



# Anlaby Primary School

## Behaviour and Discipline Policy

(Incorporating Anti-Bullying Policy and Care and Control guidance)

At Anlaby we believe that children should be taught positive discipline in order to enable learning. High standards of behaviour are expected from all pupils. These standards are clearly communicated and understood by pupils, parents, carers, staff and voluntary helpers. Praise, rewards, setting good examples, behaviour management and positive reinforcement are the keys to the successful promotion of good behaviour. All adults will use these methods before the employment of sanctions. In this way there is a proactive rather than a reactive approach to school discipline.

### Aims

- To promote respect for ourselves and other people
- To create an environment that encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should:

- demonstrate respect for all;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;

- show appreciation of the efforts and contribution of all.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Positive classroom management has an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Where appropriate, criticism should be a private matter between teacher and child to avoid resentment.

Any irresponsible use of the computers will have sanctions as referenced in the Acceptable Use Policy.

## **Rules and Procedures**

All classrooms will have a behaviour display showing what is 'wow' behaviour, 'good' behaviour, 'wobbly' behaviour or 'unacceptable' behaviour. All children will know what these are and the behaviours will be discussed by the children. Children will always be given the opportunity to turn their behaviour around and will know the consequences of their behaviour.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules, sanctions and procedures should:

- be 'negotiated' with the class or set at the start of a year;
- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;

- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

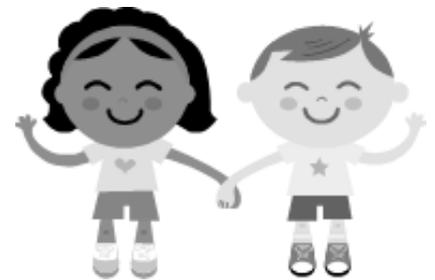
## Whole School Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. The following rewards are used to motivate the children;

**Team Point** tokens are handed to children in all the areas around school except the classrooms. Children are awarded 'Vikings' for reasons such as:

Good behaviour in the hall during assemblies.

- Smart and quiet lining up.
- Eating with good table manners.
- Moving around the school sensibly.
- Being polite and showing courtesy to others.
- Being helpful.
- Playing co-operatively.
- Good behaviour when out in the community.



## What happens with the Vikings?

1. Vikings are handed out to children by any member of staff in school. These are collected by the class teachers and recorded in their classrooms.
2. At the end of the week the Vikings are counted up and a record is kept.
3. The class with the most Vikings each week will be announced in assembly.
4. At the end of the half term the Vikings are added up.
5. The Class with the most Vikings that half term win a whole afternoon's Golden Time with the head or deputy.

**In Key Stage 1 Frog speckles** are given in the classroom only. Children are awarded a speckle which they record on a class chart. Speckles are awarded for good effort, quality of work and behaviour. The stickers contribute towards attaining a certificate and a coloured badge:

Yellow = 50 speckles

Orange = 100 speckles

Red = 150 speckles

Frog Badge = 200 speckles

When the children have received their frog badge they start all over again to see if they can earn another frog!

**In Key Stage 2 Smiley Faces** are given in the classroom only. Children are awarded a sticker which they record on a class chart. Smiles are awarded for good effort, quality of work and behaviour. The stickers contribute towards attaining a certificate in a colour of the rainbow:

Red = 100 smiles

Orange = 200 smiles

Yellow = 300 smiles

Green = 400 smiles

Blue (light blue for our purposes) = 500 smiles

Indigo (dark blue for our purposes) = 600 smiles

Violet (purple for our purposes) = 700 smiles

### **Pot of Gold**

If children take their violet certificate along to Mr May at 2:30 on any afternoon, she will award a rainbow badge and a slip detailing whichever pot of gold prize they have chosen. Children can choose from:

- A bar of chocolate to take home.
- 10 Vikings
- Non uniform on a day of their choice.

### **Good Work Assembly.**

Children may:

- Receive the rainbow certificates they have attained.
- Receive a 'special mention' certificate from Mr May.



- Receive two 'good work' and one 'good behaviour' certificate from the class teacher.
- Share / present the work which they completed if they have received a 'good work' certificate.
- Receive the 'Viking' mascot which will be displayed in the hall for the winning house team.
- Receive the attendance certificate and five bonus Vikings for the class with the best attendance and six Vikings for 100% attendance.
- Receive a lunchtime manners award from Mrs Raven.

### **In addition**

- Rainbow and Frog certificates will be presented to the children during Monday or Wednesday assemblies.
- Frog certificates will be awarded in FS at the end of the day in which they receive the award.
- Children may also be awarded prizes in their classrooms to support whole class behaviour targets. These additional rewards and treats are at the discretion of the individual class teachers and may vary depending on the nature of the behaviour to be rewarded and discussion with the children.

### **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent. The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher.

### **Physical Restraint**

- Physical restraint should only be used to prevent a child from harming him/herself or others, or from damaging property. It should be done in accordance to the Handling of Children Policy.
- Restraint should involve minimum reasonable force and should seek to avoid injury.
- Staff should not attempt to restrain a child if they are likely to put themselves at risk. A member of the Senior Leadership Team must be sent for in such cases.
- In all instances of physical restraint the headteacher must be informed immediately and notes made.

