



Discovery Primary School

Behaviour

Policy

“POSITIVE BEHAVIOUR” STATEMENT

We work from the premise that only good work and behaviour is expected and acceptable from everyone.

We set out to reinforce and praise the positive and good. This is transferred into practice by making all statements prefixed by

DO's NOT DON'T's!!

Everyone - especially role model adults - should treat each other with courtesy and consideration and set a personal example to others.

INTRODUCTION

At Discovery School our aim is to maintain an environment and school culture in which children can learn to become self disciplined and autonomous. This we believe will enable them to develop into thinking, caring, considerate adults who are able to base their actions, behaviours and decisions upon the principles of "Good Citizenship".

Everyone fully acknowledges there is a need for rules and defined ways of behaving which are reinforced by systems of rewards and sanctions and that the values on which these are based are not shared by all parents or members of the wider community. The 'management' of large communities - such as schools - is challenging and sadly a minority of its members can adversely affect the majority and with such "a truly comprehensive intake of pupils" not all families will share the same values or appreciate the demands and requirements, especially those surrounding Health and Safety issues, within a school.

We believe that an over strict regime of imposed discipline in which children learn to conform in the context of school, does not enable children to develop self discipline which transfers into the wider community. We aim to encourage the pupils to transfer learned values of appropriate and inappropriate behaviours and actions into the wider community and as a basis for life.

This means every child must become involved with the decision making process and consequently our systems are based upon explanation and reasoning keeping the one Golden Rule in mind:-

"ALWAYS TREAT OTHERS HOW YOU WOULD WISH TO BE TREATED"

Although poor behaviour and attitudes will be recognised and dealt with, our main aim is to encourage and praise the children for what they do well, so that they perceive themselves as capable, likeable and worthwhile people.

We aim to encourage the children to develop positive attitudes and a respect for other people's feelings, needs and property. The children are expected to learn to take responsibility for their own behaviours.

DISCOVERY SCHOOL'S

GENERAL RULES AND PROCEDURES

Pupils should not be on the school premises before 8.20am
(Before this time parents remain responsible for their children NOT the school)

Pupils and parents should enter and leave by the designated routes.

Children with bikes or scooters must dismount and push bikes when walking through playground.

Pupils should go straight on to the playground and not wait near the gate or on the path.
(We cannot supervise every area around school and the children need to be far away from the traffic)

Pupils should not use the play equipment before or after school.

Pupils should always walk around the school in an orderly manner.

Dangerous behaviour is forbidden. (Kicking, fighting and wrestling etc.)
(Children can get seriously hurt even if done un-intentionally)

Verbal and/or physical and/or psychological and or/cyber bullying will not be tolerated.
(Every occurrence of bullying/homophobia/racism etc. will be treated seriously) The bullying policy will be followed in cases of bullying. This can lead to the individual being secluded. (See seclusion procedures for further details). Any incident involving a child using racist language intentionally to hurt or make reference to another child or group will be investigated by senior staff. This can lead the individual to be sent to seclusion. (See seclusion procedures).

A school environment is a place where swearing and other examples of bad language or incidents of bad behaviour e.g. spitting or rude hand gestures, can not be condoned.

Only small soft balls measuring are allowed on the playground and these only on the designated zones of the playground leaving the upper section free for quieter activities.

Permitted break time snacks which are encouraged are fruit or vegetables, supplied in KS 1 and toast purchased from school kitchen for KS 2 children.

Pupils may use the field when permission has been given by the Midday Co-ordinator or teachers on duty.

The school's dress code is expected to be followed and the wearing of the school uniform is encouraged. Pupils should wear appropriate clothing at all times.

Pupils should wear P.E. kit with appropriate footwear for certain activities e.g. games.

Money and/or valuables should not usually be brought to school unless for a specific purpose. These should always be given to a teacher as soon as possible and never be left in a classroom or cloakroom in coats, bags or trays.

Mobile phones and other electrical items are not permitted in school.

(We cannot be responsible for items brought into school that are not handed to an adult.

All reasonable care is taken but school is a community like any other and occasionally things do go 'missing')

Only watches (and jewellery with either a medical or Religious significance) may be worn in school.

(We strongly advise against any form of earring) If parents insist on them being worn against this strong advice they should be studs only and removed during swimming and other physical education activities.

Any parent allowing a child to walk home from school needs to inform the school in writing.

Children should not leave the school premises during the school day unless:-

- a) They go "home" to lunch.
- b) They are collected by a responsible adult 'known' to the school.
- c) They have written permission from parents. (Which has been verified if unsupervised)
- d) They have been given specific permission by the headteacher.

THE ADULT RESPONSIBLE FOR THE CHILD SHOULD SIGN THEM IN AND OUT OF SCHOOL FOLLOWING ANY OF THE ABOVE.

