

GREEN MEADOW PRIMARY SCHOOL



POSITIVE BEHAVIOUR / ASSERTIVE DISCIPLINE POLICY AND GUIDELINES

Reviewed by Governors : 14th December 2015

To be reviewed next : December 2016

At Green Meadow we provide a nurturing learning environment that develops children's self confidence and empowers them to reach their personal and educational potential.

STATEMENT OF ENTITLEMENT

All pupils have a right to learn. Every teacher has the right to teach.

Rationale

Behaviour is a key feature of school life about which there should be a clear, shared understanding between the children, parents, staff, Governors and Senior Leadership Team.

The behaviour/discipline policy and guidelines has been developed to:

- i) Outline clear expectations
- ii) Ensure strong whole school cohesion and clarity
- iii) Promote and practice assertive discipline
- iv) Reflect proven research and thinking in this area

Context

In order to maximise the effectiveness of this strategy, all teachers must give significant consideration to the following:

- i) positive pupil/teacher relationship ii) classroom management (seating, layout, timetable routines)
- iii) classroom organisation (pupil mobility and talk, teacher mobility etc.)
- iv) the quality of curriculum content ensuring a match between pupil ability and teacher expectation.
- v) the quality of teaching / learning strategies.
- vi) working wall displays which reflect the on-going curriculum as part of an attractive stimulating environment.

OBJECTIVES

- To develop pupils' self discipline and self control.
- To enable pupils to be on task with their learning.
- To encourage the individual child to recognise and respect the rights of others.
- To promote co-operation as well as responsible independence in learning.
- To promote the values of honesty, fairness and respect for others.
- Good behaviour is necessary for effective learning and teaching to take place.

These objectives are linked to the Building Learning Power initiative and therefore support Resourcefulness, Reflective ness, Resilience and Reciprocity skills. These will be developed and adapted in line with the initiative.

We need a code of conduct and rules, which the school community lives by. This code must be explicit and clearly communicated to all members of the school community.

CLASSROOM RULES

1. We always keep our hands, feet and objects to ourselves

2. We always follow instructions first time.
3. We always show respect to others and their property.
4. We always work hard and use our time well.

These rules should be written out and displayed prominently in class next to the buddy board. They should be referred to on a regular basis, so as to be clearly understood by all children.

PROMOTING GOOD BEHAVIOUR AND DISCIPLINE

1. At Green Meadow we seek to foster good quality relationships between children, staff, parents and Governors.
2. All staff will expect good behaviour and expect positive outcomes based on age related expectation guidelines.
3. We will provide a broad based, relevant, quality school curriculum using both the indoor and outdoor environment.
4. The school will do all it can to encourage and promote a variety of individual achievements thus promoting pupil self-esteem.
5. Rewards and sanctions will be consistently applied
6. We will use support services, i.e. Psychologist, Social Care, Medical Support, Behaviour Support and Guidance Centres as appropriate.

PRINCIPLES OF MANAGEMENT

When children are being disciplined they should be expected to stop what they are doing, pay attention and give eye contact (where appropriate). However, teaching staff should be sensitive to individual pupils. (Refer to Teaching and Learning Styles Policy). Staff must make the code of conduct explicit to pupils and carry it out consistently; e.g. there is a need for everyone to repeatedly state the need:

- to use names when speaking
- for eye contact (where appropriate)
- to stop work and pay attention when spoken to
- to care for resources and property
- to respect and follow classroom routines/school systems/school rules
- to wear school uniform
- to be responsible for personal property
- to come properly equipped for lessons

Expectations should be reasonable, fair and consistently applied (see Phase Group Behaviour Expectations Guidelines).

Staff must have positive expectations about their ability to maintain classroom behaviour e.g.

- be assertive
- expect to receive respect / silence-attention
- don't speak until everyone is listening
- demand courtesy and respect for all
- never accept less than the individual is capable of

Staff must take a clear leadership role in the classroom e.g..

- have high expectations – demand and expect positive outcomes.
- identify with the class – my class

- our class
- respond to the good and bad news of class members.

