

INTAKE PRIMARY SCHOOL



Discipline & Behaviour Policy

Written: November 2014

Last Reviewed: November 2018

Review Date: November 2020

Reviewed by SLT

INTAKE SCHOOL

School Rules

1. We will always try our best.
 - Complete tasks in the time given.
 - Taking pride in all learning.
 - Do not distract others.

2. We will always treat everyone with respect.
 - Always say please and thank you.
 - Be a good listener.
 - Treat adults with respect whilst moving around school.
 - Do not bully others.
 - Do not interrupt.

3. We will always be polite and use good manners.
 - Do as you are told by any adult in school.

4. We will always look after our school and the things in it.
 - Do not damage the school's or other people's property.

5. We will always tell the truth.
 - Do not lie.
 - Own up.

6. We will always walk around school in a sensible and safe way.
 - Keep to the left.
 - Do not run inside school and going to and from the playground.

7. We will always arrive on time and be ready to learn.
 - Do not be late.
 - Be ready in the line for when the bell goes.

8. We will always wear the correct school uniform.
 - Follow the uniform code.

9. We will follow these rules on the way to and on the way home from school.

This will be the basis for a home/school agreement to be signed by all children and parents.

INTRODUCTION

The staff and Governors of Intake Primary School believe that all children have a right to come happily to school secure in the knowledge that they will be treated with respect and consideration by both adults and other children.

We will work hard to create an atmosphere which makes clear certain values. These values include respect for people and property; honesty and consideration for others; trust, fairness and politeness.

We believe children learn most successfully when they are happy, actively involved and interested in what they are doing. This takes place within a stimulating and attractive environment where children are valued as individuals.

We will seek to attain the highest standards in all things so that each child can fulfil their potential and become self-disciplined and self-reliant.

The Early Learning Goals and National Curriculum, will be taught to children as part of a broad and balanced curriculum which values the intellectual, physical, aesthetic, religious, social and emotional developmental needs of our children.

We will seek to ensure that there is a good partnership between school, parents and children in order to gain the maximum benefit for all children.

At our school we aim for all children to develop to their full potential.....

Not only in academic skills and physical development but with a sense of discipline and self respect, together with respect for others, enabling them to become responsible citizens for the future.

They should develop an awareness of spiritual, moral, social and cultural standards in a supportive and caring School, working within the local community and relating to the wider world in which we live.

To help us to achieve these aims it is important that:-

- We prevent and challenge bullying at all levels.
- All members of our school community will be kind, considerate and respect other people in our school community and the environment in which we work.
- We place a clear emphasis on the encouragement of good behaviour and self-discipline.
- We encourage corporate pride in our school
- All members of the school community deal firmly, fairly and consistently with behaviour deemed to be unacceptable.
- All staff be consistent and fair in their praising of good behaviour.
- We involve parents in celebrating children's achievements and success as well as seeking their support when dealing with any potential difficulties.
- We ensure that clear expectations for the reasons for our rules are given to the children, parents and staff.

Achieving Success

Success in achieving these aims will occur more easily if a school approach is adopted so that there is an agreed consistency in promoting the school's rules describing the behaviour that is considered acceptable. These rules stress the positive behaviour we are trying to promote rather

than emphasising unacceptable behaviour. It is important that our ethos fosters a general sense of trust and support, allows equal opportunities for all, and values others, taking into account the views of parents, children and staff.

If our approach is successful, then the large majority of children at Intake School will be well adjusted and the quality of relationships within school will be high. Our approach will contribute to effective learning in the classroom, to the quality of life in the school and will enable the school to function as an orderly community.

There will always be instances where we will need to meet the needs of children who display difficult behaviour. Meeting those needs will require a blend of school ethos, appropriate curriculum, sound organisation, a whole staff approach and teaching styles that reflect positive values. Caring aims are not in themselves sufficient to deal with unacceptable behaviour. They need to be interpreted consistently by staff in a practical way. We need to have an understanding of the school's structures and procedures to ensure the system of dealing with behavioural difficulties is effective.

