

Hardwick Primary School  
**Behaviour & Discipline Policy**  
*"behaviour is everybody's responsibility"*

#### Rationale

Our school aims state that:

We endeavour to create a warm, stimulating and challenging school atmosphere where all children and adults feel valued and welcome. Everyone contributes creatively to the life of the school, striving together for improvement.

We want to create a school community that encourages respect for others' feelings, beliefs and possessions within a stable and caring environment. We strive to maintain high expectations through a consistent and positive behaviour management system in which all adults within the school consistently model the desired standard of behaviour and where the focus is on praising desired behaviour rather than focusing on negative behaviour. We understand that such a community needs a structure to support acceptable and agreed forms of behaviour. We believe that children will strive to reach high standards of behaviour. Low expectations will illicit low standards of behaviour. Our behaviour management policy is structured so those children who meet the required standards of behaviour will receive praise, and at times specific rewards. We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour. However, we also believe that a system of sanctions needs to be in place to support discipline within the school.

We use social problem solving structures such as circle time to give a framework for resolving difficulties constructively. We teach an 'emotional vocabulary' so that children develop the skills to help them recognise and understand their own and others' feelings. We teach social skills of sharing, turn taking, listening, giving and receiving compliments, giving and receiving criticism. We model respectful and supportive relationships between all the adults in the school community.

#### Principles

To enable children:

- To develop respect for others and understand that everyone in school deserves to be treated with courtesy and respect. (People are different, and their preferences and points of view should be recognized. The cultures and traditions of others should be respected. All should be treated fairly and justly).
- To encourage and foster positive attitudes.
- To develop responsibility for their own behaviour. It is important to make informed choices and decisions. Children should be encouraged to do so within a framework appropriate to their age and maturity. Children should be given opportunities to demonstrate these choices by being given trust and using initiative.
- To develop a co-operative approach.
- To develop an effective range of strategies for dealing with problems.
- To be safe and secure at all times

To enable adults:

- To consistently model high standards of behaviour.
- To encourage and support children to develop in the ways outlined above.
- To follow an agreed format of rewards and consequences.
- To support each other within the agreed format.
- To provide children with a consistent framework of expectations during their whole time at our school.
- To ensure that opportunities and/or training are given to the children so that they can become more responsible for their own behaviour, e.g. Circle Time and peer mediation.
- To be safe and secure at all times

#### School Codes

Children will be asked to think about the codes of conduct necessary for living and working together in a group. There are different sets of codes for different areas within the school, e.g. Whole School Code (*our golden rules*), Playground Code, Classroom Code (see appendices)

These are all underpinned by the same philosophy of consistent, positive behaviour management. The codes are written as positive reasoned statements (i.e. not using 'No...' as in 'No running' and 'No fighting' but rather 'We walk' and 'We respect each other.')

The codes are displayed prominently around the school and reinforced and referred to regularly, both in assemblies and as part as everyday school life. School Codes are communicated clearly to parents to ensure their support. The Whole School Code and the Playground Code are written and reviewed in conjunction with the School Council.

## Rights and responsibilities

CHILDREN	
Rights	Responsibilities
? To be treated with respect	? To behave respectfully to others
? To be safe	? To behave in a way which keeps self and others safe
? To learn	? To attend school regularly ? To be willing to learn ? To allow others to learn
? To make mistakes	? To acknowledge own mistakes ? To allow others to make mistakes
? To be listened to	? To give opinions in a constructive manner ? To listen to others

### Inclusion

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. Our behaviour policy aims to support our inclusion policy. Where possible the response to a child's behaviour should not prevent the child from accessing learning, nor should the child's behaviour prevent others from learning. Where appropriate, 'reasonable adjustments' to the implementation of this policy will be made to allow for specific individual needs.

### Social skills group

Children who are identified as having significant needs are supported through a variety of social skills programmes within a small group setting.

### School Council

A range of behaviour-related issues are regularly discussed and school codes are reviewed at these meetings.

### Playground Behaviour

Playtime can be the most challenging time for children to manage their own behaviour. The highest expectations are placed upon the children to meet the standards as shown in the Playground Code. We recognise that children's behaviour in the playground is inextricably linked to our behaviour management and PSH E teaching in the classroom. Therefore we recognise that all staff must work in partnership to raise standards and maintain consistency. We use playtimes as an opportunity to extend social skills and develop independence and responsibility. Teams of midday supervisors receive training and guidance and many of them are also Teaching Assistants in school and know the children well. We believe this helps in managing behaviour. It is important that lunchtimes are not perceived as different, in terms of expected standards of behaviour, from other times in the school day. A team of pupils ('Playground Squad') are responsible for organising play equipment and activities, and supporting children in a range of activities, including partnering new children when they join the school or start on a full time basis. During a 'wet playtime' children are expected to follow the school and class codes. Teachers should make clear to pupils and MDSA staff, the activities that children are allowed to do. e.g. Use of games, NO LAPTOPS etc

