

Anston Park Schools

Behaviour/Discipline Policy

A. Tyler



Article 29 – All children have the right to an education that develops their talents and abilities

One of our school aims is to have behaviour and discipline that is founded on respect, responsibility and good relationships. The ultimate aim being a responsibility for one's own behaviour and making a positive contribution to society. We want pupils to feel confident and safe, to develop high self esteem and to respect one another. We want to promote a caring and sharing environment through our positive approach.

General Points about our school

1. We have a flexible approach to meet the different needs of children.
2. We build supportive, positive relationships between adults, parents and children.
3. The Headteacher has an open door policy re: parents and children.
4. The pupils need a clear sense of purpose within a well organised environment. This is provided by:-

Establishment of good routines

Clear plans and objectives
5. We have high expectations of children's behaviour and expect good manners
6. All staff use right respecting language to create an environment where both children and adults respect one another in the learning process (see Rights respecting school policy)
7. Children need a clear understanding of the outcome of breaking rules/charters. We have firm, fair and clear boundaries
8. Social and Emotional Aspects of Learning (SEAL) and Unicef Rights Respecting (RRS) schools materials are used in the curriculum to equip the children with social skills and strategies to deal with conflict. PSHE being a strong feature of all lessons and school life
9. Staff will always explore the motives of behaviour, reflecting as practitioners aiming to provide quality first education for all children
10. Individual Behaviour Plans/hierarchy of support for children with emotional and behavioural difficulties will be put in place when necessary

We have only a few whole school rules which are necessary. Children understand the reason for these and know that they are consistently upheld:-

No hurting/bullying. Both physical and verbal aggression will not be tolerated.

Follow instructions from all adults.

Be honest/tell the truth

No running in school

No talking in movement and large apparatus unless responding to the teacher.
Safe handling of apparatus is taught and emphasised

Children establish their own rules/class charters (see Rights Respecting school policy 2014) with the class each academic year with their teacher. These are published in each class for the children to refer to and use as discussion points.

Positive rewards

We have a whole school behaviour system in place. Building positive behaviour, aspirations and motivation to learn has been proven to increase educational success. Our behaviour system is based on children being responsible for one's own behaviour and encouraging social/cooperative behaviour.

Our system is based on positive specific praise, points, rewards and consequences.

Children who demonstrate the expected behaviours will receive adult specific praise, for example children listening to others, engaging in a task when asked and respecting others.

Children who demonstrate behaviour beyond the expected will be rewarded with a point, for example contributing to lessons, using their initiative and working hard with effort and perseverance.

Children who go that extra mile will be rewarded with special mentions. These are stickers collected from the office and are worth two points. Children will also have the opportunity to share their news and work in our weekly special mention assembly and this will also be awarded two points.

Each classroom has a warning board in place and this is used for children demonstrating inappropriate behaviour.

Children will collect points throughout the week and at the end of each half term will count up their total. At this time children are able to 'spend' their points or 'save'. The children will then bring home a certificate showing how many points they have achieved this half term.

The full education of our children is a team effort. To ensure our children are successful learners, confident individuals and responsible citizens parental support is paramount.

When children come home we encourage parents to talk about their children's points, praise them and encourage them to aim high!

The Classroom

Our classrooms aim to promote good behaviour by having the following in place:-

The work is well planned with clear purpose, organised and meeting the learning styles within the class.

The curriculum is appropriate in content, delivery and organisation and work is differentiated. Relevance and realism must permeate.

Classroom environments are all 'Right Respecting classrooms' (see Rights respecting school policy)

There are clear routines and expectations.

Materials are child accessible.

Relationships are good

The children have a clear understanding of the outcomes of unsuitable behaviour.

Rules/charters are established with children and are in every room.

Consequences for inappropriate behaviour in class

When children do not behave appropriately the following stages will be applied:

- Stage 1** Reminders: visual, a look, verbal e.g. a reminder of good sitting
- Stage 2** Talk to the child discreetly and point out what is not appropriate and how to change it using rights respecting language
- Stage 3** If inappropriate behaviour continues the child's name will be written on the first warning. It will be explained to the child why their name has been written on the board
- Stage 4** If behaviour continues the child will progress onto the second warning

It may be appropriate for children to have 'time out' of class to prevent the child progressing onto the final warning, this may be part of an individual behaviour plan and facilitated by staff within the class.

Stage 5 If inappropriate behaviour persists the child's name will go onto the final warning. The sanction for reaching the final warning is the child will have their playtime removed. The child's name is recorded in the 'Missed playtime book' and this is monitored by the Head teacher and Deputy HT.

If inappropriate behaviour persists and the child is already on the final warning they may have 'time out' in another class or will have to work out of the classroom environment, this will be facilitated by staff in the class.

If a child is repeatedly having to leave the classroom or is frequently in the 'Missed playtime book' the following strategies/sanctions will be used:

Stage 6 Parents/Carers being asked into school to discuss ways forward. A home-school diary or individual behaviour plan/chart may be completed for an agreed period of time.

Stage 7 Talking to the Head Teacher/ Deputy Head teacher

Stage 8 Outside agency involvement (Behaviour Support Teacher)

Stage 9 A fixed term exclusion

Stage 10 Permanent exclusion

Severe Inappropriate Behaviour (see positive handling policy)

If the behaviour of any child causes concern regarding both the health and safety of themselves, other children or adults working in school positive handling strategies will be used and parents/carers will be notified.

