

# Behaviour and Discipline Policy

## RATIONALE

All pupils have the right to learn without the concern of it being disrupted by others. All pupils have the right to travel to and from school, and to have their time at school, free of physical or emotional harm.

To achieve this, the school needs to have a clearly set out policy regarding discipline, which is understood by all those who are involved in and with the school. The purpose of this policy is to set out a clear, understandable discipline structure within which children and adults work in school. We base our policy on the principle of respect - for all adults and children in school, and on respect for property. We aim to encourage parents and carers to be involved in helping the school ensure good behaviour by all pupils.

## AIMS

We wish to promote an atmosphere about school, which is conducive to effective teaching and learning. We would want everybody in school to be:

- *Calm*
- *Caring*
- *Considerate*

These three words will be the criteria by which we test the effectiveness of the policy.

## GUIDELINES

### Expectations

We recognise that most children, most of the time are well behaved and work hard. We believe that good discipline is the responsibility of all who are involved in the school. We aim to bring in positive changes through the rules that we use. In order to do this, we expect that pupils will need to be taught what these codes of conduct mean, and about the behaviour that is associated with them. Once taught, then it will need to be rehearsed, allowing the children to assimilate the good practice. This process will happen quicker and in a much more relaxed fashion if the children are repeatedly encouraged. All informal contact contributes to good behaviour. To control that behaviour we need to take the initiative at every opportunity.

Staff can do this by:

- Being punctual to greet pupils throughout the day.
- Setting high standards ourselves.
- Escorting classes around school in orderly lines.
- Enjoying relating to pupils.
- Dealing with all misbehaviour - to ignore it is to condone it!
- Teaching strategies for managing peer disputes.

To ensure that we can achieve these standards the school should adapt its practices and systems to ensure they don't stand in the way.

## RULES

The whole ethos of the school is based on the "Golden Rules"

- **Do** be gentle - don't hurt anyone.
- **Do** be kind and helpful - don't hurt people's feelings.
- **Do** be honest - don't cover up the truth.
- **Do** work hard - don't waste time.
- **Do** look after property - don't waste or damage things.

Classes should also have their own rules, negotiated between pupil and teacher, and these will compliment and reinforce the school's aims for behaviour. They will be displayed in the classroom. However the following rights are **not** negotiable:

- The teacher's right to teach.
- Every child's right to learn.
- Every member of the school community's right to safety.
- Every member of the school community's right to dignity and respect.

The following additional rules will apply to all areas of the school outside classrooms:

- Come into school by correct doors.
- Walk when inside building.
- Speak in a quiet voice inside school.
- Treat everyone with kindness and respect.
- Respect all property inside school and in the playground.
- Be organised and prepared for lessons and when going out for breaks.

## PROBLEMS

Problems will always occur however effective the behaviour policy proves to be. Problems are caused by children who forget rules, by children who deliberately flaunt the rules, or by those who are learning and testing the boundaries of acceptable behaviour. In order to be effective, we will have to tackle each of these deviations, but our reaction may depend on the reason the problem has occurred.

## DEALING WITH PROBLEMS

- Avoid confrontation.
- Listen.
- Establish the facts.
- Judge only when certain.
- Use punishment sparingly – in very small steps.
- Try to build redemption into any punishment – don't back the child into a corner.
- Use wit and humour without sarcasm.

## REWARDS

In order to encourage good behaviour, and to promote self-esteem within pupils, we should have a good system of rewards and praise.

### **Verbal**

- Smile, thumbs up etc.
- Praise – public or personal
- Humour

### **Extrinsic**

Merits are awarded for good behaviour. Class teachers choose merit schemes that they feel are appropriate to their class.

Children may be awarded prizes and certificates in recognition of outstanding behaviour.

Examples of good behaviour are mentioned during weekly assembly.

Children are given jobs. (Monitors)

Generally we should try **to praise children twice as often as we censure them.**

Try to catch a sinner being good and praise them.

## **SANCTIONS**

In order to maintain a high standard of good behaviour we will need a system of appropriate sanctions. These are used to register disapproval of unacceptable behaviour, and as a last resort, to protect the necessary authority of teachers and the stability and security of the school community.

**Always be surprised and disappointed when a child transgresses and refer them to the Golden Rule which has been broken.**

## **MINOR INFRINGEMENTS**

- Verbal reminder of rule.
- Verbal reprimand if behaviour persists.
- Loss of free break time.
- Quiet talking to – the misdemeanour is clearly identified and recognised by the child. Remedial action is identified. Always make sure the child states this in positive terms 'next time I will...' rather than the negative 'must not...' Reinforce the relevant rule.

