

FLOWERY FIELD PRIMARY SCHOOL Behaviour and Discipline Policy

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

Aims:

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Purpose:

- To maintain levels of good behaviour
- To provide a consistent approach in rewarding good behaviour
- To provide a consistent approach in responding to unacceptable behaviour
- To ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Assertive Mentoring

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/borderline, Red-unacceptable/impaired. Targets and support are agreed where necessary.

Rules

School rules are kept to an essential minimum and are included in our behaviour handbook. There are visual reminders displayed in all classrooms. These are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Inappropriate behaviour is not condoned and is dealt in accordance with our discipline procedures. It is essential that parents and teachers work together to address any areas of concern.

We have specific rules being enforced on the grounds of health, welfare and safety

Food and drink

Toast is usually available at 10p per slice eat at morning play. Infant children may also obtain fruit at break through the National Fruit Scheme. Other than packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks. We allow children to distribute treats on their birthday, but this should be done under the supervision of the teacher.

Children have regular access to water throughout the day.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be given to the teacher and locked in the teacher's cupboard for the duration of the lesson.

PE Kit

Appropriate clothing must be worn for all PE activities.

Forest School

It is parent's responsibility to ensure that children have suitable footwear and waterproof clothing to ensure the safety of their children during Forest School activities.

School Clothing

The school has a separate school uniform policy. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in bags or coats. The older children, who may journey to and from school without parents may have phones and we recognise the safety advantages of this practice. However, they are not allowed to be used within school and should be handed in to the teacher for safe-keeping during the school day.

Mobile Phones

The older children, who sometimes journey to and from school without parents may have phones and we recognise the safety advantages of this practice. However, they are not allowed to be used within school and should be handed in to the teacher for safe-keeping during the school day.

Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, a member of the SLT should be sent for.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The head teacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff-member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly. Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards). Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Froggy'.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses.

Movement around School - Suggested Procedures for Large Groups

- Ensure attention
- Give out any instructions and set expectations.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them.
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages - one (KS2) or two (FS, KS1).
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they are confident about where they are going).

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by 8:40am ready to ring the bell promptly at 8.50am, when junior children are asked to line up. Children are escorted to and from the playground by their class teacher to ensure safety on the stair cases.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. Any concerns should be documented on CPOMS and phase leaders alerted.

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, teachers should supervise their own children in the corridor and when they are putting on coats etc. Children are not allowed to remain in the building unsupervised.

When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. It is important that the staff cover separate areas of the yard to ensure appropriate supervision. On the higher yard, when children are using the climbing frame, a member of staff should closely supervise. **It is not appropriate for staff members to be stood together chatting.**

At the bell they walk to designated class lines, joining at the back of the line. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'Froggy token'

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty and they should ensure that they are positioned to supervise properly.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.



Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular efforts or achievements. Please be aware that praising a child's learning behaviours is far more powerful than congratulating them for a piece of completed work. "That's good" is a poor second to "you've worked well on this / you've persevered / you've collaborated well".

General

- Children receive written and verbal feedback in accordance with the school's marking policy.
- Assertive Mentoring Reports comment favourably on good work, behaviour, involvement in and general attitude to school life. These are distributed half termly to parents.
- Children's achievements are celebrated regularly both within the classroom and phase assemblies.
- Outstanding effort is rewarded with a HOP, enabling the child to receive praise from a senior member of staff and small prize.
- Specific privileges can be awarded to individuals/groups of children for
- Greater responsibility in school should be fostered through the School Council, Monitors and Play Leaders.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole School Reward System: FROGGYS

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'FROGGYS'. These may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the FROGGY the member of staff should reinforce the good behaviour e.g. 'You can have a Froggy for waiting so patiently'.

Once awarded a FROGGY can never be deducted

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

A 'FROGGY' can be awarded by any staff member to any child at any time. All staff should carry 'FROGGY' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

The reward system is graded as follows:-

100 FROGGYS	Team Leader commendation: Bronze Award (presented by Team Leader)
200 FROGGYS	Headteacher commendation: Silver award (presented by Head teacher)
300 FROGGYS	School commendation: Froggy award (in front of whole school with a visit by Froggy and parents invited)

Younger children receive an award on completion of their chart and receive commendation in half termly Celebration Assemblies.

The weekly totals of FROGGY AWARDS are also collated by house, leading to the winning team being applauded and given free toast.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied sanctions which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to



- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable.