Playtimes

We have an ongoing plan to develop our playground areas making playtimes more interesting and enjoyable.

To make the best use of the areas we have:

1. Equipment provided at playtimes. Grassed areas used when the weather allows, playground marks on the large playground, a fenced pitch, seating areas and a low level play area

2. Morning playtimes are supervised by a Class Teacher, most Teaching Assistants and trainees on placement. Adults lead games/activities for children to join if they so wish.

In the event of wet weather, children remain in their classrooms.

3. Children use the toilets in Classes 2 and 3.
4. At the end of outdoor playtime, teachers come on to the yard as soon as the internal school bell has rang. The teacher on duty will then ring a bell in the playground. Procedure for lining up is:

Bell rings and children line up and walk in with their teacher

Consequences for inappropriate behaviour in the playground

- Stage 1** Reason first - look into the incident. Reminders: verbal e.g. a reminder of how to behave in the playground, pointing out what is not appropriate and how to change it using rights respecting language
- Stage 2** If the behaviour continues children involved to walk round holding the teacher's hand
- Stage 3** Class teacher informed of any issues and the child's name will be written on the first warning when returning to class. It will be explained to the child why their name has be written on the board

If inappropriate behaviour continues in the playground continue from **Consequences for inappropriate behaviour in class stage 4**

Lunchtimes

1. We have an S.M.S.A. for each class - one of the S.M.S.A.s is our senior supervisor, Mrs. Andrew. Children are supervised at all times whether in the hall or playground, by SMSAs. We have two sittings.
2. The tables are prepared for either cooked lunch or packed lunch and the children choose where they wish to sit within those groupings. Children from the Year 2 classes serve the lunches. They are closely supervised by the adults.
3. We don't want the children to eat in silence. However, a sensible noise level has to be maintained. The children do not need to move around the hall as the adults carry everything.
4. Wet lunchtimes - the teachers will liaise with the S.M.S.A. re: activities for the children in the classroom during this period. Each child has a rainy day book for

use during wet playtimes.

5. Playground supervision - our S.M.S.A.s patrol all areas of the playground and school buildings. They spread out to ensure that the area is well covered. They keep a keen eye on everything so as to prevent problems arising. SMSAs lead a game/activity that children may join if they wish. Equipment is available during lunch time play

7. The Headteacher, Deputy Head or senior member of staff, are always available in school at lunchtimes. They are, whenever possible, in the hall or playground supervising the children or, if that is not possible, they are elsewhere on the school premises and available if needed.

Consequences for inappropriate behaviour at lunchtime

- Stage 1** Reason first - look into the incident. Reminders: verbal e.g. a reminder of how to behave in the playground/dinner hall, pointing out what is not appropriate and how to change it using rights respecting language
- Stage 2** If the behaviour continues children involved to walk round holding a dinner lady's hand
- Stage 3** Mrs Andrews informed of incidents and/or class teacher deals with them as appropriate. The child's name will be written on the first warning when returning to class. It will be explained to the child why their name has been written on the board.

Mrs. Andrew will speak with the Head or Deputy re: any behaviour she feels are important or recurring (**Consequences for inappropriate behaviour in class stage 4 will be followed**) She would also mention any other concerns e.g. something a child has said which she feels we should know about etc.

Assemblies

1. Come in promptly and leave in silence whilst music is playing
2. File in class by class
3. Children come in and position themselves - sit down together as a class once all in position
4. Time used regularly in assemblies to discuss behavioural issues

School Visits

1. Important to stress representing school
2. Adequate supervision both towards behaviour and safety
3. Pre-visit should always be made and Risk Assessments completed.
4. Aim of visit clear and children aware of what expected - plenty of discussion beforehand of behaviour on coach/at venue etc.
5. Helpers to be well briefed - a pack of details including a plan and timetable of the day
6. Organisation of work for the day realistic and relevant.

Bullying (see anti-bullying policy)

1. Through assemblies and class discussions, children are encouraged to be tolerant of each other and each other's views. Mutual respect is actively encouraged and each individual is to be valued as a member of the school community.
2. Serious consideration must be given to all incidents. It is important to listen to parent and child worries and concerns.
3. Talk to all children involved - bullied and bullier.
4. Parents must be informed about what is happening and how it is being handled.
5. All members of staff must be informed so that the situation can be carefully monitored.
6. Children need the opportunity to talk about the situation with an adult present.

The EYFS

The youngest children in our setting are encouraged to behave appropriately from the start. The staff model appropriate behaviour that helps children develop a sense of right and wrong. We discourage unacceptable behaviour and teach them appropriate ways to act. Personal, social and emotional development is a prime area of learning within the EYFS profile. There are three aspects children learn within:

Self confidence and self awareness
Managing feelings and behaviour

Making relationships

Strategies are adapted to cater for the children's different stages of development as appropriate for their individual level of understanding and maturity.

Individual Behaviour Plans

Some children will experience emotional and behavioural difficulties. These children will need additional support to behave appropriately. In such cases an Individual Behaviour Plan and or hierarchy of support will be written for an individual child. This will incorporate strategies to help the child achieve an acceptable level of behaviour.

The behaviour plan will incorporate any advice offered by outside agencies (e.g. behavioural support) should they be involved. By doing this we ensure that every child has an equal opportunity.