



# Discovery Primary Academy

## Behaviour Policy

## POSITIVE BEHAVIOUR FOR LEARNING STATEMENT

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

We set out to model, reinforce and praise the positive behaviour.

This is transferred into practice by making all statements prefixed by

**DOs NOT DON'T's!!**

Everyone - especially adults - should treat each other with courtesy and consideration and set a personal example to the children and each other.

## INTRODUCTION

At Discovery Primary Academy, our aim is to maintain an environment and school culture in which our children feel valued and are nurtured to become self-disciplined and autonomous. We believe this will enable them to develop as thoughtful, 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. Our systems are based upon explanation and reasoning keeping one Golden Rule in mind:-

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

We believe that if our children are supported to reflect on their behaviour, to think about the consequences of their actions and to understand the reasons praise, rewards and sanctions are given, they will build their own positive values, recognise appropriate behaviour and make positive choices as members of our school community and the wider community.

It is important that there are consequences for negative behaviour and attitudes but our main strategy is to encourage and praise the children for what they do well, so that they perceive themselves as capable and valuable as both individuals and as members of our school. 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.

It should be understood that children need to learn how to behave in a positive way. It should be acknowledged that just as some children find it more challenging to learn to read and write, some children will find it more challenging to learn to behave in a positive way. Children should always be given unconditional positive regard. When sanctions are given, children should understand that it is their behaviour is disliked and not them. We need to support our children in understanding that their behaviour is not innate. They are in control of their behaviour and they can change and improve it.

## DISCOVERY SCHOOL'S

### GENERAL RULES AND PROCEDURES

Pupils should be on the school premises at 8.20am. Gates are opened at 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 need to dismount and push bikes when walking through the playground.

Pupils must 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 walk about school on the left, one behind the other.

Any form of fighting and wrestling is not allowed.  
Children can get seriously hurt even if done un-intentionally.

Verbal and/or physical and/or psychological and or/cyber bullying is not acceptable. Every occurrence of bullying/homophobia/racism will be treated seriously. The anti-bullying policy will be followed in cases of bullying. This can lead to the individual being secluded. 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.

Swearing and other examples of bad language or incidents of negative behaviour, such as spitting or rude hand gestures, are not acceptable in school.

The school's dress code is expected to be followed. Wearing school uniform is expected.

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 lockers.

Electrical items are not permitted in school. Mobile phones are not permitted in school unless upper key stage 2 children have been given permission, by their parents or carers, to carry one if they walk on their own to and from school. In these instances, they should be handed in at the school office to be kept in the safe during the school day.

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

Only watches and jewellery with either a medical or religious significance may be worn in school. **We strongly advise against wearing any form of earring. If parents insist on them being worn against this strong advice, they must be studs and they must be removed or tapped over 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 by school staff
- d) They have been given specific permission by the head teacher

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

A CHILD MUST 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 the atrium or in another area supervised by a member of staff.

### **Behaviour**

<p>To reinforce these positive attitudes teachers will use:</p>	<p>Good to be Green chart (see below)          Golden Time          Discovery bank notes to be banked in the school bank          Verbal praise          Stickers          Table points incentives          Recognition during celebration assembly with the presentation of certificates          Friday lunch with the Head teacher          House points          Pupil of the week with stickers          Postcards from the Head teacher</p>
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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 will 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, persistent or very distracting.

At all points, all staff should present 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

**This cannot be earned back.**

Yellow card = 2 minutes off golden time

**This can be earned back.**

#### **KS2**

Red Card = 10 minutes off golden time

**This cannot be earned back.**

In addition, the next lunchtime and break time will be missed.

Yellow card = 2 minutes off golden time

**This can be earned back.**

**If a child receives a red card, their parents or carers should be informed either 'face to face' end of the school day or by telephone.** Either the child's class teacher or the teacher who gave the card should speak to parents / carers. Any teachers who would like support with this should talk to a member of SLT.

### **Behaviour leading to a Red Card**

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

### **Behaviour leading to a Yellow Card**

- Rudeness
- Rough play
- Distracting behaviour
- Ignoring adults

### **Consequences**

Missed break or lunch times should be spent sitting on the mat in the atrium. They will be supervised by phase Leaders or 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 receiving red cards. Behaviour leading to a child receiving a red card will be recorded on CPOMs. All children who get a RED CARD should arrive at the MAT with the slip that explains the reason for the red card. The member of the SLT can then record the reasons and talk to the child about it.

Missed Golden Time (if limited) should be spent in the classroom with a stop watch or sand timer. 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 a member of SLT at an arranged time.

### **Break and lunchtimes**

If a midday supervisor reports an incident to a class teacher, the consequence will be at the teacher's discretion following the card system. When a child is sent to the mat by a midday supervisor, Phase Leaders / SLT will use their discretion whether to or not make the class teacher aware based on the severity of the incident.

### **Strategies that can be used to tackle low level behaviour before cards are given out**

Each child is different and each class has a different dynamic. Teachers and TAs should use their knowledge of their class and the individual children in their care to choose the most appropriate and effective strategies to meet their children's needs. Below are some strategies to be considered.

- **Use assumptive language**

Praising pupils for making positive behaviour choices before or as they begin a task. Verbalising the assumption that the children will make a positive choice so they make the same assumption. i.e. thank you for walking down the corridor or well done for lining up quietly and sensibly.

- **Phrasing instructions positively**

Telling the children what you would like them to do rather than what not to do i.e. work quietly on your tables rather than don't talk.