Sanctions procedure (Classroom)

If unacceptable behaviour occurs: Use normal strategies 3 3 3 system. e.g. Polite requests, warnings (no more than three), repositioning, separating etc. Teaching staff must ensure that children have taken up time between warnings to encourage them to rectify their behaviour.

Step 1 (Classroom teacher)

Give a final warning: Use the agreed phrase, 'This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Step 2 (If a child has been removed from class on 3 occasions in a half term go straight to step 3.) Buddy Class

Child sent to designated buddy class to reflect, calm down etc. 5-10 minutes sitting alone and completing a set task, without causing disturbance. Teacher records incident on CPOMS. Parents informed Removal 1-2-3 (Letter from teacher)

Step 3 (Learning mentor) Isolation

Child escorted to designated colleague. 1 hour working alone without causing disturbance. Incident recorded on CPOMS. Parents informed by letter that behaviour is a cause for concern. Letter from phase lead. If behaviour improves return to class, if not move to Step 4

Step 4 (Phase Leader) Internal Exclusion

Child escorted to Phase Leader, Remainder of day working alone without causing disturbance in 1-1 room with learning mentor. Incident recorded in CPOMS. Parents informed by letter that behaviour is a cause for concern. Letter from Head Teacher If behaviour improves return to class. If not or if child refuses, move to Step 5

Step 5 (Head /SENCO) Pastoral Support Programme

PSP Meeting with parents/child. Clear/realistic targets for behaviour agreed (maximum of three). Clear rewards/consequences identified for success/failure (including possible exclusion). Daily feedback to child (x 5), weekly feedback to parents. Involvement of all necessary agencies,

Step 6 (Head teacher) Behaviour Contract

A last step before exclusion. Clear specific rules which the child must uphold in order to remain in school. Further sanctions an immediate consequence of breaking the contract.

Step 7 (Head teacher) Internal Exclusion

Child has no contact with own class or classmates. No access to playground, extra-curricular or enrichment activity. If behaviour improves return to class on a Behaviour Contract or PSP. If not move to Step 8.

Step 8 (Head teacher) Fixed Short Term Exclusion (up to 5 days per term)

Parents, Chair of Pupil Discipline Committee, Parents may make representations to Pupil Discipline Committee. Pupil Discipline Committee may meet but cannot reinstate. Upon return to school, child stays on Contract or PSP for a minimum of four weeks. If behaviour improves remove from PSP. If not move to Step 9.

Step 9 (Head teacher) Fixed Long Term Exclusion (up to 45 days per year).

Parents, Chair and Clerk of Discipline Committee, LEA Officer informed. Discipline Committee meet (parents/child or representative may attend/make representations). Discipline Committee either reinstate or uphold the exclusion. Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks. If behaviour improves remove from PSP. If not move to Step 10.

Step 10 (Pupil Discipline Committee) Permanent Exclusion

Parents, Chair and Clerk of Discipline Committee, LEA Officer informed. Discipline Committee meet and consider all representations and reports (parents/child may attend). Discipline Committee either reinstate or uphold exclusion. Parents notified of right to appeal. If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks. If appeal unsuccessful, remove child



Sanctions procedure (Unstructured times)

This should be used alongside an explicit reward system that rewards children following the golden rules. If a child is extremely non-compliant or verbally or physically aggressive to another pupil or adult or member of staff. Immediate action go straight to step 3

Step 1 - First Warning

Child behaves in an unacceptable way. Spoken to by lunchtime assistant. Lunchtime assistant encourages child to engage in a positive activity. Child conforms and requires no further reminders or move to step 2

Step 2 - Second Warning

Child continues to behave in an unacceptable way. Lunchtime assistant speaks to the child and allow them time to reflect on their behaviour. Child improves or continues to behave in an unacceptable way.

Step 3- Take Action

Removal to tree house for 10 minutes. Incident is recorded n CPOMs. Child continues to behave in an unacceptable way or if a child is removed from the playground 3 times in a half term.

Step 4 - Removal to tree house for the remainder of lunchtime. Child continues to behave in an unacceptable way.

Step 5 - Removal to tree house for rest of week.. Phase lead to contact parents and ask them to come in and meet with him/her.

Step 6 - Child continues to display inappropriate behaviour despite repeated requests. Child is placed in internal exclusion from lunch times. Head Teacher to contact parents.

Step 7 - Child continues to display inappropriate behaviour despite repeated requests. Child is excluded from lunch times. Head Teacher to contact parents.