A CHILD WILL NEVER BE ALLOWED TO LEAVE SCHOOL UNAUTHORISED

We will do our best to ensure anyone collecting a pupil has the authority to do so.

(Sometimes even a parent does not have this right)

Pupils should not be in school at break and lunchtimes without supervision. If a child has a long term medical reason, they are allowed to stay in a corridor/first aid area.

BEHAVIOUR

All behaviour should be underpinned by the fish philosophy. When discussing a child's choices they should refer back to these. Likewise, praise should be given if a child is carrying out the fish philosophy.

The fish philosophy is as follows:

- Make some ones day. This can be kind actions or words, or doing something to make someone feel good.
- Be present- When in school make sure you always give your full attention.

- Choose the right attitude-it is expected that all children demonstrate the right attitude in all situations.
- Have fun- This is important to us and we want children to have fun in their learning and free time.

To reinforce these attitudes teachers will use:	Good to be Green chart (See below) Golden Time Verbal praise Stickers Table points Incentives Recognition during celebration assembly with the presentation of merits and certificates Lunchtime behaviour trophy Friday lunch with the Headteacher House points Pupil of the week with stickers Postcards from the Head teacher
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“Good to be Green” - Each class has a “good to be green” chart in their class room. Each child begins every session with a good to be green card. This entitles them to their golden time on a Friday.

If a child is demonstrating behaviour that is unacceptable they will be given a warning. If this behaviour continues then their name will be put on the board and they receive a yellow card. If their name then gets underlined a red card should be given. A red card is a final resort and should only be given if behaviour is threatening, consistent or seriously distracting.

At all points all staff should be presenting themselves as a role model to the children. Only behaving in a way, and using language that we would deem acceptable for us to use.

What do these cards mean?

KS1

Red Card = 5 minutes off golden time **(cannot be earned back)**

Yellow card = 2 minutes off golden time **(can be earned back)**

KS2

Red Card = 10 minutes off golden time **(cannot be earned back)** Next Lunch and break time will be missed

Yellow card = 2 minutes off golden time **(can be earned back)**

At the end of each session any cards will be placed at the back of child's 'pocket', or a record kept of the number of yellow and red cards given to be collected on a Friday afternoon.

If a child receives a red card in Foundation Stage or Key Stage 1 parents will often be informed at the end of or beginning of the school day. If a child is in Key Stage 2 the class teacher will decide whether to inform the parent as they may not be collecting at the end of the day. A parent can be informed by telephone if not available at the end of school. It may be the class teacher will not inform parents unless the child's behaviour continues to decline.

Behaviour leading to a Red Card

- Actions carried out with the intent to hurt somebody
- Extreme rudeness (foul or threatening language)
- Disruptive behaviour in the class which stops others learning

Behaviour leading to a Yellow Card

- Rudeness
- Rough play
- Distracting behaviour
- Ignoring adults
- Continual homework not handed in (teachers discretion)

Consequences

Missed break or lunch times should be spent sitting on the mat in the atrium with either a stop watch or sand timer. They will be supervised by a member of SLT. A log of children who are on the mat is kept by the SLT and actions will be taken if a child is repeatedly missing playtimes (parents will be informed of unacceptable behaviours). Missed golden time (if limited) should be spent in the classroom with a stop watch, whilst carrying out the consequence if the child talks the timer should be reset. If a child is continually missing golden time, or it has been a 'bad' week, the child should be sent M.P at a convenient time for all involved. This will be done at the teacher's discretion, if this continues it can then be escalated to a member of SLT.

Break and lunch times

The same 'red' and 'yellow' card system should be used at break times, alerting the class teacher to the incident with a note. If a midday supervisor reports an incident the consequence will be at the teacher's discretion following the same system of cards. When a child is sent to the mat by a midday supervisor, SLT will use their discretion whether to or not make the class teacher aware based on the severity of the incident.

Assemblies

When entering assembly children will be lead in by their class teacher (in alphabetical order) where they will remain standing until the whole class is in a straight and quiet line. When the teacher is happy that the children are calm and standing in the correct place they will tell the children to sit. The same should be done when leaving assembly. It should be reinforced before entering the hall that assembly is place for calm and reflection.

Moving around school

Before and after lessons adults should be stood in classroom doorways whenever possible so that they are visible to children. Adults should be reinforcing positive behaviour such as walking on the left of the corridors, doing so quietly and making ways for adults.

