

## KIRK SMEATON CHURCH OF ENGLAND PRIMARY SCHOOL DISCIPLINE POLICY STATEMENT



Policy updated April 2017      Policy to be reviewed April 2019

### Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive caring attitudes towards everyone, regardless of culture, origin, sex, disability or ability and to acknowledge and value achievement
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.



### Celebration of good behaviour

- Inclusion in the weekly 'celebration' assembly and certificates are posted to parents for celebration work
- We give out credits and provide children with a range of enjoyable activities i.e. Extra playtime
- Earning golden time for the individual or class
- We make clear our expectations of good behaviour through discussion, assembly time and the 'Class Charter' that are displayed throughout the school and the class rules.
- We discourage unsociable behaviour by promoting mutual respect.
- We put emphasis on encouraging and motivating pupils.
- We encourage children to take responsibility for their own actions and behaviour.
- We model desired behaviour and set by example.
- We praise good behaviour and tell the children what they are being praised for.
- We give positive feedback
- We show respect for all individuals including their culture and background
- We create a safe place to be
- We have clear and consistent use of rules and sanctions
- We give children the opportunities to talk about their feelings (often in circle time)
- We reward with celebration stickers to boost self confidence
- Sharing assembly for parents and school members to share
- Positive feedback to parents



### **If a child regularly behaves inappropriately in class we need to look for patterns**

- Does the child always misbehave? If not, why not?
- What activities is the child engaged in when behaviour is acceptable/unacceptable?
- Are there key times for poor behaviour e.g. in the cloakroom? Can these be avoided?
- Are tasks given to the child meaningful?
- Is the level of challenge appropriate? -not too hard so the child feels over-whelmed or confused or not too easy so that they become bored.
- Does the child receive positive feedback leading to a growing sense of confidence a high self-esteem?
- Does the child feel safe and secure both physically and emotionally.

### The schools behaviour strategy

**At all ages and stages we encourage children to take responsibility for their own behaviour.**

In **EYFS** children have traffic light rugs in the class, where they sit if they need time to reflect on the choices they have made based on the golden rules. The Green rug symbolises missing one minute; Amber, missing two minute and Red, missing three minutes.

In **Ks1 and KS2** the traffic light system is still used, but in a different way. We have traffic lights on the wall, all children start on the green, if there are any wrong choices the children are moved from the green to the amber, if these are persistent the child will be moved to the red. The golden rules are always discussed and displayed.

### **Suggested Strategy for resolving conflict**

- The children listen to each other with no interruptions
- They are encouraged to maintain eye - contact
- Each child has a turn to say:
  - What the other(s) has/have done to upset them
  - How they feel about it
  - How they would like them to behave in future.
- No-one is allowed to interrupt or argue
- They go on taking turns until everyone has finished.
- The adult is there as referee, and to help the children resolve their differences. S/he makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye-contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

### **Consequences of wrong choices**

If an incident has occurred we will discuss it with all the children involved asking them to be reflective, reviewing the golden rules at all times. Where possible, we encourage children to try to resolve disagreement themselves.

Homework is monitored weekly and children are kept in at playtime in order to complete the work. If it is recorded that more than 3 weeks have been missed then the teacher will speak to the parents and some kind of support will be put in place.

If behaviour is persistent and it is felt that the child is not reflecting on their choices and they are moved to the red spot then teachers will report this on SIMS and the child will be sent to the headteacher or senior teacher. The headteacher may report this behaviour to parents. Or if a child is consistently moving to the amber spots, then this needs to be monitored by the class teacher and this needs to be discussed with the headteacher and parents to look at support that is needed for the child.

Behaviour is monitored each half term. For those children with negative credits they do not take part in the extra playtime and their actions over the half term are discussed.

If a child has more than 3 negative credits in a half term, they may be given a report card for one week (see appendix 1) and parents will be notified.

### **Class exclusion**

This is when a child has persistently hitting the red spot. The child will be excluded from the class and educated an isolated space. Parents will be informed of this decision.

### **Exclusion from school**

Temporary exclusion from school would only be considered when all other strategies have been considered and found to be inappropriate e.g.:-

1. If the school at that time was unable to meet the needs of that child.
2. If the continued presence of the child was considered to be unsafe, either for the child or for others.
3. Exclusion was necessary to deal with a crisis or emergency.

In cases of exclusion the guidelines established by the Local Education Authority would be followed.

# Behaviour Rewards and Sanctions

Achievers assembly, Kirk Smeaton class sticker and headteacher certificate (recorded on SIMS as an achievement).



Positive reinforcement - comment on the children who are doing what is expected. Regularly praise good behaviour, reward with credits and stickers.



Tone of voice, facial expression, placement of teacher, mention **the behaviour**, praise the children either side or group complying, (lowest sanction).



A quiet word with the child.



Mention the child's name.



Ask the child to move.