Staff need (relative to pupil ability) to:

- set clear classroom targets, the appropriate time scale for work, correct classroom behaviour and to set effective limits for going to the toilet or to wash equipment or visit another class and for the maintenance of the room and equipment and children's access to it

Each class will have its own '*Buddy Board*' and a dry marker pen. The board should be divided in half – one half with a happy face, and the other with a sad face.

Playground Behaviour at playtime and lunchtime

The Buddy Board should be only used in the context of the class room and around school (i.e. not for playground behaviour). Good behaviour in the playground should be rewarded as follows:

Infant Department: good behaviour stickers/marbles in the jar

Junior Department: verbal praise and marble in the jar can be offered to reward whole class responses (i.e. lining up, walking into school quietly)

At dinner time the supervisors can give children gold slips for good playground behaviour.

Lunch time supervisors will talk to the children in order to carry out 'fact finding' following an incident.

This will be dealt with in the following ways:

- Children will be sent to the TA Lunchtime Mediator in order deal with low level incidents and carry out further 'fact finding' to pass on to class teachers, Teaching and Learning Leaders and/or SLT.
- Time out will be given as a sanction for poor behaviour and the breaking of school rules. This will be decided by the lunchtime supervisor.
- If a child has been physical, this will be sent to SLT.
- SLT, Teaching and Learning Leaders or the Lead Lunchtime Supervisor will inform the Pastoral Care TA, preferably the day before, if that child needs to miss a lunchtime.
- Debar/Physical Aggression letters will be sent home to parents where appropriate, as decided by SLT and/or Teaching and Learning Leaders.

At the end of lunchtime there will be two bells indicating a hand-over time for lunchtime supervisors to discuss behaviour issues with class teachers.

Class teachers should inform Teaching and Learning Leaders / SLT / Parents if behaviour towards dinner supervisors / any adults is unacceptable.

REWARDS

Children need rewards to reinforce good behaviour and promote self-esteem. This leads to success at school. The emphasis of this policy is based on a positive approach to behaviour across the age range in school (see Behaviour Expectations for Phase Groups).

- Children will receive regular verbal praise for good work and behaviour, i.e. personal, group or whole class.
- This will be celebrated in classroom displays, school congratulations assemblies and other regular school occasions.
- Parents will be made aware of their children's successes through the regular use of stickers, the buddy board and 3 tick cards, and approval of the Senior Leadership Team through the use of the 3 tick certificate / raffle ticket in Reception, the buddy board stamp certificate and the 4 tick raffle tickets for Y1-6.
- Children will be given opportunities to exercise responsibilities in the school.
- We will seek to promote the children's achievement in the local community.

For a Reception child when he / she chooses to follow the school rules the following applies:

Name and tick on happy side = whole class approval through the ding of the class bell

2 ticks on the happy side = 'I did the right thing' sticker

3 ticks on the happy side = Raffle Ticket from the office for monthly Raffle

For Y1-6 when a child chooses to follow the school rules, these known consequences apply:

Name on the happy side

1 tick on happy side = whole class approval through the ding of the class bell

2 ticks on the happy side = 'I did the right thing' sticker

3 ticks on the happy side = stamp on the buddy card reward

(There are a series of buddy cards for the children to complete: red, green yellow and blue. On completion of each one the child should be sent to the SLT to receive the 10th stamp and be awarded the corresponding certificate: bronze, silver, gold and merit).

4 ticks on the happy side = Senior Leadership Team award, e.g. raffle ticket for monthly Raffle draw

5 ticks = marble in the jar

6 ticks = Reward pencil

Raffle Tickets

Teachers should aim to have a minimum of twelve children a month in receipt of a raffle ticket. A range of 12 to 25 raffle tickets per month is suggested to give whole school consistency. No child will be awarded more than 1 raffle ticket in a week. Staff need to manage the organisation of this.

GROUP / CLASS RECOGNITION

Each class will have a jar for marbles. Marbles will be added to the jar to reward group/whole class behaviour. A number of marbles may be added to the jar at the end of the working session (am/pm) if no child appears on the 'sad' side. When a class fills their jar it will be celebrated in Congratulations assembly and the class will receive a laminated marble jar to be displayed in their classroom. The class can also have a predetermined treat of their choice lasting 30 minutes e.g. extra playtime, picnic, disco, toy session.

