

Eastry Church of England Primary School

Policy for Children's Behaviour and Discipline

Aim: To ensure that all adults in the school work consistently to support positive pupil behaviour. As a Church of England Primary School we aim to provide a happy, safe, secure, welcoming environment for all our pupils and staff. The caring ethos of our school and our unified and coherent set of values based on the Christian faith enable us to recognise the dignity of each human being. We also aim to develop in each child, self-esteem, a sense of responsibility, an understanding of the needs of others and a respect for their way of life.

It is important that there is good communication between children, staff and parents so that everyone is aware of the school's expectations in terms of behaviour and discipline.

It is expected that parents and pupils will sign and return the Golden Rules. These will also be emphasised when home liaison books are used.

Behaviour and discipline is the shared responsibility of all adults working with children under the responsibility of the school. This will include students on work experience or teaching practice and any voluntary assistants in school.

The following principles enable a caring environment to be provided: -

- Encouragement rather than reprimand
- Genuine praise and constructive criticism
- Consideration of equal opportunities
- Acceptance of authority, whilst allowing the development of the individual
- Sensitivity to individual needs

Expectations

A high standard of behaviour is expected in all aspects of the school. It is the responsibility of all staff to ensure that children behave safely at all times. Everyone should walk in and around the building unless taking part in PE. Violent or aggressive play (eg copying TV/films) will be discouraged and toy (or real) knives and guns are not to be brought into school. Social aspects of a child's education are as important as academic aspects. Relationships that are kind, gentle, honest and friendly, as well as polite and courteous are to be encouraged. Members of staff should talk to children in a friendly but firm way so that the children are left in no doubt what is expected of them. The individual will be encouraged to be tidy and organise his/her work and preparation. Children should be attentive and listen carefully, always giving of their

best. The quality of education of the many must not be impaired by the unruliness of the few.

To reinforce this the school has specific Golden Rules, which underpin the school policy on behaviour and discipline: -

*All children have the right to learn without disruption or aggression.
All staff have the right to work without disruption or aggression.*

How:

- **Stop, look and listen when someone is talking**
- **Keep hands, feet, objects and unkind thoughts to yourselves**
- **Be honest, tell the truth**
- **Care for, and share with others**
- **Do your best**
- **Smile**

Positive Reinforcements

Positive recognition is essential in order to encourage good behaviour in school. Staff must recognise individual or group good behaviour and reward it with positive comment or stickers. Children who are behaving and/or working sensibly and quietly need to be noticed and congratulated. Children are rewarded for academic effort with a Gold Point and when they have collected 10 Gold Points, they will receive a certificate from the Headteacher.

To help the children achieve this we provide opportunities to raise children's self confidence, reward their good behaviour and provide them with ways to voice their opinions and concerns. These are:

Golden Time: For 30 minutes on a Friday children are given the opportunity to do activities chosen between them and the class teacher as their reward for keeping the Golden Rules. Certificates are awarded each term to children who have kept their Golden Time for the whole term.

- **Play/Lunch Times:** The playground is equipped with: games, dressing up clothes, basketball hoop, Buddies for younger children
- **Strategies for worried children:** Child are encouraged to talk to their TA, worry cards are used and younger children display how they feel by using visual prompts

Playground/lunchtime rules

The Golden Rules apply for lunchtime and play time as well. Hard balls are not allowed for health and safety reasons. The picnic benches are to be used for sitting at and playing quite games. No playground equipment is to be used before school starts, again for health and safety reasons (there are many parents and buggies on the playground first thing in the morning).

Lining up

On hearing the bell ring, children are expected to stand still. The teacher on duty

will ask the children to walk to their lining up positions on the playground and wait quietly for their teacher to bring them to class.

Sanctions

If a child is breaking a Golden Rule they will receive a verbal warning. On the second occurrence, they will receive a 2nd warning or in some cases a warning card. On the third occurrence the child loses five minutes of Golden Time. On losing 15 minutes during one week, the child is sent to the Headteacher who sets some achievable targets (TATTs ~ tiny achievable tickable targets) so the child has the opportunity to earn some Golden Time back. The parents are informed by letter and invited to discuss the matter with the class teacher. Loss of Golden Time can only be used if children are not keeping to the Golden Rules.

Violent and aggressive behaviour will result in an immediate loss of 5 minutes Golden Time.

