



# Valley View Primary School



## Behaviour and Discipline Policy

### Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others, thus, developing in pupils a sense of self-discipline and an increasing ability to accept responsibility for their own actions.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 We strive to ensure that there exists a mutual respect between all members of this community as well as a shared concern for the school environment.

It is important that our code of behaviour (listed towards the end of this document) is not only clearly understood by pupils and their parents, but also that it is seen to be consistently and fairly applied and shown to be reasonable, sensible and effective. The code of behaviour is included in the *Home-School Agreement* (contained within in the children's home-school diaries). All parents are requested to read and sign the agreement. Close co-operation between school and parents is of great importance. Communication with parents may throw light on problems which could be contributing to the cause of misbehaviour. Furthermore, it

is hoped that it will initiate joint, consistent action and co-operation which will ensure that a child fully understands what is expected of them both by their parents and by school.

### **Positive encouragement**

As a staff we need to emphasise the positive approach of encouragement and praise rather than the more negative one of criticism and punishment. Praise may be given in a variety of ways:

- a quiet word of encouragement or congratulation acknowledging good behaviour or good manners
- the presentation of 'teacher awards'
- praise in front of a group, class or the school (e.g. *Work of the week* assembly)
- the use of reports to comment favourably not only on good work but also on behaviour and general attitude
- class points which lead to a termly class reward, chosen by the children
- stars awarded at break times and lunch times with an agreed weekly class reward agreed by the children. This may be participation in 'golden time' or an extra break in the afternoon for KS2 children
- 'Golden time' once a week for children who behave in accordance with school rules.
- Half termly assembly celebrating good attendance where good attendee's will be awarded a certificate.

### **Rewards**

Foundation stage:

Sticker for chart to 20

20 teacher awards Headteacher award.

Key Stage 1:

10 teacher awards – verbal praise from class teacher

20 teacher awards – sticker award

30 teacher awards – certificate card sent home

40 teacher awards – prize tub

Key stage 2:

15 teacher awards – verbal praise from class teacher

30 teacher awards – sticker award

45 teacher awards – certificate card sent home

60 teacher awards – prize tub

75 teacher awards – Head Teacher Award

### **Unacceptable behaviour**

Any unacceptable behaviour in classrooms will be dealt with by class teachers following our chosen method of assertive discipline, explained as follows:

1. A verbal warning to stop inappropriate behaviour making it very clear what the undesired behaviour is and what will happen if it continues.

2. If unwanted behaviour continues after a warning, a consequence will be given and marked on a record chart.
3. If inappropriate behaviour continues another consequence is given and the child will be given 'time out'. (In class or another class in school)
4. A fourth occasion will result in the child's parents being informed of the constant disruption.
5. On the fifth occasion the child will be asked to visit the head teacher to explain the consistency of chosen unacceptable behaviour. (Deputy head/ SMT in the head teachers absence).

Each day is a new beginning. Consequences do not carry over from one day to the next. The system must be implemented in full for it to work.

If teachers consider that a pupil's behaviour is such that the pupil should be removed from the classroom, the pupil may be sent, with the work that he or she is doing, to a member of the senior management team. In response to misbehaviour in classrooms or elsewhere, it may sometimes be considered expedient to keep children indoors during break time. It must be remembered that children may not be left unsupervised in classrooms.

If misbehaviour of any sort is persistent, observation procedures will be initiated. The name of any pupil who is a cause for concern, for any reason, may be recorded in the *Playground Book*. This book, maintained by the nursery nurses and lunch supervisors, is used to record relevant observations relating to the behaviour of the identified children. All recorded observations will be reported to the head teacher or deputy head teacher. Once a child has their name entered into the *Playground Book* they will be observed for a period of two weeks. At the end of this two week period if nothing significant has been noted the observations will end. If a child continues to cause concern, the observations will be maintained until the Headteacher is satisfied that the child is no longer at risk or is unlikely to cause harm to themselves or to others.

If it is thought necessary, a more detailed individual behaviour observation schedule may be used to record the behaviour of a child causing concern. This document (included at the end of this policy) can be used to record the behaviour of a child in the classroom and in the playground.

If misbehaviour persists, parents will be invited to visit school to discuss the situation. It will be made clear to parents what sanctions we intend to apply and that it is hoped that parents' co-operation can be relied upon. Parents will be referred to Parentline Plus for support with children if necessary. Sanctions may include:

- removal from a particular group in the classroom
- staying indoors during break time(s)
- withdrawal from participating in any activity which could be perceived as a 'treat'
- completion of unfinished work because of misbehaviour
- carrying out a useful task in school

### **Foundation Stage Policy**

Younger children attending the Foundation Stage Unit who display challenging behaviour may be designated an Individual Behaviour Plan, where school assesses their role and responses and decides upon targets drawn up by parents, staff and pupils. In cases of extreme challenging behaviour children will be placed upon a P.S.E.D support plan (Personnel and social emotional development plan). The evidence recorded will be important if it is decided

to enlist further support or to seek advice from agencies outside school. Further copies of this observation schedule are available from the head teacher.

### **The use of exclusion**

The ultimate sanction is exclusion, either from lunch times or from school. Only the head teacher with the permission of governors may exclude a pupil and exclusion will only be considered as a last resort.

Before lunch time exclusion occurs, both the pupil and their parents will previously have been warned that exclusion could be a consequence of further misbehaviour. Lunch time exclusion will be for a fixed period of time and the pupil's parent must take them away from the premises at the beginning of lunch time and return them in time for the beginning of afternoon school. If the excluded pupil is entitled to free school meals he or she must be given lunch before leaving the premises.

Exclusion from school either for a fixed period or permanently is an extreme sanction and will be undertaken within the procedures set out in DIEB Circular 10/99.

### **The role of governors**

- 6.1** 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 head teacher in carrying out these guidelines.
- 6.2** The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### **Monitoring**

- 8.1** The head teacher/ deputy head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

### **Review**

- 9.1** The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### **1. Signed:**



## **Code of Behaviour**

(Decided by children during Family Group Assembly and forming part of the home-school agreement and contained within the children's home-school diaries)

1. We will always be kind and caring towards each other.
2. We will keep our hands, feet and objects to ourselves.
3. We will walk sensibly and quietly in and around school.
4. We will treat school buildings and equipment properly and with respect.
5. We will always use good manners.
6. We will always do our best.

## Valley View Primary School - Individual Pupil Behaviour Record

Staff are requested to enter a brief description of the child's behaviour and to initial their comments.

<b>Name of pupil:</b>		<b>Name of teacher:</b>		<b>Period of observation</b>			
				<b>From:</b>	<b>To:</b>		
	<b>Lesson 1</b>	<b>Morning break</b>	<b>Lesson 2</b>	<b>Lunch</b>	<b>Lesson 3</b>	<b>Afternoon break</b>	<b>Lesson 4</b>
<b>Monday</b>							
<b>Tuesday</b>							
<b>Wednesday</b>							
<b>Thursday</b>							
<b>Friday</b>							
<b>Other remarks</b>							