Crucial Role of Parents

Many people are involved in wanting to see children behave well but it is the home school partnership which is crucial to our work with children.

It has been shown that parents of children who display difficult behaviour have described a school's effectiveness by;

- the school's ability to communicate calmly and objectively with them
- two way trust between school and home
- early home-school contact before a crisis occurs
- flexibility and promptness in school's responses
- evidence of children being happy at school
- evidence of growth in confidence of their children
- being clear about what the school expects in terms of behaviour.

The relationship between teacher, child and parent is vital in promoting a consistent and unified approach to encourage self-discipline in our children.

Creating a positive environment

In all classrooms we aim for praise to outweigh consequences. We need to concentrate on **positive aspects of behaviour**.

'When children behave inappropriately give them what they don't want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when children behave appropriately'

Setting the scene for positive behaviour is key.

Positive role model – be at the door, smile, be enthusiastic about working with the children and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere.

Giving Achievements and Praise - apply achievements and praise with care – be sure you have explained why a child has received the achievement or praise as some children may feel that individuals are given acknowledgements unjustly.

Start each day with a clean slate!

Be consistent - use this and only this approach with **all** children as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Explain clearly what they want children to do as opposed to what they do not want them to do. Make it clear that at this moment in time the priority is to maintain the pace of the lesson for the benefit of all children but that time will be made at an appropriate time to discuss the incident. The overall aim is to build strong, positive relationships with all children by getting to know them individually.

The Consequences system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the consequences system is not used because pace, challenge and positive reinforcement should sustain the children and enthuse them.

Key questions to ask yourself

Have I planned my lesson appropriately and shared my learning intentions with the children?

Am I praising and rewarding those who behave?

Is the work challenging and exciting enough to engage the children in learning?

Are the resources appropriate and readily available so that pace is maintained?

Have I greeted them at the door and made my high expectations clear at the beginning?

Is my seating plan right and have I made my 'reasonable requests' clear?

Our Rewards System

Each Adult in school can award house points and lucky tokens to each child.

House points/lucky tokens may be given for particularly good or consistent behaviour that will include:

- being helpful
- being kind
- being tolerant
- moving around the school in a quiet manner
- opening doors for others
- being sensible
- good work, effort and achievement
- looking after and treating with respect the school's equipment
- caring for the school's environment.

Children in KS1 and KS2 are in House Teams where they collect tokens (KS1) and house points (KS2). Each week a special assembly is held to celebrate achievements, in KS1 tokens are counted and placed in a tube and in KS2 house points are totalled and house boats moved.

In KS2 when a house boat reaches the end of the river the winning house receives a reward e.g. video time, a trip, visitors in school or a craft activity. In KS1 the winning colour at the end of each term receives a similar reward.

In addition each week Monday's assembly focuses on one of the 'Intake Learner' qualities, reminding children about good learning behaviour. Teachers or through a class vote, nominate a child who has displayed this good learning behaviour over the course of the week and they receive a certificate in Wednesday's 'Intake Super Learner Assembly'.

Consequences of Misbehaviour

The cloud system is to be used by all teachers and TAs in all classrooms. Lunchtime supervisors, other adults and prefects can also report to the class teachers. Every child starts each day on the white cloud, they can move up to the sun or move down to the grey or rain cloud, some classrooms have added a rainbow or a pot of gold as a further incentive to demonstrate good behaviour. This can be used to positively reinforce good behaviour whilst acting as a reminder to children about acceptable behaviour in school.

If children's behaviour continues to be unacceptable, even after reminders, and they are moved onto the rain cloud then they will attend the pupil consequence room the following morning break time. During this time children will be encouraged to reflect on their behaviour and encouraged to think about why they acted this way, what they could do in future and strategies they could use to improve their reactions to situations. The consequence given will be directly linked to the behaviour displayed so that it has relevance and children can learn from this e.g. a letter of apology, complete work set. The child's teacher will send the 'school rule' letter home indicating that the child's behaviour has not been acceptable. Children should return the signed slip by the following day to show that parent's have seen this, if it is not returned the class teacher needs to contact the parents by asking to see them after school, by phone or text.

