

Headcorn Primary School

School Behaviour Management and Discipline Policy



This policy was approved by the Headteacher and supersedes any previous Behaviour and Discipline Policy. This policy has been developed by the Headteacher, and in consultation with staff, governors, pupils and parents. It will be reviewed every 3 years, or earlier if needed. Any amendments will require the approval of the Headteacher.

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| Approval Body | Headteacher |
| Approval Date | April 2016 |
| Date for Review | April 2019 (3 years) |
| Signed - Headteacher | S Symonds |

Rationale

At Headcorn Primary School our Core Values and Community Code provide a framework for the creation of a safe, happy and orderly environment in which all children can learn and develop as caring, responsible members of our community. This policy has been drawn up by those actively involved in the school. Consistency of expectations and response is essential to the success of this policy. It is based on DfE guidance on School Discipline and Pupil Behaviour Policies. It includes an Appendix dealing with the use of Exclusion.

The overarching aim of this policy is to define the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be applied. It will ensure a positive learning environment where every individual is valued.

Aims of the Policy

- ❖ To ensure a whole school mutual respect for discipline that is approved by children, teaching and non-teaching staff, parents, carers and Governors;
- ❖ To ensure that all stakeholders are informed and aware of our behaviour management expectations, strategies and procedures through clear guidance;
- ❖ To create a safe, happy and caring environment, conducive to learning;
- ❖ To promote self-respect and respect for each other;
- ❖ To promote self-discipline;
- ❖ To encourage children to accept responsibility for their own behaviour;
- ❖ To actively encourage and praise effort in both learning and behaviour;
- ❖ To provide a system of rewards to encourage good behaviour and attitudes to learning;
- ❖ To prevent bullying;
- ❖ To ensure consistency of approach, whilst recognising individual difference.

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends on trusting relationships and co-operative teamwork. The school welcomes and encourages the involvement of the LEA, Governors, parents and carers.

Statutory Duty of School

The Headteacher and Governing Body are responsible for the promotion of good behaviour and discipline in Headcorn Primary School.

Role of Parents

Parents have an important role to play in shaping their child's behaviour and we ask parents to work with us in implementing this policy. It is always helpful if parents share relevant information, in confidence, with key staff where there are circumstances at home which may be having an impact on their child. We will always contact parents if there are concerns about their child's behaviour.

Our Core Values, Community Code and Learning Skills

Our Core Values and Community Code have been agreed by all members of our school community and are the basis for expectations of behaviour at Headcorn Primary School.

At Headcorn Primary School, we want pupils and staff to:

- ❖ Be safe;
- ❖ Be happy;
- ❖ Be able to learn and to teach;
- ❖ Be part of our school community.

We have agreed that our **Core Values** are:

- ❖ Respect
- ❖ Responsibility
- ❖ Integrity
- ❖ Compassion
- ❖ Courage
- ❖ Hope

We expect all children and all adults (whatever their roles) to share these values, to refer to them as a matter of course and to use them throughout all aspects of school life. We also encourage all our children's families to do the same at home.

Our **Community Code** is "**SEE IT, BE IT**". This means that every one of us has a responsibility to demonstrate the Core Values so that others can "see it" and therefore "be it".

The expectation is that these values will be demonstrated:

- ❖ Child to Child
- ❖ Child to Adult
- ❖ Adult to Child
- ❖ Adult to Adult

In this way, we are all "**TEAM HEADCORN**".

Learning skills

Our school aims to provide the opportunities to become a life-long learner. This includes the opportunity to develop learning behaviours and skills needed to become a successful learner. These skills are intentionally and explicitly taught with continuity and progression across each academic year.

The 6 Learning Skills Units are titled:

1. **Learning Together**
2. **It's Up To Me** (Developing Independence and Responsibility)
3. **Becoming Better Learners** (Improving Own Learning and Performance)
4. **Knowing Me Knowing You** (Developing a Sense of Self-Worth and Understanding of Self and Others)
5. **Thinking About Thinking** (Thinking Skills)
6. **Say it Hear it** (Speaking and Listening Skills)



We have a Learning Skills Mascot called the 'I Can You Can' Toucan which links with our Community Code of 'See it...Be it' by encouraging the children to develop, model and recognise these learning skills in themselves and each other. In each unit we focus on one 'I Can' statement across the whole school and teachers are encouraged to focus on other suitable 'I Can' statements in their classes.

Through these Learning Skills Units we actively make links between learning skills and the related behaviours required to develop as a life-long learner.

Rights and Responsibilities

Our pupils and staff have a right to be safe and happy at school, to be able to learn and to teach and to be part of the school community. It follows that we all have a responsibility to keep ourselves and others safe, to be kind and respectful to each other, to learn and to allow others to learn and to include everyone in the life of the school.

These overarching Core Values, Community Code and Learning Skills Programme are designed to be used across the school in any situation to promote good behaviour. Staff will also work with children to develop specific guidelines appropriate to their age and context.