## **MORE SERIOUS/PERSISTENT**

Every child will be issued with a behaviour card (Appendix 4) with room for 3 signatures. A child will receive a signature for serious breaches of behaviour such as:

- Insolence.
- Repeated disobedience.
- Aggressive behaviour towards another member of staff or other pupil.
- Being sent out of the class / lesson.

The cards will be kept by the class teacher and other members of staff (teaching and non-teaching) should request these when an incident occurs.

If a child receives 3 signatures on their card a letter will be sent home with a copy of the card, explaining one more signature will result in a meeting with the parent.

If a child receives a further signature on his/her card then the parents will be asked to come into school and an action plan will be drawn up with targets and rewards agreed. There will be a clean slate every term. This system will be available to ALL staff including auxiliaries and ancillary staff.

Agreed action plans may entail a child being placed on report for a week or longer or on communication book where a child's behaviour/progress may be logged.

**In extreme circumstances** where a serious incident occurs, the Head Teacher should be sent for immediately.

Notes will be taken at all meetings and of all incidents, and a copy placed on the child's file in the office and in the school's incident file. Parents will receive a copy of notes of all meetings they attend on request. In extreme circumstances, the Head Teacher may take the decision to exclude a child from school. This action could be taken if:

"It is considered that by allowing the pupil to continue to attend school this would be seriously detrimental to order and discipline in the school or to the educational wellbeing of the pupils there."

Or

"The parent of the pupil refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations or disciplinary requirements of the school."

## **LUNCHTIMES AND PLAYTIMES**

Our lunchtime and auxiliary staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils.

### **Good behaviour is:**

- Speaking quietly and politely to each other.
- Playing only in places where you are allowed to go.
- Going outside with no fuss.
- Using the correct door.

Where difficulties occur, the matter will be reported to the supervisor who will take the necessary action. This may include 'time out', keeping the child with an adult, or loss of privileges. More serious or persistent transgressions will be reported to the class teacher at the end of lunchtime, for further action. The class teacher will keep lunchtime staff informed of the outcome of this.

The Head Teacher is available at lunchtime to deal with any issue which is serious and cannot wait for the class teacher. If transgressions become persistent, parents will be asked to take their children out of school during lunchtime.

### **Behaviour which might warrant reporting to class teacher:**

- Persistent disobedience.
- Fighting or bullying.
- Use of foul or abusive language.

More serious behaviour would be dealt with in accordance with our behaviour policy. When dealing with problems we must stay calm, and follow the advice in 'Dealing with Problems'.

### **If things go wrong:**

- Draw child to one side.
- Speak quietly but firmly, separating the child from the behaviour (e.g. "I didn't expect this sort of behaviour from you...")
- NEVER pull, push or poke a child.
- Tell the child what you have found unacceptable.
- Tell the child that if these actions are repeated, their teacher will be informed.
- If the problems re-occur, remind the child why you report them. Keep your voice low and keep calm.

**If the system is followed fairly and consistently, then it should give the lunchtime staff more status, and will equate expected behaviour between lunchtimes and playtimes. Remember that praise is far more powerful than censure.**

### **MONITORING**

Monitoring will be by discussion at staff meetings, feedback from auxiliaries and supervisors with lunchtime staff, and level of reward at assemblies.

The Head Teacher will monitor behaviour cards termly.

By following this policy consistently, the standards of behaviour which we wish to see in and around school will be uniformly demonstrated to all pupils. Children will see this consistency as 'fair' and will understand the consequences of their actions.

### **Bullying**

Crystal Gardens Primary will not tolerate any form of bullying. This includes cyberbullying prejudice based and discriminatory bullying. We work to prevent bullying in the first place rather than deal with it when it occurs.

Students are regularly educated on how to interact with each other in and around school through Halaqa sessions, PSHCE lessons and assemblies.

Staff are trained on the behaviour policy at induction and what constitutes acceptable behaviour and how to deal with non-acceptable behaviour. There is no such thing as 'kids will be kids.' All unacceptable behaviours will be reported to the behaviour co-ordinator, Apa Rehana. No judgements will be passed on any child and support will be given to all children to enable them to correct their behaviour. Staff are encouraged to communicate conflict between personalities in children so that action can be taken to prevent any incidents.

All incidences of bullying will be reported to the behaviour co-ordinator Apa Rehana who will investigate and record all findings. These records will be kept securely in the school office and reviewed regularly to identify any patterns so that action plans can be drawn up where there is a pattern of bullying incidents occurring.

## **Low Level Concerns**

All low level concerns will be logged on the low level concerns form. This is to allow any patterns to be identified and situations resolved before they escalate. Staff to be trained on not dismissing this sort of behaviour as normal for children of this age or as banter. All low level concerns will be reported to the behaviour co-ordinator.