Where necessary staff have been trained in Positive Handling strategies and techniques via the Team Teach programme (see positive handling policy)

The usual sanction within this policy will be loss of Golden Time. Individual events outside the Golden Rules will require individual responses and there are other sanctions available including:-

- Rewriting/ completion of work.
- Loss of break time.
- Removal from class. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions.
- Internal exclusion (This would involve working in a separate room with Teaching Assistant on work set by the Class Teacher) Internal exclusion would be followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will already be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- Lunchtime exclusion to be followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- Managed Moves Protocol/In fair access
- Fixed term exclusion. Followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will already be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- Permanent exclusion. Followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will already be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- The GOVERNING BODY'S PUPIL DISCIPLINE SUB-COMMITTEE will

consider representations from parents following exclusions (see the specific terms of reference in the Governors Handbook)

External agencies could include:

Specialist teaching service
Exclusions officer
AEN
Educational psychologist
Educational welfare officer
Social services
Partnership with parents

Bullying

It is implicit in our Golden Rules that bullying will not be tolerated. It is unacceptable that children or adults will be hurt verbally, physically or emotionally. Children are actively encouraged to tell a member of staff if there is any concern about bullying taking place. The Headteacher and staff will be closely involved in resolving these incidents. (Refer to the Anti-bullying Policy)

Prejudicial Behaviour This can be a factor in radicalisation and extremism. It is unacceptable that children or adults will be subject to this. Children are actively encouraged to tell a member of staff if there is any concern about this taking place. The Headteacher and staff will be closely involved in resolving these incidents. (Refer to the Tackling Extremism and Radicalisation Policy)

Review

This policy document will be reviewed in 3 years or as appropriate in response to local or national initiatives, evaluations of monitoring procedures and as detailed in the school development plan

Policy agreed	November 2014
Updated	June 2015
Review Date	November 2017

Appendix 1: STRATEGIES

A) Attention to task/completion of task

1. A short, clear instruction followed by clear indication of what is required.
2. Repetition of instructions for those who require it.
3. Repetition of instructions by pupil.
4. Quiet repetition of instructions together with clarification on whether pupil understands task.
5. Apply sanction as appropriate.
6. Set time limit

B) Immature or aggressive behaviour (classroom or playground)

1. Quiet talk with pupil clarifying requirements.
2. Move child to periphery of room/playground and out of eye contact with other pupils if possible.
3. Re-establish requirements.
4. Time out period.(This may occur earlier in the sequence)
5. At this stage there could be a loss of 5 minutes Golden time.

Whole Class Strategies

- Seat children on carpet to give information/instructions.
- Wait for full eye contact/silence.
- Seat those with least concentration always next to you before you start (but with humour - a special seat personally reserved etc).
- Stilling exercises before starting session.
- Monitor time waited for whole class attention.
- Have strategies to deal with unreasonable amount of wait.
- Praise those behaving appropriately.
- Specific comments of disapproval, if necessary.
- Structure speaking and listening into each session.

- Make it clear that during the task talk is not essential.
- Plan plenary sessions.
- Share successes.
- Make it clear how and when children can ask for help before they start.
- Those children with poor short-term memories keep back and have second review of instructions before starting.
- Refer to clock constantly throughout sessions indicating where children should be or what they should have achieved.
- Stop children, insist on eye contact and then give your message, do not shout above them.
- Using the raised arm, which is the school sign to bring children to a stop.

Analyse why there is a problem: -

- | | |
|---|---|
| • Work inappropriate | - not the child's fault |
| • Instructions too long, unclear | - not the child's fault |
| • Being distracted | - possible move |
| • Upset by previous problem | - resolve original problem |
| • Needs assistance | - draw into support group, give individual
o aid |
| • Inappropriate behaviour patterns | - see attention strategies |
| • Outside distraction affecting whole class eg weather, noise | - stop the session and save tasks for more appropriate time |

Strategies to Help Children with Attention / Concentration Difficulties in Class
Pre-empting a situation is better than resolving the outcome so: -

- Sit pupil with good role models
- Limit size of group
- Try to avoid having others seated immediately behind target child
- Avoid "clutter" in child's immediate vicinity eg on desk, but have necessary materials readily available and labelled nearby
- Ensure source of input near child-don't make him/her look across a crowded classroom to see what he/she has to copy, or what you are doing, go and stand by his/her table instead
- Avoid too many visual distractions near the child; eg don't hang a mobile above his/her head
- Ensure the task is appropriate
- Make your expectations high but reasonable
- Make sure the child understands the task and what is expected of him/her
- Re-focus frequently in whole class lessons or when you notice attention wandering, but don't pay undue notice to it - do not use individual name
- Give jobs of responsibility eg holding visual aid to maintain interest and involvement
- Discuss with the child what he/she feels the difficulties are and help to decide on possible ways to help solve the problem
- Keep reminding him/her of above and congratulate on how well he/she is doing eg;

good sitting', 'good listening', '5 minutes without interrupting' etc

- Keep sessions where maximum concentration is needed short, or have natural breaks eg to get up and move about, stretch etc
- Evaluate with child at end of session (maybe 10 minutes, half hour, morning, day as appropriate) how things have gone, possibly recording this