

# 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 Head Teacher, Deputy Head Teacher and Inclusion Lead, and in consultation with staff, governors, pupils and parents. It will be reviewed every 3 year or earlier if needed. Any amendments will require the approval of the Head Teacher.

Approval Body	Head Teacher
Approval Date	April 2019
Date for Review	April 2022 (3 years or earlier if required)
Signed - Head Teacher	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.

This policy should be read in conjunction with the SEND Policy, Inclusion Report and the Anti-bullying policy which can be found on our website: [www.headcorn.kent.sch.uk](http://www.headcorn.kent.sch.uk) .

## **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 Local Authority, Governors, parents and carers.

## **Statutory Duty of School**

The Head Teacher 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 "**Learning for life...**". This means that every one as part of the school community of us has a responsibility to demonstrate the Core Values so that we can learn and grow in a harmonious environment.

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**".

## 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 and Community Code 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 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 Physical, Social and Health Education (PSHE) Education, as well as assemblies, TEDs (Together Everyone Decides) 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.

All adults in school should model positive, respectful relationships and will take every opportunity to praise positive 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, recognising 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 Senior Leadership Team;
- ❖ A comment, phone call, email or note home to parents, commending their child;
- ❖ House points, class awards and merits awarded;
- ❖ Certificates presented in Celebration Assembly specifically Citizenship Certificates.

### **Rewards**

**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 with a final winning house announced at the end of the academic year.

House points can be used to award good behaviour (including behaviour for learning) in the following ways:

- o Demonstrating our values
- o Perseverance and determination
- o Good behaviour
- o Being kind, considerate and polite
- o Good attitudes to learning
- o Demonstrating good learning skills

## **Other Awards**

The following school awards are also presented at Celebration Assemblies:

### **EYFS/KS1 (Reception up to Year 2):**

Reception Class – weekly ‘Champion Cheetahs’ and ‘Legendary Leopards’ certificates

Year 1 – weekly ‘Terrific Tiger’ and ‘Legendary Lynx’ certificates

Year 2 – weekly ‘Perfect Puma’ awards

### **KS2 (Year 3 to Year 6):**

Individual **Merit Certificates** are awarded in Celebration Assembly as they are achieved. 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 and Community Code. Once a child has gained their first certificate, they start working towards the next certificate. They continue gaining Merits throughout Key Stage 2.

Rewards also include roles and responsibilities in school, particularly, but not exclusively, for Key Stage 2 pupils. These pupils are encouraged to learn that behaving well is the right thing to do and to rely less on rewards.

Teaching Assistants who provide lunchtime supervision can also identify pupils who behave well in the hall or on the playground at lunchtime by reporting these to the school office staff.

## **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, correct 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 Head Teacher and Deputy Head Teacher are responsible for monitoring any emerging patterns in behaviour and taking appropriate action.

Further information about other interventions and support can be found in the SEND Policy and Inclusion Report.

## **Parents, Carers and Other Agencies**

The school seeks to liaise with parents and carers 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, Specialist Teaching Service, School Liaison Officers, Educational Psychologists, Community Police Officers, Community Wardens, Parent Support Advisor and Medical Staff. Support from these agencies could include mediation, Positive Behaviour intervention, counselling, restorative justice and positive play techniques.

In some cases a Pastoral Support Programme (PSP) will be drawn up for individual pupils. This will be discussed with parents and carers and will set out clearly the behaviour expected and consequences should the desired behaviours not be demonstrated. This may also be used to record a multi-agency approach, particularly where there is a risk of exclusion.

Other cases may require a home-school contact book for regular communication between school and parents / carers. This is intended to strengthen communication between teachers and parents / carers to highlight positive and support behaviours and needs where necessary.

Further information about other interventions and support can be found in the SEND Policy and Inclusion Report.

## **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 or member of staff 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 Key Stage Leaders and / or Senior Leadership for monitoring or intervention where and when necessary.

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;
- ❖ Teaching Assistants on duty at lunchtimes 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 / Inclusion Lead.

At Level 3, if not before, parents and carers may 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.

## **Break and Lunch Times:**

The playground is monitored by Teachers and Teaching Assistants. Any pupil whose name appears repeatedly on Yellow Behaviour Forms, will be spoken to by a member of the Senior Leadership Team and the unwanted behaviours followed up by a Senior Teacher 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.

- ❖ 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 encourages children to play in different ways;
- ❖ Yellow Behaviour Forms must be completed at the time of an incident and handed to the Head Teacher / Deputy Head Teacher / Inclusion Lead;

- ❖ Children should line up and be collected promptly by staff for an orderly return to class.

*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 and Senior Staff can also have regular contact with parents, and vice versa, at the start and / 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 Head Teacher'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 Head Teacher, Deputy Head Teacher 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.

### **Exclusion**

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

Restorative approaches seek to teach children to take responsibility, act with respect and promote a calm, positive atmosphere in the school. It is hoped that the need for exclusions will be rare.

Parents will be notified of the reason for the exclusion. As part of the child being re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to repair the harm that has been caused and reintegrate the young person into the school community and to ensure that the offending behaviour is not repeated. A Pastoral Support Plan may be put in place. All those involved in the return to school meeting will receive a copy of the notes.