## **Recording**

- If incidents of a serious nature occur, it is necessary for members of staff involved, or witnessing the incident, to make a detailed report as soon as possible afterwards. Such reports should always be annotated with the time and date of such incident and should be signed by the staff concerned. These reports should be passed on to the headteacher. A Specific Incident Log sheet is available for this purpose.
- Following an incident involving physical intervention or restraint by a member of staff, a full factual report on the events before, during and after the incident must be entered on a Specific Incident Log sheet and passed on to the headteacher.
- When appropriate, reports from witnesses will be recorded and kept with Specific Incident Logs.

## **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the classteacher who has the initial responsibility for the child's welfare. Teachers should fill in behaviour files which is held by the phase leaders. After a child receives three entries in the class behaviour file the file should be sent to the Headteacher.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are

more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

### **Bullying is**

- doing something to someone that hurts, upsets or frightens them **which takes place over a sustained period.**
- saying something to someone that hurts, upsets or frightens them **which takes place over a sustained period.**
- saying something about someone which could hurt, upset or frighten them **which takes place over a sustained period.**
- deliberate
- repeated over time
- aimed at those who find it difficult to defend themselves
- name calling
- teasing
- intimidation
- extortion
- threatening gestures and actions
- assault
- deliberate ostracisation

### **Bullying is not**

- Isolated incidents
- Friends falling out
- Outbursts of temper

### **Anti-Bullying Policy and Procedures**

We believe

- It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.
- It is important to follow up all allegations of bullying and take them very seriously. In this way we can gain the confidence of children and parents so that bullying is always reported.
- With due regard to the degree of seriousness all acts of bullying will be followed up. The school's procedure for dealing with instances of bullying will be followed in all cases. In cases of severe bullying the full procedure

may not be followed, in order to make a quick response and quick action to be taken.

- Bullying should be discussed in classrooms and children should often be reminded that they must report all incidents immediately.
- Children will sign the Acceptable Use Policy and will be aware of expectations of e-safety both in and outside school. Any issues will be logged and dealt with as reference in the Acceptable Use Policy and E-safety Policy.

### **Active Prevention Strategies**

Much of the Discipline Policy supports the active prevention of bullying. The following points are also relevant:

- Prevention can be helped by highlighting the acts of bullying and their implications for the victim.
- Staff should foster the principle that 'telling' is important and supporting each other is vital.

Where children fall out or experience poor treatment at the hands of another child, staff are to deal with the issue in a restorative manner; expect honesty; an apology may be on both sides, forgiveness and no further recrimination.

<b>WALT</b>	<b>WILF</b>
Tell the truth	Reality
Say sorry	Regret
Let go of grudges	Release
Understand other people's feelings	Respect
Do it right next time	Repair

Sanctions may not be necessary for a first offence.

Repeat offences - send child to phase leaders and speak to parents.

Continued offences – speak to a member of the Senior Leadership Team.

NB: This does not apply to injuries – these should be dealt with immediately by SLT.

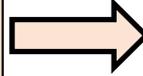


# Anlaby Primary Behaviour Expectations



## WOW!!

I have made someone in school proud of me.  
 I am consistently trying my best.  
 I am consistently being supportive.  
 I challenge myself.  
 I am always enthusiastic and positive.  
 I set a good example to others.  
 I always make the right choice.



I will be a positive role model.  
 I will be a trusted member of school.  
 I will feel really happy at school.  
 I will earn merits.  
 I will earn a 'wow' text.

**I will make my teachers, family, friends and myself proud!**



## GOOD

I make the right choices.  
 I try my best.  
 I tell the truth.  
 I am a good learner.  
 I have good manners.  
 I am a good friend.  
 I respect everyone and everything.  
 I follow instructions the first time.  
 I listen to others.



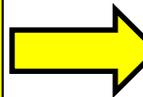
Everybody will see what a good job I am doing.  
 I will be a successful learner.  
 I will earn Vikings, speckles and smiles.

**I will be happy and enjoy coming to school. My team will be very proud!**



## WOBBLY BEHAVIOUR

I have disrupted my learning and that of other children in my class.  
 I am not working as hard as I can.  
 I am not thinking about other people's feelings.  
 I am not showing respect.



I will be asked to stop.  
 I will be given a reminder.  
 I will lose some play time or have time out.  
 I will have thinking time to improve my behaviour and get back to GOOD.  
 I will need to talk to an adult about how I feel.

**I will feel disappointed with myself.**



## UNACCEPTABLE

My behaviour is persistently disrupting my learning and that of others.  
 I am making the wrong choices, even when I have had the chance to make the right choices.  
 I am using violence of any kind; eg kicking, hitting, hurting others, OR threats to do so.  
 I am encouraging others to make the wrong choices.  
 I am using bad language.  
 I am not telling the truth.



I will have time out to think about my actions and how I can get back to GOOD.  
 I will have to accept the consequences of my actions and I may miss my full playtime.  
 I may miss out on things my class are enjoying.  
 My parents will be informed by my class teacher. My name will be put in the red book.  
 If my behaviour does not improve I will be sent to a senior member of staff who may who may need to talk to my parents.  
 In serious cases I may be excluded from my class.

**My behaviour will be explained to my parents and I will feel very disappointed.**