



Growing, Learning, Achieving Together

Behaviour and Discipline Policy 2018

	Date	Signature
Discussed at Staff meeting	23.05.18	
Discussed at Curriculum Governors	19.06.18	
FGB:		

Responsibility of Curriculum Committee

Next Review Date: April 2021

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)

TRUST
HONESTY
THANKFULNESS
RESPECT
TALK
TO MY
GOD
FAITH

Principles

At Cold Harbour C of E Primary School we want to encourage a calm, purposeful and happy atmosphere. We want to foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

We will encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour.

We aim to have a consistent approach to behaviour throughout the schools with parental co-operation and involvement.

We will ensure there are clear expectations of behaviour and create an environment where everyone feels safe at all times within school.

Responsibilities

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect and tolerance.
- To follow the instructions of all adults in school
- To take responsibility for the care of all property and the environment.
- Work cooperatively with other children and adults.

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise self-esteem and help children to reach their full potential.
- To create and deliver an engaging and challenging curriculum.
- To maintain a safe and engaging learning environment.
- To be a positive role model at all times and consistently follow the school's behaviour policy.
- To form positive relationships with parents and children so that we are all working towards a common goal.
- To recognise that all children are individuals and to be respectful, courteous and inclusive.
- To ensure that all behavioural incidents are logged in the pupil's individual behaviour log on the central system and are kept up to date and accessible at all times.

Parental responsibilities are:

- To support children to take responsibility for their behaviour and make the right decisions.
- To encourage independence.
- To show an interest in their child's school life.
- To read and agree to the home/school agreement.
- To develop a good relationship with staff in supporting the implementation of the behaviour policy.

TO ACHIEVE POSITIVE DISCIPLINE

Staff should:

- Treat all pupils as individuals and respect every person.
- Make the rules and procedures for classroom behaviour clear to pupils from their first lesson and explain why they are necessary - be specific about what is expected of a pupil and what is acceptable.
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This requires attention to furniture layout, grouping of pupils, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Ensure the curriculum is effective by ensuring all pupils are challenged.
- Ensure all explanations are clear and concise and all pupils understand the expectation of them for each lesson.
- Have high expectations of all pupils in terms of achievement and behaviour.
- Encourage pupils to positively involve themselves in their own learning goals - to improve self-worth.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- Continually observe or scan the behaviour of the class.
- Be aware of, and control their own behaviour, including stance and control of voice, implement discipline procedures calmly.
- Model the standards of courtesy and behaviour they expect from pupils.
- Emphasise the positive, including praise for good behaviour they expect from pupils.
- Ensure children are not left outside of the classroom without supervision.

Encouraging Good Behaviour.

To encourage good behaviour at Cold Harbour C of E Primary School we:

At Cold Harbour C of E Primary School we encourage good behaviour and will reward it in different ways.

We strive to;

- Promote mutual respect and tolerance.
- Ensure children to take responsibility for their own actions and behaviours.
- Set standards through good examples of behaviour.
- Praise and share good behaviour both privately and publicly through celebration assemblies, sticker charts, weekly rewards, golden time and visits to the Head teacher.

Each class in school follows the **Good to be Green Behaviour system**.

1. All children start each session on a green card.

2. Each child gets a tick in the zone they are in at the end of every every day. A child can work back to Green but any other colours must also be recorded for that day.

3. Rewards:

- Each day a child remains in the Green zone they build up 10 minutes towards their Enrichment time. (For children with particular behavioural needs this can be split 5 minutes for a morning and 5 minutes for an afternoon).
- The number of weeks on Good to be Green informs teachers as to who gets to choose the final 'Wonderful Wednesday Workshop' first.
- Dojos will be awarded to children for positive behaviours demonstrated. These will also help to inform the 'Wonderful Wednesday Workshop' order.
- If a child makes it to the Golden Star Zone then they will be awarded a special certificate in Celebration Assembly on Friday and their parents will be invited to attend.

4. Consequences include:

- Missed play time in 'Time Out' zone.
- Time out in another class.
- Visit to SLT.
- Liaison with parents.
- Internal exclusion (isolation).
- Fixed term exclusion.
- Permanent exclusion.

Rewards

At Cold Harbour C of E Primary School we encourage good behaviour, effort and attainment and like to reward it in different ways.