Breaches in discipline

Level	Student behaviour examples	Staff actions	Extra support
One	Distracts others Poor manners Not taking turns Talking inappropriately Lacks awareness of others Accidently breaks something (teacher discretion)	This behaviour warrants a warning, if behaviour is repeated within the same session a second warning or yellow card would be given	Any incidents of: Racism, Sexually inappropriate behaviour, Homophobia, Bullying need to be reported separately to the SLT team. They will deal with the child at this point. (See Bullying,exclusion and seclusion policies for further details)

Two	<p>Continuation of Level One behaviours. Rudeness Hurting others. Verbally or Physically(Straight to red card)</p> <p>Purposely damaging property</p> <p>Refusal to come in after play</p>	<p>At this point a child will receive a red card so will spend a given time on the mat at break and lunch time. (see above for the time that should be spent here). PARENTS WILL BE INFORMED. The child should only be removed from the class room if their behaviour is deemed to be having a detrimental effect on teaching and learning. Children should be sat in the corridor to complete given work to the same standard they would do in class. SLT should be made aware of this behaviour at the soonest convenient time (next break / lunch time)</p>	<p>Some children may have individual programmes – parents will be informed of these. The child maybe asked to stay in from playtime to complete work.</p>
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<p>Three</p>	<p>Continually breaches the rights of others. Isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help.</p> <p>Stealing</p>	<p>Often parents / carers are aware of their children's actions at this stage. A member of SLT or the Pupil Support team can be contacted to help deal with an incident. (During lesson time this should only happen if there is a risk of a child being injured and / or the child is refusing to co-operate causing a detrimental effect to teaching and learning environment)</p> <p>Internal seclusion may be a consequence if the child's action is serious. (SLT team to decide). Internal Seclusion paper work will be completed as necessary.</p>	<p>Parents called in to meet with Deputy Headteacher, class teacher can either be present or ensure that any recorded evidence is put forward for discussion. Currently no staff are trained in physical intervention but all may use 'reasonable force' to prevent injury to individuals. For example, if a child is going to injure others or hurt themselves any adult in school may step in to prevent this from happening. No adult should attempt to deal with this situation on their own. Help should be sort immediately. This must be recorded and SLT and parents informed.</p>
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Level Four	Level three behaviour deemed serious enough to warrant exclusion	Together with SLT a full and detailed discussion should be had, where it should be made clear exactly what has happened in the run up to the incident and the incident itself. During the incident, if required, a member of SLT or the pupil support staff can be contacted.	Exclusion guidelines will be followed.
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*If level one or two behaviour is demonstrated, it will be dealt with by the class teacher during the session. If advice / support or extra help is needed with the child at this point, it should be sought afterwards or during non –contact time.

Serious Incidents

Every incident must be dealt with according to the level of perceived seriousness. (Decisions regarding accidental/intentional damage/injury must be made and appropriate action taken. See also the Charges and Remissions Policy.) An incident maybe dealt with by removing the child from the classroom for a short period of time. With serious incidents parents will be informed. A child may be temporarily excluded or sent to seclusion. Exclusions or seclusion must comply with at least one of the following:

1. Danger to him/her self
2. Danger to other children or school property
3. Disrupting other children's education.

(See exclusions and seclusion policy)

Exceptions (These must be communicated to all staff)

Children who, whether stated or not, may display emotional and/or other challenging behaviours which need behaviour modification programmes that do not fit to our expected codes of behaviour and exception may be appropriate. These children will have a behaviour risk assessment completed for them by the SENCO in school. Parents and school are asked to agree on actions and then it is signed accordingly.

Some children's behaviour is beyond normal incentives and sanctions. They are often unhappy, angry or suffering from low self-esteem. Consequently they believe they do not have a chance of being good so they do not bother to try.

As a school we aspire to help these children to break out of their negative pattern of behaviour. Like adults, children will be unhappy and suffer bad moods and they must understand that this is normal and that they can talk about it.

It may be necessary to devise a 'special contract' tailor made for these children which includes achievable targets and consequent rewards.

We must identify the areas of behaviour that need improvement and target them. If the contracts which are drawn up with the child fail to work then we may need to include the parents, Headteacher, outside agencies and Governors as and when their inclusion is felt necessary. Should an incident necessitate the parents will be called into school that day and the child excluded there and then awaiting further action.

Home - School Books

As well as communication within school, these books will be used to comment on the pupil's work and behaviours - BOTH POSITIVE AND NEGATIVE - and the parent will do likewise.

REINFORCEMENT OF CODES

A number of methods of reinforcement are employed, below are some:-

Fish philosophy is displayed in each main corridor

Assemblies

Teachers often talk during P.S.H.E. sessions about topics of behaviour, bullying etc., and reinforce school agreed codes

Classroom agreed codes of behaviour

Regular 'slots' in staff meetings are given to the subject

Newsletters to parents often contain articles relating to this issue.

Policy ratified Autumn 2016

Policy reviewed Autumn 2018

