

Birdsedge First School Policy for Behaviour and Discipline



The Birdsedge Values
Learning happily together.

The Staff and Governors are mindful of the responsibility of Section 175 of the Education Act 2002 which requires governing bodies to “exercise their functions with a view to safeguarding and promoting the welfare of children”.

We aim to develop within each child a personal code of behaviour, where consideration for others (of whatever ability, sex, colour, race or creed), sensitivity, truthfulness and integrity are firmly valued.

The maintenance of discipline within the school is the responsibility of all school staff within the framework of this policy.

It is important to us that children, parents and staff at Birdsedge First School work together, within our school values, to ensure that our school is a place where children are able to learn and teachers are able to teach.

In order to ensure good behaviour and discipline, children and staff are encouraged to praise and support each other, to deal quickly, positively, sensitively and discreetly with behaviour issues keeping in mind the dignity and welfare of all concerned. We encourage and help the children to take responsibility for their own behaviour and actions.

It is agreed that each class will discuss the school values in an age appropriate way as a foundation for discipline in the class. There will be a display reflecting school values in each classroom.

School Rules and Expectations

These apply throughout all the school day, including before and after school, playtimes, including wet playtimes.

- Around all areas of the school, we expect children to move around in an orderly fashion with due care and consideration for others and for school property. A quiet atmosphere and sense of purpose should be maintained. Children should be ready to learn as soon as they enter the school building.
- Children walk from the classroom to the blue gate at playtime. When the whistle is sounded at the end of break, children walk in and remain walking in the school building.
- School uniform must be worn and equipment for school (PE kit, book bag) should be present every day.
- Children speak to and interact with all members of the school community with respect and in accordance with the school values.
- Children are not expected to speak during Assembly.

Class Rules are negotiated which reflect the school values.

Whole School Reward System

As a school we focus positively on behaviour.

The following rewards are used frequently throughout the school:

- Verbal praise
- Star Assembly
- Stamp cards to fill for a reward in Friday Assembly.
- A chance box system
- Displaying work
- Telling parents personally/notes to parents written in the Home/School Reading Record Book/Planner/Praise Padz sent home for super homework, hard work
- Opportunity to tell other Staff, the Headteacher or Senior teacher about good work or behaviour
- 'Friday Table' from the catering staff

A Behaviour Visual will be displayed in each class. This will show each child whether they have done particularly well, or whether they have received a sanction.

Golden Time is used as a whole class reward in Classes 2 and 3. Minutes can be gained and lost.

Class 1

Have Floppy the Dog to take home, as a reward.

NB specific individual class or whole school targets can be used by the teacher when focussing on an aspect of behaviour management.

Celebration Collective Worship

Each week a Celebration Collective Worship is held to which parents are invited. Each class teacher chooses 1 pupil to display their work on the 'Wow Work' board. Each class teacher chooses some children to be entered into the Celebration Book. Lunchtime Supervisors and

support staff are also encouraged to put children into the Book. Children are put into the Celebration Book for work, attitude and behaviour.

In Celebration Collective Worship Class teachers share the children's achievements and a special sticker is awarded. Children are also invited to bring in certificates and badges from their out-of-school activities and share their accomplishments, and again stickers are awarded.

Chance Box

The chance Box - One per class. All staff including lunchtime contribute and positive behaviour name on small papers into the class book. is operated by all Staff for **consistently** good behaviour (as distinct from stamps, which are given for good work.) Lunchtime staff will report names of children who have consistently behaved well to the class teacher on a weekly basis, for them to be added to the chance box. This will be drawn on a weekly basis.

A Treasure Jar might be used strategically in some classes according to the needs of the children.

How we discourage poor behaviour

All staff discourage poor behaviour in a variety of ways and are mindful of child and staff dignity and well-being when dealing with an issue. We encourage the use of low key cues to prevent the escalation of poor behaviour. It is expected that the following cues will be used frequently by adults working in the classroom:

- Tactical ignoring
- Proximity praise
- A look
- A non verbal sign
- Moving closer to the pupil
- Use of distraction
- A humorous comment
- Reminding the whole class of the rule or expected behaviour

In addition to our policy of rewards and stepped sanctions it is also important that we note changes in a child's behaviour. The changes may take a variety of forms. If we are concerned about a child it is important that we:

- Liaise with the parent/carer as soon as possible
- Inform the Headteacher
- Inform the Out of School Club Leader
- Monitor and record details of the child's behaviour
- There may also be implications for the Anti-Bullying Policy and Safeguarding Procedures

Classroom Sanctions

Where praise, positive language and tactical ignoring etc have not worked, the following procedures should always be followed:

Classroom Sanctions

Classroom Step 1: Reminder eg "I am reminding you of the rule to ..."

Classroom Step 2: Verbal warning - eg "if you do that again"

Classroom Step 3: Move peg eg to cloud + 5 mins time off break time, moves place within classroom area if appropriate. Teacher might optionally speak to parents.

Classroom Step 4: Move peg eg to thunder cloud - Sent out of classroom to another class, 10 minutes off break time, 10 minutes off golden time. Teacher will speak informally to parents. The exact class that the child might be sent to will depend on the child in question and can be agreed on a case by case basis between teachers.