### Parents and Other Helpers in School

A copy of this policy is available to parents and helpers. Parents receive a copy of the home school agreement when their child joins the school, which they sign and return. These are kept in each pupil personal file. Parents receive an update of any changes to the management of behaviour through newsletters and information sheets. Parent and voluntary helpers receive a specific guide prior to helping in school. (see attached)

### Monitoring and review

Staff, pupils, parents and governors will review this policy annually. Implementation of the policy will be monitored by the Headteacher and Senior Leadership Team who report to the full Governing Body.

Reviewed January 2009

Adopted by the Governing Body

## Appendix 1

### Rewards

- ? Each pupil can earn team points which they record on a class chart. These can be awarded for individuals or for
- ? Team points can be given by teachers, teaching assistants and other staff as an instant recognition of good behaviour, extra effort, kindness, politeness, notable achievement, etc. These can be awarded at any time e.g. in class, in assembly, around school, at playtime, at clubs etc.
- ? The team with the most points from each class is recognised and applauded in the weekly 'Good Things' assembly on a Friday morning.
- ? We also celebrate achievement and recognise and encourage pupils by having weekly awards in 'Good Things' assembly.
- ? Individual 'Pupil of the Week' awards - teachers choose two pupils to receive certificates for good work, attitude or progress (where appropriate pupils are encouraged to bring examples of work to show).
- ? Whole class awards - each week there is an agreed target for the whole school to aim for which will be discussed in assembly and class at the beginning of each week (this can be behavioural or pastoral in nature, e.g. being polite to each other and to visitors etc). Staff agree the class which has made the best effort to reach the target during the week. This award may also be awarded for something else outstanding e.g. good behaviour on a school trip.
- ? 'Lunchtime/Playground' and 'Assembly' awards recognise whole class behaviour around school. During lunch hour, MDSA's note good behaviour in the dining hall or playground and this helps to inform the award on a Friday. 'Singing award' is given for the class who sang well in the weekly Singing Assembly.
- ? Other certificates such as swimming or gymnastics awards are also presented during 'Good Things' assembly
- ? In addition to the above, teachers also use their own behaviour and discipline strategies, such as 'table points', stickers, stamps, marbles/marble treats, Golden Time etc. All these strategies support and encourage children to follow the agreed class and school rules.
- ? We also reward good attendance with certificates for children with 100% attendance which are given out in assembly each term.

## Appendix 2

### Managing behaviour and Sanctions

- ? Where a pupil fails to meet class expectations of behaviour and prevents the teacher from teaching or pupils from learning then the following sanctions may be taken, according to the age of the pupil;

Warning	Action	Punishment/Further action
1	Child is given 1 <sup>st</sup> verbal warning OR the child's name is written on the board (OR both). Refer to class/school rules and explain why the behaviour is unacceptable.	No action is taken if warning is heeded (their name is removed from the board)
2	Child is given 2 <sup>nd</sup> verbal warning OR a mark/tick is put against name on board (OR both). Explain to the child what receiving a 3 <sup>rd</sup> warning will result in (see below).	Pupil is given 'time out' for a pre-agreed period at discretion of teacher - but should not be for whole period
3	Third verbal warning OR second mark/tick against name.  If the teacher chooses not to write the name of the pupil on the board. E.g. using only verbal warnings for younger children/SEN pupils, it is important to keep a record of the number of warnings given.	Pupil is sent out of class to Headteacher/member of SLT with brief note explaining inappropriate behaviour, OR a responsible child or member of support staff is sent to fetch Headteacher/member of SLT
Poor behaviour or incomplete/ poor work may result in a child, group or class being 'kept in' for part of break/lunchtime (at the discretion of the teacher), either in the classroom or the foyer area. However, the pupil/pupils MUST BE SUPERVISED BY THE TEACHER. NB - all children should receive a comfort break or opportunity to go outside, regardless of sanction. (research suggests that the first 2 minutes of detention has the most impact on pupils).		

Pupils who continually or regularly receive sanctions will be considered for entry onto the SEN register. An Individual Behaviour Plan may be drawn up for specific behaviour targets.

Although very rare, if the following behaviour should occur repeatedly, it would be dealt with by the Headteacher/member of SLT;

- Any form of aggression/violence
- Rudeness to staff
- Swearing
- Bullying
- Deliberate damage to property

All of the above will be formally noted and parents informed via the class teacher or by letter or phone.