- **Ignore low level disruptive behaviour**

Ignore pupils making poor behaviour choices and praise and give positive attention to children making good choices i.e. if some children are talking, praise the children actively listening.

- **Introduce an element of competition**

Challenge children to meet behaviour expectations i.e. which table will be the ready with their white boards and pens first? Who is showing me their best listening?

- **Use public praise but give private warnings**

If a child is making a good behaviour choice, praise them in front of their peers. If a child needs to be given a warning about their behaviour, do this quietly at their side.

- **Move around the room**

If a child is not making a positive behaviour choice, move to stand by their side and continue teaching rather than teaching from the front of the classroom all the time.

- **Use visual prompts**

Use pictorial prompt cards to give non-verbal cues about behaviour expectations rather so that reminders do not need to disrupt the flow of teaching.

- **Reward children making positive choices**

Choose children making positive behaviour choices to share their ideas, do jobs with in the classroom, line up first etc. Make it verbally explicit why they are being chosen i.e. I am choosing Dan to give out the pens because he was listening so well.

- **Change the volume of your voice**

It can be tempting to raise your voice if children are not listening. Drop your voice in volume and depth so that children have to be quiet to hear you.

- **Give the children a movement break**

If children are finding it difficult to listen or they are fidgeting, give them a movement break. There are some useful activities on the Go Noodle website.

- **Change where a child is sat**

Move a child who is not making positive choices so that they are sat next to a positive role model or so that they are sat closer to you.

- **Choose children to spot positive behaviour in others**

If a child is not making a positive behaviour choice, ask them to spot children that are behaving in a positive way. Explain that you will be asking who they have spotted in five minutes.

### **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, opening doors and making ways for adults.

### **Working in the Classroom**

To support our children when working with different members of staff, we will all adopt the SFA strategies and Co-operative Learning Signals. The children will know how they are expected to respond no matter who gives the signal.

### **Co-operative Learning Signals**

- Zero noise – one hand up
- Active listening – hand to ear
- Thumbs up – to show task completed or they are ready to answer a question
- 1, 2, 3 move. One stand up, two stand being chairs, three move.

The children should use ‘thumbs up’ to indicate that they have finished their work or that they would like to answer a question. Children will be chosen to answer questions and share their ideas using lolly sticks with the children’s names on chosen from a pot or ‘random reporter’ in which each member of a team is assigned a number and is chosen if their team name and number is selected. Teachers may also wish to choose children to answer questions based on Assessment for Learning opportunities. Children will usually only put their hand up if they need help.

### **Negative Behaviour**

<b>Level</b>	<b>Student behaviour examples</b>	<b>Staff actions</b>	<b>Extra support</b>
<b>One</b>	Distracts others Poor manners Not taking turns Talking at inappropriate times Lacks awareness of others Accidently breaks something through careless behaviour / not using the equipment properly - teacher discretion Not completing work due to lack of effort	This behaviour warrants a warning, if behaviour is repeated within the same session a second warning or yellow card should be given.	Any incidents of Racism, Sexually inappropriate behaviour, Homophobia or Bullying need to be reported separately to the SLT team. They will deal with the child at this point. Please see Bullying, exclusion and seclusion policies for further details.
<b>Two</b>	Continuation of Level One behaviours. Rudeness	At this point a child will receive a red card so will spend a	Some children may have individualised programmes or

	<p>Hurting others verbally or physically - straight to red card</p> <p>Purposely damaging property</p> <p>Repeated refusal to follow instructions</p>	<p>given time on the mat at break and lunch time. See above for the time that should be spent here. PARENTS MUST BE INFORMED. The child should only be removed from the classroom 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 as soon as possible i.e. next break / lunch time.</p>	<p>strategies – parents will be informed of these.</p> <p>The child may be asked to stay in from playtime to complete work.</p>
Three	<p>Continually breaches the rights of others</p> <p>Isolated serious breaking of rules</p> <p>Deterioration in behaviour, ignoring any attempts to help</p> <p>Stealing</p>	<p>Parents / carers should be aware of their children's ongoing behaviour 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</p>	<p>Parents called in to meet with a member of SLT. The 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</p>

		<p>learning environment.</p> <p>Internal seclusion may be a consequence if the child's action is serious. The SLT team will decide. Internal Seclusion paper work will be completed as necessary.</p>	<p>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>
Level Four	Escalation of behaviour deemed serious enough to warrant exclusion	<p>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.</p> <p>During the incident, if required, a member of SLT or the pupil support staff can be contacted.</p>	Exclusion guidelines will be followed.

\*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 may be 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/herself
2. Danger to other children or school property
3. Disrupting other children's education

See the exclusions and seclusion policy.

### **Exceptions - These must be communicated to all staff**

A small number of children may display emotional and/or other challenging behaviours which requires a behaviour modification programme that sits outside the guidelines detailed above. These children may or may not have an EHCP. These children will have a Behaviour Risk Assessment completed 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 have significantly low self-esteem. Consequently, they don't believe that they can behave in a positive way so they do not 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 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, Head teacher, outside agencies and Governors when their inclusion is felt necessary. Should an incident necessitate it, the parents or carers will be called into school that day and the child will be 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. They are a valuable link with parents and carers and their comments within the books should be valued.

### **Reinforcement of Positive Behaviour**

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

Assemblies

P.S.H.E. sessions

Agreed codes of behaviour in the classroom

Regular 'slots' in staff meetings enable teachers to share behaviour strategies

Newsletters to parents often contain articles relating to behaviour

Bank notes for Discovery Bank given to individuals demonstrating the school's values

Policy ratified Autumn 2016

Policy reviewed Autumn 2018