A marble may be put in the jar for:

- Individual good work or behaviour
- Whole class response, e.g. lining up, moving around school □ All class with P.E. kit etc.
- A gold slip awarded for good lunch time behaviour

NO MARBLES SHOULD EVER BE REMOVED FROM THE JAR

An essential ingredient is PRAISE liberally given. Stickers, stamps, verbal praise and Congratulations Assemblies will continue to be given to reinforce positive attitudes / outcomes towards work and behaviour. Class teachers should keep a record of each treat agreed by the individual classes in the back of low incident book.

SANCTIONS

There is a need to register disapproval and ensure that effective teaching and learning can take place. This is essential for the stability, security and success of the school.

Unacceptable behaviour cannot be ignored.

IT IS OF THE UTMOST IMPORTANCE THAT CHILDREN UNDERSTAND FULLY THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE AND NOT THE CHILD.

If a child chooses not to follow the school rules, these known consequences apply:

A verbal warning is given.

The child's name is written on the sad side.

1 tick on the sad side = separation within pupil's own class

2 ticks on the sad side = 'time out' in another class for a specified period (sad side sheets can be started at this point by the pupil themselves in the Junior Department and by the adult in the Infant Department). This may need to be adjusted for individual pupils.

3 ticks = sent to a member of the Senior Leadership Team with either a responsible child or a TA. Appropriate action will be taken e.g. counselling of the pupil and the tick sheet is stored in the folder in the Headteacher's office. The class teacher will inform parents if appropriate.

4 ticks = Child is sent to a member of the Senior Leadership Team, the Headteacher is informed, appropriate action is taken and parents will be informed via telephone or written letter.

Once names are written on the board they remain there for the day. Dialogue needs to take place between the teacher and child so that they fully understand why they are on the sad side. The board is wiped clean at the end of each day and there is a 'fresh start' to each new day.

Class teachers should use their discretion regarding incidents involving physical contact. Low-level incidents should be dealt within the classroom and recorded in the class low-level incident book. However, more serious incidents should always be reported to the Teaching and Learning Leader who will judge whether the child needs to see a member of the Senior Leadership Team and debar or aggression letters will be sent to parents by the Teaching and Learning Leader / SLT member. A record of these letters is kept in the office.

The following examples of inappropriate behaviour are never acceptable:

- Violence towards any member of the school community e.g. hitting, kicking, biting, spitting.
- Abusive / Racist / Homophobic language.
- Bullying and Harassment.
- Vandalism to our school building or property.

Racist remarks should be referred directly to the Senior Leadership Team who will record the incident in the book kept in the Headteacher's office and decide on the course of action to be taken.

Teachers should keep a record of behavioural incidents in the class low-level incident book. Pupils who regularly appear on the sad side may have an individual behaviour plan agreed through consultation between the class teacher, SENCO and the Head.

Staff should endeavour to react in a positive manner to the sanctioned child e.g. look for ways to praise however small it may be. Please never leave pupils outside rooms. The "problem" needs a solution not complicating. Seek help if you need it and do all you can to: -

Use humour it builds bridges

Keep calm it reduces tension

Listenit earns respect

Staff should not sanction children for matters beyond their control, e.g. lateness, returning slips, money etc. Sanctions should be applied consistently and should be FAIR. Private reprimands are often more effective than public ones. If possible a reprimand should include a message about what the child should do in future. Sanctions must be calmly and consistently applied in a non-negotiable manner, which avoids confrontation, loss of control by adult or humiliation of the child.

If a child consistently reaches sanctions 2 or 3 (e.g. 3 out of 5 working days) then the Headteacher should be informed and the likelihood of starting that child on name and 1 tick maybe appropriate. The Headteacher, class teacher and pupil will discuss this issue and a decision will be made at the end of this meeting.

Parents who are working with the school in order to modify the pupil's behaviour will follow a structured approach which may involve any of the following:

- counselling from the pastoral team
- home sanctions
- contracts/reports/communication books
- withdrawal from class

- a formal warning

As part of our sanctions for inappropriate behaviour, school will exercise fixed term, lunchtime and permanent exclusions depending on the severity and persistence of the behaviour displayed. This course of action will be taken only as a last resort in response to serious or regular breaches of the school's policy on behaviour. In all cases the framework of sanctions will be adhered to unless the severity of the incident/behaviour demands immediate exclusion, e.g. deliberate injury / verbal abuse to a member of staff.