All members of the school community work towards the aims by:

- ❖ Providing a well-ordered environment in which children may learn effectively;
- ❖ Establishing clear expectations of pupil behaviour and secure appropriate standards of discipline;
- ❖ Treating all children and adults as individuals and respecting their rights, values and beliefs;
- ❖ Fostering and promoting good relationships and a sense of belonging to the school community;
- ❖ Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- ❖ Encouraging, praising and positively reinforcing good learning, behaviour and relationships;
- ❖ Rejecting all bullying or harassment in any form;
- ❖ Caring for and taking a pride in the physical environment of the school, own appearance and learning;
- ❖ Following consistently, and reviewing strategies developed to eliminate unacceptable behaviour both within and out of the classroom;
- ❖ Working as a team, encouraging and supporting each other.

Positive Behaviour Management

Positive practice supports behaviour and discipline, this includes:

- ❖ Developing good habits from the start, at home and at school;
- ❖ Recognising, labelling and rewarding good or kind behaviour, as well as having the right attitude and really making an effort to improve;
- ❖ Using Spiritual, Moral, Social and Cultural Education (SMSC), including British Culture; our 6 Learning Skills units as our Physical, Social and Health Education (PSHE) Education, as well as Assemblies, Class Forums/TEDs and Learning Council, to discuss issues as they arise.

We strongly believe that the children should know the difference between what is acceptable and unacceptable, learn from their mistakes and take responsibility for their own behaviour.

Improvements in behaviour are more likely to follow if a child's self-esteem is enhanced.

Our main strategies for promoting good behaviour are:

- ❖ Specific verbal or written praise, labelling and promoting that particular behaviour;
- ❖ Written comments on work;
- ❖ Work and/or behaviour shared with other children;
- ❖ Work displayed;
- ❖ Stickers and stamps (age appropriate) from the adult concerned and/or from the Headteacher;
- ❖ A comment, phone call, email or note home to parents, commending their child;
- ❖ House points, class awards, MIMs ('Make it Matter' awards) and merits awarded;
- ❖ Certificates presented in Celebration Assembly specifically Citizenship Certificates.

House Points

House point totals will be announced in Assembly and will be accumulated and totalled each term, with a small reward for the winning team at the end of each term and a House Cup presented at the end of each term with a final winning house announced at the end of the academic year.

'Make it Matter' Awards (MIMs):

Each term we have a school wide focus to improve upon areas relating to the School Improvement Plan including Behaviour and Discipline. The children can be awarded MIMs for unprompted acts in response to or improvement on their individual personal best related to the term's focus.

Other Awards

The following school awards are also presented at Celebration Assemblies:

EYFS/KS1 (Reception up to Year 2):

Reception Class – weekly 'Clever Koala' certificates
Year 1 – weekly 'Terrific Tiger' certificates
Year 2 – weekly 'Excellent Elephant' awards

KS2 (Year 3 to Year 6):

Individual **Merit Certificates** are awarded in Celebration Assembly as they are achieved. Five merits total each new award. Each merit is awarded for exceptional effort and/or achievement by that child in any aspect of school life such as the demonstration of our Core Values, Community Code and Learning Skills 'I cans', makes up one Merit Certificate. Once a child has gained their first (White) Certificate, they start working towards the next certificate (Pink). They continue striving for Merits throughout Key Stage 2. Merit certificates progress in the following order: White, Pink, Orange, Blue, Yellow, Green, Red, Bronze, Silver, Gold, Diamond and Platinum.

Rewards also include roles and responsibilities in school, particularly, but not exclusively, for year 5 and 6 pupils. Older pupils are encouraged to learn that behaving well is the right thing to do and to rely less on rewards.

Midday Supervisors can also identify pupils who behave well in the hall or on the playground at lunchtime by reporting these to the school office staff. Stickers and house points can also be awarded.

Positive Strategies

A key strategy for promoting good behaviour is having high expectations, with clear boundaries and well-established routines, at home and at school. We strive to deliver high quality teaching and learning, so that children are motivated and engaged within the classroom. We are proactive in managing difficult behaviour through prevention and early intervention wherever possible. We regularly allocate training opportunities and other resources towards improving staff skills in this area.

Generally, staff should follow the 'praise in public, criticise in private' rule. However, it is also important for the child who has been exposed to poor behaviour to know that a consequence has occurred, similarly that child's parents may need reassurance that 'something has been done'.

Pupil Characteristics and Individual Difference

It is important to take into account pupil characteristics such as levels of maturity, additional educational needs and other equality issues when applying the behaviour policy. The policy must reward consistently good behaviour, but should also recognise and reward improving behaviour. The Headteacher is responsible for monitoring any emerging patterns in behaviour and taking appropriate action.

Parents and Other Agencies

The school seeks to liaise with parents and, as appropriate, with external agencies, to ensure that the child's needs are addressed in a holistic way. Using other agencies may include Early Help, Behaviour Support Specialists, School Liaison Officers, Educational Psychologists, Community Police Officers, Community Wardens, Parent Support Advisor and Medical Staff.