Move to the amber spot. Removal of playtime, work in isolation, work another class



Move to the red spot

Send the child to headteacher/senior teacher - record behaviour on SIMS and in planner.



If an act of violence occurs, the aggressor **MUST** be removed from the situation and immediately sent to a headteacher or senior teacher. ACCRAS form must be filled in and phoned in.



BEHAVIOUR	SANCTIONS	COMMENTS
AGGRAVATIONS	Stage - 1	
<ul style="list-style-type: none"> <li>Wandering about</li> <li>calling out</li> <li>interrupting teacher when talking to whole class</li> <li>interrupting other pupils</li> <li>talking with other pupils</li> <li>silly noises</li> <li>pushing in line</li> <li>dallying</li> </ul>	<ul style="list-style-type: none"> <li>Minimal.</li> <li>Eye contact</li> <li>Frowns</li> <li>Verbal/visual reminders</li> <li>Change of seating</li> <li>Warning of strike mark on the board</li> </ul>	<ul style="list-style-type: none"> <li>Read the golden rules</li> </ul>
LESS SERIOUS BEHAVIOUR	Stage - 2	
<ul style="list-style-type: none"> <li>Not responding to teacher's requests to work.</li> <li>Being more disruptive, deliberately creating a disturbance.</li> <li>General refusal to do anything.</li> <li>Ignoring minor instructions,</li> <li>Cheek, off-hand comments.</li> <li>Minor challenge to authority</li> <li>Swearing</li> <li>Annoying other children.</li> </ul>	<ul style="list-style-type: none"> <li>Separation from the rest of the class group.</li> <li>Writing a letter of apology.</li> <li>Child to stand apart from class group and then sit down when they feel ready to do so.(Mainly in assembly or larger group times)</li> <li>Completing unfinished work at playtime.</li> <li>Time out of class as appropriate 1/2/3/4/5 minute loss of playtime/activity.</li> <li>Teacher to discuss behaviour with parents.</li> <li>Headteacher involvement</li> </ul>	<ul style="list-style-type: none"> <li>Minimal use of words.</li> <li>Read the golden rules.</li> <li>Time out of class / playtime</li> <li>If persistent incidents need to be recorded in on a <b>standardised proforma file.</b></li> <li>3 repetitions within a week - STAGE 3</li> <li>Record in HT behaviour monitoring book.</li> </ul>
MORE SERIOUS BEHAVIOUR	Stage - 3	
<ul style="list-style-type: none"> <li>Deliberately throwing small objects with intention of breaking them</li> <li>Harming someone.</li> <li>Damaging school / pupil's property.</li> <li>Leaving class without permission.</li> <li>Repeated refusal to do set tasks.</li> <li>Continued or more serious cheek / challenge to authority.</li> <li>Harmful / offensive name calling.</li> <li>Bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Exclusion from class.</li> <li>Informal contact with parents by class teacher, standard letter.</li> <li>Record rewards/ sanctions on a personalised monitoring sheet.</li> <li>Daily / weekly 'encouragement' sheets</li> <li>Parental involvement</li> <li>Headteacher involvement</li> <li>Write in equal opportunities monitoring sheets</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the golden rules</li> <li>3 further Stage 2 or 3 Stage 3 incidents</li> <li>Write a behaviour plan – stage 4</li> </ul>
VERY SERIOUS BEHAVIOUR	Stage - 4	
<ul style="list-style-type: none"> <li>Repeatedly leaving classroom without permission.</li> <li>Fighting and intentional physical harm to other children.</li> <li>Throwing large dangerous objects.</li> <li>Serious challenge to authority.</li> <li>Verbal abuse to any staff.</li> <li>Vandalism</li> <li>Stealing</li> <li>Persistent bullying.</li> <li>Running out of school.</li> </ul>	<ul style="list-style-type: none"> <li>Requires immediate involvement of Headteacher</li> <li>Telephone call or meeting with parents at end of day</li> <li>3 entries involve formal contact with parents by Headteacher.</li> <li>Head teacher's report.</li> </ul>	<ul style="list-style-type: none"> <li>3 or more incidents - STAGE 5</li> <li>Possible involvement of outside agencies</li> <li>Write a behaviour plan</li> <li>Reading the golden rules</li> </ul>
EXTREMELY SERIOUS BEHAVIOUR	Stage - 5	
<ul style="list-style-type: none"> <li>Extreme danger or violence.</li> <li>Very serious challenge to authority</li> <li>Violent physical abuse to any staff.</li> </ul>	<ul style="list-style-type: none"> <li>Means immediate fixed term exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Write a behaviour plan</li> <li>Involvement of Governors</li> <li>Involvement of out side agencies</li> </ul>

Appendix 1

Behaviour monitoring				
Name .....		Date-week commencing .....		
<b>My behaviour target.</b>				
I can .....				
Monday	Tuesday	Wednesday	Thursday	Friday
Am	am	am	am	am
pm	pm	pm	pm	pm
Comments;	Comments;	Comments;	Comments;	Comments;