All children are working towards a reward at the end of the week (enrichment time).

Children who finish every day in the green or Golden Star zone receive 10 minutes towards their enrichment time at the end of the week. **Once this has been earned, it cannot be removed.**

Children, who earn all 5 days, are given an additional 10 minutes so that they have a total of 1 hour enrichment time. This is recorded on display in the classroom, using the good to be green stamp for each day that 10 minutes is earned.

Our weekly celebration worship take place on a Friday and 1 child is selected each week to receive the Star Learner award. The parents of the selected children are invited in to share the celebration. In addition to this,

each class selects one child who has demonstrated the monthly 'value'. They are given a certificate and the parents will be invited to share this in worship. The children celebrated in these worships will be able to have an extra 'Wheely Great Playtime' on the following Monday.

We will also award Dojos to pupils. These have been standardised across the school, children and staff made the decisions about what Dojos should be given for and the value of these Dojos. They will be used to help inform the end of term 'Wonderful Wednesday Workshop'. **Once this has been earned, it cannot be removed.**

Sanctions

Where there is repeated or persistent misbehaviour the following will apply:

A warning will be given that the child is moving towards the yellow zone and that this will impact their enrichment time.

If a child is moved to the yellow zone they lose the 10 minutes for that day, if this is at the start of the day a teacher may wish to inform the child that if they make the right choices for the rest of the day they may be able to earn back 5 minutes of their enrichment time. **Lost enrichment time may be spent with the Head Teacher, Deputy Head or another member of the SLT team.**

If a child is moved to the red zone the following may apply:

1. Working with a partner teacher.
2. Withdrawal of privileges e.g. playtimes.
3. Informal contact with parents.
4. Involvement of Head / Deputy / Assistant Head.
5. Formal contact with parents.
6. Report cards.
7. Behaviour Plans.
8. Exclusion- internal /fixed/ permanent.
9. For children who have consistent difficulty maintaining acceptable behaviour we will involve external agencies.

Wherever possible we will endeavour to meet the needs of pupils in order to prevent repeated negative behaviours.

This is achieved through the use of positive approaches including:

- Provision of a meaningful and engaging curriculum.
- Provision of a safe, secure environment.
- Provision of extrinsic motivators.
- Recognition of pupils as unique and valued individuals to raise self-esteem .

Low level behaviours

Through experience we have found that it is the low level behaviours that are most difficult to respond to effectively. Having a clear set of procedures helps this process.

Behaviour patterns may include:

Behaviour shown	1 st response	2 nd response	3 rd response
Wandering, inappropriate calling out, interrupting others, ignoring instructions.	May include gestures, looks, pointing out a class rule, encouragement, focusing away from the behaviour.	May include a humorous de-escalating, reminder of rules, repeating instruction, clear indications of desired behaviour, and warning of consequences. Using the yellow warning card	May include sanctions such as keeping in at playtime, being moved, using time out, using a partner teacher, completing unfinished tasks in pupils own time. Using the red card

All sanctions and rewards need to be agreed by each class and their teacher.

Persistent offenders will be offered the opportunity of working with the learning mentor to help and encourage self-control and self-discipline. They will also have an individual behaviour plan drawn up by the class teacher which is then shared with the parents and all staff to ensure a consistent approach to their behaviour.

All sanctions must be balanced by an equal measure of rewards.

More Serious Behaviour – SLT Involvement

Serious behaviour may include:

- Deliberately throwing or breaking property.
- Harming another person- verbally or physically.
- Leaving class without permission.
- Repeated refusing.
- Offensive abuse or challenges to authority.
- Bullying.

Sanctions may include:

- Exclusion from class.
- Informal contact with parents.
- Weekly 'encouragement' sheets.
- Head teacher involvement.

Very serious behaviour

- Repeatedly leaving classroom.
- Fighting and intentional physical harm to others.
- Serious challenges to authority.
- Verbal abuse to staff.
- Stealing and vandalism.
- Persistent bullying.

Sanctions include:

- Immediate involvement of head teacher.
- Telephone contact or meeting with parents + letter.
- Formal warning entry in incident log i.e. racist or bullying log as appropriate.
- May include fixed term exclusion from school.

Extreme behaviour

- Extreme danger or violence- this could include possessing or using any objects which may inflict harm on others.
- Verbal/Physical abuse to any other person.
- Running out of school.

