for their own behaviour

The Headteacher is responsible for maintaining discipline in the School.

It is the duty of all teachers to establish and maintain good order and discipline within the teaching situation and in the school environment. In order to achieve this it will be necessary to have clear expectations. Rules should be kept to a minimum, and will be more effective if they are agreed by the children and then clearly displayed

The Senior Midday Supervisor and her assistants are responsible for maintaining discipline during the midday break.

Rewards and Sanctions

Most behaviour is learned. If a behaviour is followed by a rewarding consequence that behaviour is likely to be repeated. Rewarding good behaviour is more likely to be beneficial in the long term than punishments or negative reinforcements.

Sanctions are not as effective as rewards in the long term for establishing good behaviour, but are effective where an immediate impact is required.

The following is a list of rewards and sanctions that might be appropriate:

Rewards

- Praise.
- Merit marks.
- A personal reward (based on knowledge of the child).
- Communication with parents by letter or telephone.
- A letter from the Headteacher.

Sanctions

- Verbal admonishments.
- Making the child move seats or stand or sending them to another class.
- Withdrawal of privileges e.g. clubs, finishing off work under supervision during break time.
- Serious or persistent misbehaviour must be brought to the attention of the Headteacher or other senior member of staff.
- Communication with parents by letter or telephone.
- Home/school behaviour book.
- Individual Behaviour Plan
- Ultimately the Headteacher may exclude the pupil in accordance with local and national guidance.

Merit Marks

Merit marks are an important part of the tradition of the School. They should be given to reward all types of desirable behaviour whether social or academic. They should be awarded by all members of staff, both teaching and non-teaching. During the midday break, the supervisors will give merit stickers as proof of the award.

All children are placed in one of four "houses":

Blue	-	St Andrew's
Green	-	St Patrick's
Red	-	St George's
Yellow	-	St David's

All merit marks are added to weekly totals. A cup is awarded to the winning team each week.

In addition to merit marks adding to the "house" weekly total individuals should keep on-going totals which will be acknowledged in the following way:

100 points	-	bronze certificate
200 points	-	silver certificate
300 points	-	blue certificate
400 points	-	gold certificate + prize

Merit Badge

Two children from each KS1 class should be awarded the class merit badge for good work or behaviour celebrated at the end of week School Assembly.

Outside Behaviour

Most outside behaviour can be controlled by the staff moving around the playground and intervening promptly when difficulties are developing. For more serious incidents the following procedure should be followed;

Stage 1 – First incident – *Class teacher* investigates and takes action in accordance with the agreed school policy.

Stage 2 – Second incident – pupil referred to *Mrs Bolton-Ali* who will investigate the incident and take appropriate action.

Stage 3 – Further incident – pupils sent to *Mrs Bolton-Ali* who will send them to *Mr Smith*.

In some circumstances it may be appropriate for a child to be sent directly to Mrs Bolton-Ali or Mr Smith.

Traffic Light System

All classrooms work on the principle of a traffic light system using Green, Amber and Red Circles.

- All pupils have a laminated name label which starts on Green each day.
- Any pupil behaving inappropriately will be given verbal warnings.
- Continued poor behaviour will result in the pupil being moved to Amber. They should be given a clear choice to demonstrate improved behaviour within a specified short time. Pupils should be asked to move their own name where appropriate. If they make the right choices then their name should be moved back to Green.
- If they continue to make poor choices then it will result in that pupil being moved onto Red. At this stage the incident will be recorded in the whole school Behaviour Log.
- A child can be moved straight to red if the seriousness of their behaviour merits it.
- A child moved to Red will miss their morning or afternoon playtime.

Each half term pupils who have not been in the Behaviour Log will be awarded 5 merit points for Good Behaviour.

Restorative Approach

Staff follow principles of restorative justice in trying to “make things right”. The restorative approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved. We encourage children to think for themselves so that their behaviour is not motivated simply by avoidance of punishment. The guiding principles are:

1. Foster awareness in the pupil of how others have been affected.
2. Involve the student actively by asking them to speak and to listen to those who have been affected by their inappropriate behaviour.
3. Separate the deed from the doer. Recognise a pupil’s worth, their virtues and accomplishments while disapproving of their wrongdoing.
4. Recognise that incidents of poor behaviour can be used as an opportunity for learning.

The following questions may be used to scaffold a discussion:

1. What happened?
2. How did it happen?
3. What was your part in it?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

The child is actively involved in the process. In some cases the perpetrator and the ‘victim’ may be present at the same interview. Restorative approaches can be used individually, with groups or with whole classes. They can be used as standalone sessions or as part of circle time and PSHCE.

Behaviour Log

A whole school behaviour log is maintained on-line. Significant incidents of misbehaviour are recorded in the SIMS Behaviour Log. (e.g. defiance, disruptive behaviour, insolence, assault, fighting, damage to property, verbal abuse, bullying, racism).

The Behaviour Log is monitored by the Headteacher and Senior Leadership Team on a regular basis. Parents may be invited to come and discuss their child’s behaviour with the class teacher and the Headteacher.

Individual Behaviour Charts

For persistent poor behaviour parents will be contacted and the pupil will be put on an individual behaviour programme with an accompanying target and monitoring sheet which may go home at the end of each day/week.

Serious Breaches of School Rules

All members of the school community have a right to expect that the school is a safe place in which to work and learn. There is no place for violence, threatening behaviour or abuse against any member of this community. In all such cases the Headteacher, or in his/her absence the most senior member of staff will follow the DFE guidance as set out in *Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion– September 2012*

Serious breaches of the school's behaviour policy could result in either fixed term or permanent exclusion. The decision to exclude is a serious one and should only be taken:

- a. In response to serious breaches of the school's behaviour policy, and
- b. If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches of the school's behaviour policy would include:

- physical assault against a pupil or adult:
- verbal abuse or threatening behaviour, including bringing to school dangerous items or offensive weapons:
- bullying:
- racist abuse:
- sexual misconduct:
- drug & alcohol related offences:
- damage to school or personal property:
- theft & persistent disruptive behaviour.

In all cases of exclusion DFE guidance *Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion– September 2012*, will be followed. The decision to permanently exclude will only be taken as a last resort when all available strategies have been exhausted, including advice and support from external multi agency teams including the East Riding Educational Psychology and Behaviour Support Service.

Alternative strategies may be tried by the lead teacher to avoid exclusion, such as;

- restorative justice;
- SEN intervention;
- mediation;
- internal seclusion;
- managed move.

The following measures to reduce the number of pupils at risk of exclusion will include;

- regular staff training on managing behaviour;
- engaging with parents;
- a change of teaching set or class;
- referral to the East Riding EPBSS.

Disability discrimination

The school will not treat disabled pupils less favourably, without justification, than their non-disabled peers and will make reasonable adjustments to ensure that disabled pupils are not put at a substantial disadvantage compared to non disabled pupils.

Race relations

The school will endeavour to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people of different racial groups. Racial incidents are monitored by the school.