Certain pupils may find the support of a behaviour agreement helpful, this will be drawn up with the child, parents and key staff. A home-school contact book or a pastoral support plan may also be used to record a multi-agency approach, particularly where there is a risk of exclusion. Other options include support through mediation, Positive Behaviour intervention, counselling, restorative justice and positive play techniques.

Consequences and Sanctions

Our Staff aims to spot 'warning signs' and intervene early, wherever possible. However, in extreme circumstances, it may be necessary to accelerate the response, for example to prevent another child being harmed.

There are three levels of response. Level 1 can be broken down into small steps, some examples of response are shown below. Level 2 and Level 3 are considered to be more serious. Behaviour resulting in this level of response is recorded in a standard format on a yellow form and this information is passed to the Headteacher for monitoring.

Staff will seek to provide 'stepping stones' to help children step back from negative behaviours, to avoid escalating the situation if at all possible.

LEVEL 1:

These are suggestions for low level behaviour:

- ❖ Look/non-verbal gesture/pause, use of child's name/reminder, quiet word from adult;

- ❖ Praise another child nearby who is behaving well, describing the desired behaviour;
- ❖ Change the situation (diversion/distraction);
- ❖ Remind child of chance to 'make the right choice';
- ❖ State clearly what the child needs to do now to retrieve the situation.
- ❖ Consequence is applied (e.g. time-out managed by class teacher, missed playtime);

NB: Staff themselves should implement the consequence which they have applied.

LEVEL 2:

If pupils do not respond to Level 1 strategies or behaviour escalates quickly to require a firmer approach, staff can:

- ❖ Send the pupil to a partner class with task and duration specified;
- ❖ Send the pupil to the Key Stage Leader with task and duration specified;
- ❖ At playtimes, staff on duty should speak to the Class Teacher or Key Stage Leader;
- ❖ Midday Supervisors are able to request support from a Senior Duty Teacher.

Parents should be informed if there is a persistent pattern of behaviour at Level 2.

LEVEL 3:

- ❖ Sent to Head Teacher / Deputy Head Teacher.

At Level 3, if not before, parents will be informed and involved.

Class Behaviour Management Displays

Each Class Teacher has an individual but comprehensive system on display in their classroom as a visual behaviour management tool, for example, a set of traffic lights may be used. If a child is moved from the green traffic light to amber because of a poor decision or action, the behaviour is discussed with the teacher. Once the child has shown an improvement in their choices or behaviour within the classroom, whether within that lesson or by the start of the next session, they will be moved back to green. The children understand that movement away from the green traffic light is temporary providing that they resolve issues quickly and effectively. It also reassures them that any poor decisions or behaviours do not need to result in negatively affecting the rest of the day's learning. All of the various classroom behaviour management systems work on the same principal (to bring consistency across the school and between classes) but are designed to be suitable for that particular age.

Playground Behaviour:

- ❖ Playground equipment is available at play times as we recognise that providing meaningful activity improves behaviour;
- ❖ Play fighting and 'rough games' are not allowed;
- ❖ Use of the climbing apparatus, Stage Area and Quiet Area encourage children to play in different ways;
- ❖ Yellow Behaviour Forms must be completed at the time of an incident and handed to the Headteacher;
- ❖ Children should line up and be collected promptly by staff for an orderly return to class.

Break and Lunch Times:

The playground is monitored by Teachers, Teaching Assistants and Midday Supervisors. Any pupil whose name appears repeatedly on Yellow Behaviour Forms, will be spoken to by a member of SLT and the unwanted behaviours followed up by Senior Teachers immediately. All members of staff are aware of the school's procedures and the related rewards and consequences. These are followed at break and lunch times as well as throughout the school day to ensure a consistent approach is maintained.

N.B: Any acts of serious physical violence are dealt with by a senior member of staff following the DfES guidance in 1998 (10/98) on the use of reasonable physical force.

Parents and Carers:

The school recognises that parents and carers have a vital role in fostering good behaviour and communication between home and school is very important. Children in KS1 and KS2 are provided with a Reading Record/Homework Diary which can also act as a Contact Book. Teachers also have regular contact with parents, and vice versa, at the start or end of the school day at drop off and pick up times. Arrangements for keeping parents informed of their child's behaviour have been built in to our procedures.

Home / School Agreements

In order to provide a safe, happy, effective learning environment, it is vital that all members of the school community work together to ensure acceptable standards of behaviour and teaching. The Home/School Agreement is therefore signed as the child begins at the school: the child and the parent /carer and remains active for the child's time in both KS1 and KS2.

Behaviour Log

All incidents that require a Yellow Behaviour Form to be issued are held in a file in the Headteacher's office. This can be used to follow progress through consequences, research the history of an individual child and pinpoint areas of concern.

Monitoring

The Headteacher, Deputy Headteacher and all staff will monitor behaviour throughout the year. The effects of this policy will be evaluated at the end of each year in consultation with all parties involved.

All children have a fresh start at the beginning of each new term.

APPENDIX

Statutory guidance for those with legal responsibilities in relation to exclusion

The school will follow the current DFE Guidelines in relation to exclusion (which are kept with a paper copy of the policy).