#### 'Zero Tolerance'

The behaviour outlined below is very rare in this school, although we should be prepared for the possibility. In most cases our aim is to try and negotiate with children and parents so that through a combination of praise, rewards and sanctions we manage to change an individual's behaviour and attitude. However, there are some issues that the school cannot tolerate, and as such they *could* result in a fixed-term or even permanent exclusion. These issues, which we call 'zero tolerance' are as follows:-

- Physical assault on a member of staff
- Possession of cigarettes/lighter/matches in school
- Possession of drugs in school
- Theft from another pupil, member of staff or of school equipment

The exclusion of a pupil is at the discretion of the Headteacher. Parents will be informed in writing of the reason for exclusion, the length of exclusion and their right to appeal. The Headteacher will inform the chair of governors of exclusion. (see also section on P2 'inclusion')

#### The use of reasonable force to control or restrain pupils

At Hardwick Primary School, the use of reasonable force (restraint procedures) are an absolute last resort, however, in accordance with the Education and Inspections Act 2006, Hardwick Primary School staff who are authorised by the Headteacher, have the right to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

1. committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
2. injuring themselves or others
3. causing damage to property (including the pupil's own property)
4. engaging in any behaviour prejudicial to maintaining good order and discipline in class/school, where all other strategies have been applied

It is very rare for these measures to be necessary. Any incidents would be recorded and parents informed. Staff who use restraint procedures are fully trained by Suffolk County Council appointed trainers.

#### Additional strategies

A range of additional strategies to support individual pupil behaviour are available to staff – these are generally used by MDSA's at lunchtimes.

#### Yellow and Red cards

Each MDSA has access to Yellow and Red cards. If a member of staff has warned a pupil about a particular behaviour once but the behaviour is repeated then the pupil receives a *yellow card* and spends one minute on the timeout bench to think about their actions. If they repeat the behaviour a third time then they receive a red card and are escorted in by the MDSA/member of staff to sit at the designated desk in foyer area where they complete a *4W's sheet*.

#### The 4W's sheet

- This consists of 4 boxes in which children write (or draw) responses to the following questions:
  - What did you do?
  - Which rule did you break?
  - What should you have been doing?
  - What will you do next time?

- If it is the first time a child has seen one of these sheets then a brief explanation can be given. If not then the MDSA should not enter into discussion with the child. The sheet helps the child to focus on their actions and also keeps them occupied.
- The member of staff informs the Headteacher/member of SLT/class teacher that the child is in the foyer completing the sheet and then returns to the playground.
- If a child completes a 4W's sheet then a letter may be sent home (at the discretion of the teacher/Headteacher) explaining the sanction and requesting that the parent/carer discusses the issue with their child in support of the school.
- A copy of the sheet is sent home and another copy kept for the school file (see attached examples)

#### *Focus Behaviour Sheets*

- These are completed for pupils whose behaviour is identified by teaching staff as in need of monitoring and links to the yellow and red card system and 4W's.
- If a child receives 3 ticks in any box (in total) they receive a *yellow card* and therefore have one minute on the *timeout bench*
- If a further incident takes place they receive a *red card* and are given a *4w's sheet* to complete
- The behaviour sheets are discussed with the teacher in question and can be used to inform progress towards IEP's or work with parents etc

### Appendix 3

#### Whole School Code (Golden rules)

- We are good learners and do our best
- We listen carefully
- We are caring, kind, co-operative and helpful
- We move quietly around the school
- We settle our disagreements peacefully by talking about them
- We look after the school and our equipment
- We look after other people's property
- We are always honest

### Appendix 4

#### Sample of a classroom code

- We are honest and trustworthy
- We keep our classroom tidy
- We listen carefully and are always ready to learn
- We care for everyone in the class
- We respect each other's privacy
- We line up and walk well
- We speak in a friendly, respectful and polite way
- We respect everyone's property and possessions

### Appendix 5

#### Playground Code

- We look after each other and play safely
- We follow instructions straight away
- We show respect for people, property and the environment
- We ask children on their own to join in with our games
- We say sorry if we hurt or bump into anyone by accident
- We stop and stand still when we hear the bell or whistle
- We take care of our equipment

Appendix 6 – sample 4 w's letter

Date.....

Dear parent/carer,

Hardwick Primary Positive Behaviour Plan

This form is to let you know that today, your child.....had to complete a 4W's sheet. (see copy attached)

This sheet explains:

What he/she did

Which rule he/she broke

What he/she should have been doing

What he/she will do next time

Please support the school by talking to your child about the incident and then contact the school to t to.....

Thank you for your support in this matter.

Yours sincerely

*PSDewhurst*

P Dewhurst  
Headteacher

Name		Date	
What did you do?		What rule did you break?	
4 W's sheet			
What should you have been doing?		What will you do next time?	