Continued Repetition of Step 3 or 4

Formal meeting

Parents will invited by written letter to meet the class teacher. This will always be followed by a 1 or 2 week review period (depending on teacher's judgement) and a second formal meeting.

Second formal meeting

This might be informal - at this point, the child may step back to the normal classroom routines without weekly reporting. Praise and reward should be given.

If this is not the case, an individual plan of support (**see agreement form**) will be written, including **weekly** report to parents. This will also detail exactly which structure of praise / reward and sanctions will be put in place for that child. This will be communicated to all staff. If the problem relates to playtime, these might include exclusion from certain areas of the playground eg ball court. If the problem relates to classroom behaviour, this might include missing 5 minutes of lunchtime on a daily basis until a fixed period is up.

Rewards and Sanctions to be put in place at home should always be agreed and monitored.

Third formal meeting

Individual plan of support, including **daily** written report to parents. Individual plan of rewards and sanctions will be put in place and communicated to all staff. A monitoring meeting with the Senior Teacher or Head Teacher will take place at an agreed timescale. Rewards and Sanctions to be put in place at home should always be agreed and monitored. Professional external advice might be sought by the school.

Exclusion

When previous procedures are not effective further sanctions may be needed. A child may be removed from their class for a fixed time period, usually a minimum of one morning. Also, **following an extreme incident for example very high levels disruption or danger to others then the child will be removed from their class and isolated with a member of staff. A formal meeting with a parent must be arranged as soon as possible, at the convenience of the Headteacher.** They will then be supervised outside the classroom with an ETA or in another class. Playtimes and dinner times will be separate. They will have no contact with other children.

In exceptional or repeated circumstances, verbal or physical abuse or violence will result in exclusion from school.

Playtime Rewards and Sanctions

Step 1: reminder. **Step 2:** 5 mins time out (stand by the wall, or hold an adults hand) **Step 3:** Child sent in from play, by means of red triangle system (below).

Any rough or violent play will be straight to Step 2. Extreme incidents - send a red triangle (below), child will be excluded from lunchtimes.

Red Triangle - in lessons, corridors and playtimes.

All staff carry a red cardboard triangle with their name on the back. If assistance is needed from another member of staff on an urgent basis, the card is sent to the staffroom or office with another child. Any adult receiving this card should go immediately to the adult named on the rear of the card.

Behaviour Agreement

This agreement is between:

Pupil:
Parent:
On behalf of School:

We agree to target the following behaviour:

The pupil is expected to replace this with the following positive behaviour:

These are the rewards on offer when the positive behaviour is shown instead of the existing behaviour:

In School	At Home

These are the sanctions on offer when the positive behaviour is shown instead of the existing behaviour:

In School	At Home
(eg being shadowed, 5 minutes with a teacher every day, excluded from Ball Court:)	

We will meet again on this date to review this agreement: _____

This plan will be shared with all staff

Out of school club Behaviour

The playleaders will use steps 1 and 2 followed by:

- The child staying with the play leader for up to 15 minutes depending on age and the returned to the play activities or their tea.
- Refer to the Senior Play leader.
- Seek support from a member of the Senior Leadership team and speak to the child's parent.

Monitoring and Review

Each term an opportunity will be given to staff to discuss issues arising from the operation of the policy. The Headteacher will monitor the policy in practice. The policy will be reviewed on an annual basis.


Draft policy written jointly by staff, with work finishing on Tuesday 8th May 2017.

Agreed by staff on 3rd July 2017

Agreed by governors on 11th July 2017

A report will be given to the Governing Body annually.

Wallet card - reminder for all staff

<p style="text-align: center;">  </p> <p style="text-align: center;"> The Birdsedge Values Learning happily together </p>	<ul style="list-style-type: none"> • Please remember the School rules as well as class rules and be attentive in giving praise and rewards systematically. • The stepped sanctions must be used consistently throughout all classes, including at playtimes. <p>Please ensure you are aware of all behaviour agreement forms (Kept in a folder in the staff room.)</p>
<h2 style="text-align: center;">Rewards</h2> <p>Classroom Chance box, Verbal praise, Star Assembly, Stamp cards, Displaying work, Telling parents, send to HT, 'Friday Table'</p> <p>Playtimes & Lunchtimes Verbal praise, Chance box - names in book and handed on to class teacher</p>	<h2 style="text-align: center;">Behaviour & Discipline - Sanctions</h2> <p>Classroom Step 1: Reminder Classroom Step 2: Verbal warning Classroom Step 3: Move within class, 5 mins off play Classroom Step 4: Sent out, 10 mins off play 1st, 2nd, 3rd Formal Meetings (see policy)</p> <p>Playtimes & Lunchtimes Step 1: reminder. Step 2: 5 mins time out (stand by the wall, or hold an adults hand) Step 3: Child sent in from play, by means of red triangle system (see policy). Any rough or violent play will be straight to Step 2. Extreme incidents - send a red triangle (see policy), child will be excluded from lunchtimes.</p>