If a child is sent to the consequence room three times during the term, a member of the senior leadership team will have a discussion about behaviour with that child and discuss consequences using the TEAM teach structure (Listen – to the child's point of view without interrupting, Link – the child's feelings to the behaviour displayed, Learn – what can the child learn from this experience? and what will they do differently next time?). Parents will also be contacted by letter, the letter will state the reasons why the child has attended the consequence room on all three occasions. Parents will also be invited to make an appointment with a member of the SLT to discuss possible reasons for this behaviour and how we could work together to help the child cope with situations they find difficult.

If a child is sent to the consequence room six times during the term, parents will receive another letter informing them of the ongoing issues and that their child will now be put on daily report. The child will have to take their report to a member of the SLT at the end of each day. Once again parents will be invited to make an appointment with a member of the SLT to discuss steps forward.

If an improvement is not seen in behaviour over the following two weeks a formal meeting will be called between parents and a member of the SLT to discuss future action, where alongside parents and the class teacher, an individual behaviour plan will be developed.

If an improvement is not seen over the next two weeks then parents will be invited to attend another meeting with a member of the Senior Leadership Team and the class teacher to amend the behaviour plan and possibly seek advice and support from other lead professionals.

If a child is late or wearing the incorrect school uniform, the behaviour procedure flowchart (attached at the end of the policy) will be followed. This includes staff talking to a child about the rule that has been broken, asking them to change the behaviour by the following day then following this up with a letter to be sent home to notify parents and they will be required to sign and return the slip. If a child continues to break the rule then parents will be invited to attend a meeting by a member of the Senior Leadership Team.

There may be some children with Special Educational Needs who require an Individual Behaviour Plan to additionally support the systems in place.

For children who are vulnerable and struggle socially then additional support is provided in unstructured times e.g. positive play groups with the learning mentor, a range of lunchtimes clubs and activities.

Consequences/Behaviour	Behaviour Management Dialogue/ Strategies
<p>Warning –</p> <p>Rule Reminder</p> <p>A warning can be given to an individual and also a group/ class.</p>	<p><i>“Michael could you please listen (name) has something interesting to say and we all want to hear. If you continue to talk when other people are talking we may have to look at the clouds.”</i></p> <p>State what is happening and give rule reminders.</p> <p>Make proactive changes to de-escalate behaviour e.g. move the child to a different place.</p> <p>Try and identify behaviour that is pro-active/positive.</p>
<p>Grey cloud- the child needs to move their picture to the grey cloud.</p>	<p><i>“Michael you have continued to talk when someone else is talking, this is rude and you would not like it if someone did this to you so we need to move you onto the grey cloud as a reminder of how we should behave in the classroom”.</i></p> <p>Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well. Stress that the child can move back up to the white cloud for positive behaviour and how this can be done, be clear about what you would like the child to do.</p>
<p>Rain cloud – the child needs to move their picture to the rain cloud</p>	<p><i>“Michael you have again continued to talk and be rude you are now on the rain cloud and you will be in the consequence room at morning playtime”</i></p> <p><i>“Michael you are on the verge of leaving the lesson because you a not behaving reasonably.”</i></p> <p>When you have given the verbal comment try speaking privately to the child <i>using the TEAM Teach method ‘Listen, Link, Learn’.</i> Think about your use of body language e.g. don’t move into the child’s personal space, stand side on, and also the intonation of your voice e.g. calm and quiet but firm.</p>
<p>Sent to another class- if the child is still being disruptive</p>	<p><i>“Michael you have to leave the lesson because you are disrupting the rest of the class.”</i></p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking. <i>The person the child is sent to needs to remain calm to de-escalate the situation so the child calms down and the negative behaviour does not continue. When the child is calm a member of staff needs to talk to the child about their</i></p>

	<i>behaviour explaining it was not acceptable and what could be done to change this in the future.</i>
<p>Red card – send a child to the office to request a senior member of staff remove a child.</p> <p>Immediate removal for Health & Safety</p>	<p>At this point the child must leave the room with a senior member of staff. <i>The senior member of staff will talk to the child about their behaviour possibly using the TEAM Teach approach.</i></p> <p>When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate.</p>
Sunshine	If children display positive behaviour then this will allow them to move up onto the sunshine (rainbow or pot of gold) and a reward will be given e.g. lucky token. All children are encouraged to use positive behaviour using the cloud system.

