

Behaviour and Discipline Policy

Agreed by Governors: May 2023

Review Date: May 2025

Safeguarding

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Ensuring good behaviour is particularly important for this. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe. Our Mental Health and Wellbeing programme equips our children by giving them understanding and knowledge about behaviour and emotions and providing them with age appropriate strategies for managing their own and forging healthy relationships with others.

We perceive this to be part of our role in promoting British values.

Aims and expectations:

This policy supports the aims of our school, which are:

- To develop independent, effective learners who enjoy school
- To create a cohesive school community in which there is mutual understanding, trust and respect
- To empower staff and children by raising confidence, self-esteem and self-belief
- To equip children with the attitudes, qualities, skills and understanding they need for success in our ever-changing, diverse world
- To bring about optimum achievement for every child
- To become an excellent school

Every member of the school community has *rights*:

to be valued
to be safe
to be respected
to tolerance

Where there are rights, there are also *responsibilities*:

to value others
to keep others safe

to respect others
to be tolerant

We teach children to accept *responsibility* for their own actions.

The main aim of the behaviour policy is to help children to *want* to behave well.

The school *rewards* good behaviour. It also has sanctions in place for children who choose to break rules. This policy is designed to promote good behaviour, as well as prevent anti-social behaviour.

Children are taught about choices and consequences. Any form of behaviour, good or bad, is a choice. Children are responsible for controlling themselves. Positive behaviour has positive consequences, and negative behaviour has negative consequences

Children from Nursery upwards are introduced to the language of 'good choice' and 'wrong' or 'bad' choice. Children are prompted by adults to think about whether they are making a 'good' choice – often this is enough to adapt a child's behaviour - and children are praised for making good decisions.

All staff employ strategies which promote a sense of belonging – class routines, class teams, table partners, carpet partners, welcoming at the door, talking about activities children do at home, finding out about likes and dislike/hobbies etc. This 'sense of belonging' is crucial to supporting wellbeing and supports positive behaviour in school.

In all classrooms there are a range of resources and strategies used to support children to develop good learning behaviours and increase concentration and attention eg fiddle toys, wobble stools, privacy booths, quiet corners, individualised plans which include time-out and movement breaks. Opportunities for children to make their own choices are encouraged for example moving to a 'safe' place eg a corner, under a table or into the cloakroom or sensory area

Zones of Regulation is used throughout school as a strategy which gives children a way to recognise and articulate how they are feeling. Within PSHE/Mindmate lessons we discuss and begin to understand that we all feel a range of different emotions at different times and that this is normal. We talk about appropriate responses and unexpected behaviours in response to an action.

Children are also taught to recognise how others may be feeling and the impact they have on each other. Children learn to 'read' other children's body language and to know when others may need a bit of time and space too. In this way children learn to support positively the behaviour of others.

Talking about behaviours, feelings and responses often within lessons provides the language the children need to be able to articulate how they are feeling and the choices they are making. It also gives adults a shared language to use

when they discuss and reflect with a child when and if they do make the wrong choice.

Being able to voice “I’m feeling red (angry)” allows the conversation to move quickly to “What am I going to do to get back to green?” This allows children to regulate their own behaviour more successfully. Staff make adaptations within class, eg quiet areas, booths, sensory/fiddle toys, use of safe-space for individual children when required – the purpose being to support the children to manage their own behaviours independently.

Children know that it’s ok to make a mistake. Children are encouraged to be honest and to understand that through being honest and admitting when we’ve doing the wrong thing, issues can be resolved more easily and quickly and we can then ‘move on’. Adults in school always deal with issues calmly and allow children time and space if needed before talking things through.

Children know that adults will listen to them.

Children also know that whilst as individuals we don’t always want to be friends with all our peers, we do have to behave in a friendly manner towards everyone.

We should treat each other as we would like to be treated ourselves.

All staff apply the behaviour policy consistently.

EXPECTATIONS

- Everyone has the right to feel safe in school
- The school expects everyone, child or adult to behave with courtesy, honesty and co-operation.
- Children are expected to be polite and helpful to everyone both in and out of the school building.
- Children and adults are expected to use language that is acceptable to everyone. Swearing is unacceptable.
- We expect ‘super sitting’
- We expect ‘good listening’
- Children and adults should walk around the building, in and out of class areas with sensitivity to others.
- Children are expected to play cooperatively in the playground, rough and tumble and play fighting are not allowed

GOLDEN RULES

- Be kind and helpful – Don’t hurt other people’s feelings
- Be gentle – Don’t hurt anyone
- Listen – Don’t interrupt
- Be honest – Don’t cover up the truth
- Work hard – Don’t waste time

- Look after things – Don't waste or damage things

Rewards and sanctions:

Adults praise and reward children for good behaviour in a variety of ways

- We reward effort, independence and achievements
- Adults congratulate, recognise and reward e.g. a *smile*; *verbal praise*; *sending the child to another teacher for additional praise*; *stickers*, *Dojo points*, *prizes* or *certificates*
- Good behaviour is praised often and aloud so the rest of the class can hear, while reprimands, when appropriate are quiet and may be in private. We promote a very high ratio of praise to reprimands.
- Praise is given in high ratio to reprimands. We 'lay it on thick'.
- Each half term two children are nominated from each class to receive excellence certificates in Friday assembly;
- Each class uses a mixture of whole class rewards and individual/group rewards
- We use Class Dojo to award points and the app ensures that parents receive a message every time a point is awarded.
- We also inform parents of good behaviour verbally, via text /email/dojo and through notes or copies of reward charts sent home.

The school employs a number of sanctions to ensure a safe learning environment:

- Minor infringements of rules may result in loss of certain privileges. Minor annoyances that don't interrupt the flow of teaching might be ignored and addressed later.
- A frown or a non-verbal signal is often enough to stop misbehaviour.
- All children are expected to try their best in all activities. If they do not do so, they may be asked to redo/complete a task, which may involve missing playtime.
- Children are expected to listen carefully to instructions in lessons, to look at the teacher and not distract their peers. If they do not do so, they may be asked either to move to a different place, or to sit on their own.
- Where disruptive behaviour interrupts/prevents teaching and learning taking place, children are removed from class. A 'three strikes and out' approach is adopted.

Three strikes and out

Yellow cards are given when children interrupt/prevent teaching and learning. This will usually be when other strategies reminders, frown/non-verbal signals, have already been used. Following one yellow card it is expected that the teacher will continue to use other strategies to avoid yellow moving quickly to red.

Yellow cards will be given for:

- Behaviour which interrupts the learning of others

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- Repeated shouting out
- Talking at inappropriate times
- Inappropriate comments during discussion
- Fiddling with equipment – which is distracting to others
- Loud voices when quiet is expected

A second incidence results in a second yellow and tick placed next to their name. If children default a third time, the teacher gives them a red card.

Red card – *When children are given a red card they are sent to the next door classroom or corridor. They are not given work but are to be ignored and asked to sit (legs crossed, arms folded) in a space by the wall for 10 minutes. Adults do not enter into argument with the child or give them attention. Discussion and reasoning with the child takes place at a later time.*

Instant Red Card - Refusal to co-operate and rudeness to staff result in an immediate red card. This includes dangerous behaviour and any form of inappropriate/insolent response whether verbal or non verbal, such as the child turning their back to the teacher, shrugging their shoulders etc.

Internal Isolation

If a child remains aggressive and /or angry they will not be allowed to return to class. The child will remain isolated from the class, usually in the HT office, until they are calm and staff judge that the child is ready to return.

In some cases children will be encouraged to 'go for a walk' with an adult eg through the building or around the grounds to help the child regulate before they are able to talk.

Before returning to class a restorative conversation will take place between the child and adult (classteacher, TA or HT) enabling the child to discuss how they were feeling, what had caused the problem and how they may behave differently in the future.

Restorative conversations will also be held between children in order that children learn to think about their own and the feelings of others, about fairness and about how their behaviour might impact on others. Adults will always consider the best timing of these discussions – sometimes they can happen straight away although occasionally an adult may decide to wait to ensure that both parties are calm and able to discuss properly.

Safe-space

In school we have a safe-space which is designed to allow a child to access some time-out undisturbed by others. The space is secure and reduces the need for any physical handling/restraint – in line with team teach approaches. The safe-space may be used by children as part of their personal behaviour plan.

Approach

- Teachers avoid debate about incidents. They record red cards and reasons at the end of a lesson on a proforma sheet. Names are removed from the board at the end of each session.
- A red card means that when you return to class you also miss 10 minutes of playtime to complete the work missed or to complete a task chosen by the teacher. Children will be supervised in class by a member of the year group team.
- If a child misbehaves repeatedly in class, the class teacher will have a record of all red card incidents. This record is important when talking to other people about the behaviour.
- Where children are regularly removed from class, parents are contacted, by the class teacher, by dojo/telephone and asked to come and discuss the difficulty. The class teacher will be present at this meeting and may invite the Deputy or Head teacher.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If the child is causing significant disruption to learning or is dangerous the child will be guided from room by two members of staff (in line with Care and control policy) into nearest cloakroom area away from other children or immediately to the safe-space or HT office. In extreme cases, it may be more appropriate to remove the whole class and allow the child to calm in the classroom before moving to another space (eg safe-space, HT office).
- When the child is calm staff use the IESCAPE technique to discuss the behaviour. This technique is an effective strategy for teaching self-responsibility and exploring alternative behaviours. It enables adults to see the incident from the child's point of view, help the child see the connection between their feelings and their behaviour and encourage the child to take responsibility for their own behaviour/actions.
 - I – Isolate
 - E-Explore
 - S-Summarise
 - C-Connect
 - A-Alternative
 - P-Practise
 - E-Enter

Playtime

- Children should be given a reminder for minor 'indiscretions' e.g. kicking ball too hard deliberately, rough play with a clear explanation of why we don't do it and may be asked to stand with the adult for a few minutes.