The school will take advice from the guidelines provided by the L.A. whereby parents will be informed of the duration of and reasons for the exclusion and of their right of representation to the Governing Body or the L.A.

Staff in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children (see Physical Restraint Policy / Positive Handling Guidelines).

TEACHER RULES

1. Teachers should always aim to place children's names on the happy side, before a child's name is placed on the sad side.
2. Always praise positive behaviour and achievement.
3. Always impose consequences automatically when rules are broken.
4. Keep a note of any certificates given as special certificates especially worker of the week.
By the end of the year: all
children will have achieved Bronze
20 children will have achieved Silver
10 children will have achieved Gold
2-5 children will have achieved Merit
5. Only teaching staff may sanction marbles in the jar.

This strategy can only succeed if the whole School approach it as a positive initiative celebrating the good things that go on in and around the School, emphasising to all pupils that these achievements in both work and behaviour are what we require.

It is a whole school initiative (which will involve dinner supervisors) so the message must be that we all share a common goal and that we are consistently and continually requiring pupils' adherence to the agreed set of rules.

HEADTEACHER'S CODE

The Headteacher will consistently employ the appropriate reward or sanction supporting staff and children through use of the policy.

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy
- The Headteacher keeps records of all reported serious incidents of misbehaviour.

THE ROLE OF THE PARENTS

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have a concern about the way their child has been treated, they should initially consult the child's class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problems, a formal grievance or appeal process can be implemented through the involvement of the Governing Body.

THE ROLE OF GOVERNORS

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

MONITORING

- The Headteacher monitors the effectiveness of this policy on a regular basis. The head also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

COMPLAINTS

If you are unhappy with the way an incident has been dealt with please refer to the school Complaints Procedure.

REVIEW

This policy is reviewed within the context of the school's cycle of policy reviews and published for parents via the school website www.greenmeadowprimaryschool.com

Accepted by Staff – September 2013

Behaviour Expectation Guidelines for Reception and Year One

* Language may need to be adapted for younger pupils

Happy side

- Following simple instructions based on school routine and rules.
- Using time targets i.e. if you sit and listen to the story.
- Emphasising positive behaviour (school routine)
- Linking happy sides to the lessons WILF
- Supporting others: being kind, caring, polite, and helpful.
- Following next steps in their work

Sad side

- Breaking school rules
 - talking during introductions - hitting etc
 - being asked more than once.
 - not following instructions
- Staff provide a warning where possible.
- Instant sad sides for violence, verbal abuse, arguing back and breaking/destroying resources.

Behaviour Expectation Guidelines for Year 2 / 3 / 4

Happy Side

- Working in collaboration
- Working independently and being a good learner
- Active participation in lessons
- Following instructions first time
- Listening carefully
- Asking advice from others
- Being kind to others and showing respect to others
- Thinking for yourself
- Always trying hard e.g. showing enthusiasm / effort
- Being a good role model
- Revising own work / behaviour
- Achieving next steps (targets) in their work / behaviour

Sad Side

- Breaking school rules
- Being unkind verbally or physically
- Being selfish, telling lies, not sharing
- Not showing a good attitude to learning
- Being rude to adults
- Talking when others are talking
- Breaking / damaging school property
- Not responding appropriately to others

Behaviour Expectation Guidelines for Year 5 and 6

Happy Side:

- Being ready to learn by having all appropriate equipment available.
- Making a full and active contribution to group activities.
- Providing a good example to peers and younger children.
- Showing a willingness to work flexibly with a range of other individuals and groups.
- Using initiative when work is completed (e.g. improvements to work, corrections, self assessment).
- Completing extension tasks relevant to ability.
- Achieving next steps / targets and improving their own work and behaviour.
- Making positive steps to achieve personal goals.

Sad Side:

- Dishonesty
- Providing a poor example to peers and younger children.
- Behaving with a lack of consideration for the needs of others.
- Talking whilst another person (adult or child) is talking.
- Defacing property belonging to the school or others or defacing books.
- Breaking of school rules.