When might exclusion be used?

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

Fixed Term Exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the misbehaviour when deciding upon the length of a fixed term exclusion.

The following are examples;

- Repeated failure to comply with a reasonable request from a member of staff
- Repeated failure to comply with the school uniform policy despite a request from school for support from parents because a child who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Verbal abuse of staff, other adults or children.
- Repeated use of bad language in school, in the school grounds, on the way to or home from school.
- Failure to comply with the consequences of bad behaviour.
- Wilful damage to property.
- Repeated bullying.
- Violence towards another child or towards an adult.
- Repeated fighting.
- Theft.
- Persistent defiance or disruption in the classroom.
- Other serious breaches of school rules.

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Procedure for Behaviour

Talk to children about the issue (behaviour, uniform etc)
Use the behaviour policy

Give children an opportunity to change this e.g. by the following day

If this is not amended in the set amount of time send a letter home

If the letter is not returned to acknowledge it has been received then the class teacher to see parents (ring or before/after school)

If the matter is still not resolved see LR or TH



INTAKE SCHOOL



City Community
Learning Trust

Mansfield Road
Intake
Sheffield
S12 2AR
Telephone 0114 2399824
Fax 0114 2395019

Email: enquiries@intake.sheffield.sch.uk

Dear Parent/Carer,

I am writing to inform you that your child has broken one of our school rules.

Behaviour	
Lateness	
Wearing earrings	
School uniform:	
• Shoes	
• Trousers	
• Shirt	
• Jumper	
PE kit	
Other:	

We would appreciate it if you could ensure that you talk to your child about this and to ensure that this is rectified by tomorrow. If there are any problems please do not hesitate to contact us as we will always do what we can to help. Thank you for your continued support.

Mrs L. Reid
(Headteacher)

Please sign to acknowledge receipt of this letter.

Name of child: _____

Class: _____

Signature of parent/carer : _____



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Dear _____,

Following a recent review of behaviour within the school, it has been noted that _____ has been in the consequence room on three separate occasions this term. Please see reasons below;

Date	Reason

We have encouraged _____ to think about his/her behaviour and consider what he/she could do to improve and change this. Perhaps you could find the opportunity to talk to _____ about this matter to help prevent him/her having to go into the consequence room again.

If you would like to discuss this matter further or if there is anything we can do to help please contact the school to make an appointment.

Thank you for your time and support.

Yours sincerely,

Miss T Hewitt
Deputy Head



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Dear _____,

Following a recent review of behaviour within the school, it has been noted that _____ has been in the consequence room on an additional three occasions since the last letter I sent you. Please see reasons below;

Date	Reason

It seems that _____ has not attempted to improve his/her behaviour despite constant reminders and support. As a result _____ will be put on daily report and will have to take this to a member of the Senior Leadership Team at the end of each day. We expect to see an improvement of his/her behaviour over the next two weeks and if not then we will need to hold a formal meeting with yourselves to discuss next steps.

If, in the meantime, you would like to discuss this matter further or if there is anything we can do to help please contact the school to make an appointment.

Thank you for your time and support.

Yours sincerely,

Miss T Hewitt
Deputy Head



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Home- School Behaviour Policy Agreement

I _____ am the parent/carer of
_____ and have read through the Intake School
Behaviour Policy.

I agree that I will support the school's policies and guidelines for
behaviour.

Signatures: _____ (Parent/carer)

_____ (Child)