- Play time bans (of up to two days) will be given for children who are physically aggressive or are verbally aggressive.
- If a ban is given an explanation as to the reason for the ban must be given to the child so that they understand why they are banned.
- Children sit on the corridor, in the office or in the classroom (as appropriate) they are ignored and are expected to sit without talking to others.
- The adult overseeing this sanction can make a decision to send a child out 10-20mins early on the final day if the ban has been done 'well'. (eg child has come without reminders, sat quietly without interruption, shows remorse)

Aggression and Bullying

Aggressive behaviour. We do not tolerate any form of aggressive behaviour, including 'play-fighting'. Children who physically attack others are withdrawn from the playground. This includes deliberately jumping on top of others, pulling others to the ground, kicking and pushing etc.

The school does not tolerate **bullying** of any kind. Our Child Friendly Anti-bullying policy sets out clearly for children our definition of bullying using STOP – Several Times On Purpose, 'A bully is someone who hurts someone else by using behaviour which is meant to hurt, frighten or upset another person. This behaviour is repeated over and over again.'

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop it happening again. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All bullying incidents are recorded by staff on CPoms.

We have a policy of peaceful conflict resolution and teach that it is wrong to hit back. We teach children a range of conflict resolution strategies eg saying 'Stop it – I don't like it.', suggesting alternatives or compromises, asking an adult to help.

The responsibility of the class teacher

The class teachers in our school have high expectations of the children, and they strive to ensure that all children work to the best of their ability. They are proactive in promoting good behaviour. The class teacher discusses *our Golden Rules* with each class, and all teachers place importance on our Mental Health and Wellbeing I and PSHE curriculums. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The class teacher treats each child fairly. Where mistakes are made, staff apologise.

The class teacher ensures that there is a strong sense of belonging in class and that children feel safe. They are available as a 'trusted adult' and actively

encourage children to talk if they need to. The class teacher ensures that time is given to promote, recognise and praise good behaviour and in particular behaviour that supports others – kindness, sharing, encouragement, patience and good listening.

The class teacher takes time to support children during restorative conversations – listening carefully and giving children the opportunity to speak, listen and consider the others point of view.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Cluster Family Support worker or Play Therapist or Counsellor.

The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time.

All members of staff must be aware of the regulations regarding the use of force by teachers, in line with government guidelines on the restraint of children.

Refer also to our Care and Control Policy.

The role of the headteacher

It is the responsibility of the headteacher 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 is also informed by guidance and advice contained within the 'Screening, searching and confiscation advice to schools' and 'Behaviour and Discipline in Schools – guidance for governors.

The headteacher supports staff by setting the tone and standards of behaviour, and by supporting them in carrying out the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour. (CPoms system)

The headteacher will do all she can to avoid excluding children. Where the behaviour of a child becomes a significant concern, the headteacher and/or SENCO/outside agency agrees targets with the child and the parents and these are monitored and assessed by the class teacher.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. We follow the DFE and LA guidelines on exclusions.

The headteacher has the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. (*see DFE Behaviour and discipline in schools, Jan 2016*)

When misbehaviour outside school is reported to staff, school staff will seek to establish facts and speak to children involved. This includes inappropriate or unsafe online behaviour. School staff may also inform parents and seek advice from the local PCSO if appropriate. The child may also be punished in school eg playtime ban or internal isolation, if the misbehaviour could have repercussions for the orderly running of the school, pose a threat to another pupil or affect the reputation of the school.

The role of parents

The school works with parents, so children receive consistent messages about how to behave at home and at school.

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, parents should support the actions of the school. If parents have any complaints, they should follow the school complaints procedure.

The role of governors

The governing body has the responsibility of setting this policy, and of reviewing its effectiveness. The governors support the headteacher in carrying out the policy.

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. She also reports to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour as referred to in the body of this document. The class teacher records classroom incidents

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resulting in red cards. More serious behaviour incidents are logged on CPoms either by the classteacher of Headteacher

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. (This information and copies of documentation is also recorded on CPoms)

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. This information is provided to Governors via the Termly Headteacher Report to Governors

Review

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.