Sanctions:

- Potentially could include fixed term/permanent exclusion from school.

We recognise the need for consistent rewards and praise systems within the school. We also acknowledge that every member of our school has the right to a safe and happy working environment and the responsibility to maintain this.

Physical Contact

Cold Harbour C of E Primary School recognises that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics. Various forms of therapy, the administration of first aid and intimate care involve touch. It is also used to reassure and comfort children. On occasions school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported. Where at all possible this should be done by staff members who have had the relevant training in restraint.

Example of circumstances when proportionate use of force may be reasonable.

- To protect people or property
- To move children to a safer place
- To prevent children from behaving in such a way that seriously disrupts school activities
- To require a child to comply with a reasonable instruction

At Cold Harbour C of E Primary School, there are eight members of staff who have been trained in de-escalation and holding (Team Teach)

All incidents where holding has been appropriate are recorded on CPOMs, parents / carers informed and actions put in place following the incident. In the follow up to such an incident, the school will continue to manage the situation using restorative approaches.

Recording Procedures

Behaviour Logs

Any behaviour that warrants additional consequence must be recorded on the good to be green daily logs. This information is then transferred by the end of the week onto CPOMS. This information is monitored and scrutinised by the behaviour and attendance administrator and any additional support put in place.

When recording incidents, remember to;

- Observe the details about the behaviour and everything around you or the child.
- Make sure you, the child and others around you are safe before you stand back and record.
- Record the facts, do not state your opinion or let this influence the consequence.

- Record soon after the episode if you are not recording during it. The sooner after the episode you record, the more details you will remember.

The Restorative Approach:

Our job is to teach the **PUPILS** we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right **now**
ALL of them

At Cold Harbour C of E Primary School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to.

School life:

Each class will now begin the week with a check in. During this time we sit together in a circle and everyone says something about themselves and how they are feeling. This helps us start the week in a personal way. During the week, classes will check in or check out at different times.

During the week, if there are any issues or conflict between children or even adults they are dealt with in a restorative way. The language used is very fair, calm and respectful.

About Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our pupils:

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Restorative behaviour process and chart:

Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers refer to the school behaviour chart. (Appendix 1)

Schools that use this approach have found that they have been able to:

Reduce	Improve	Develop
Exclusions Disruptive behaviour Conflict Bullying	Behaviour Learning Attendance	Truth telling Responsibility Accountability Empathy Emotional literacy Conflict resolution skills Positive learning environment.

Equality for All

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Behaviour support specialists
- Local PRU outreach service
- Educational Welfare Officer
- Families First Team

Appendix 1 – Good to be Green Class Record

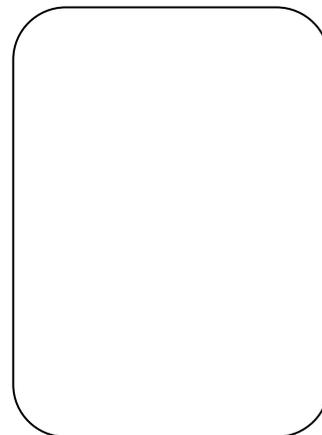
<u>Childs name</u>	<u>Time</u>	<u>Lesson</u>	<u>Golden zone</u>	<u>Yellow zone</u>	<u>Red zone</u>	<u>Comments</u>

Appendix 2: Good to be green weekly class record

<u>Childs name</u>	<u>Monday</u>				<u>Tuesday</u>				<u>Wednesday</u>				<u>Thursday</u>				<u>Friday</u>			
	☆				☆				☆				☆				☆			

Appendix 3: Behaviour Support Plan

This is me....



Things I really like are...

This is my timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday

Any changes happening today:

If I make the **right choices** I will be rewarded with:

1. A
2. B

What happens if...

I make the wrong choice:

Give me **2 choices**

If I refuse - verbal warning.

2 choices repeated, reminded of my **reward** options.

If I refuse - 5 minute time out with Mrs Woods (Partner class).

2 choices repeated, reminded of my **reward** options.

If I refuse - 5 minutes loss of playtime.

2 choices repeated, reminded of my **reward** options.

If I refuse - Miss Brago (KS1 Phase Leader).

2 choices repeated, reminded of my **reward** options.

If I refuse - Miss Thurstance (Assistant Head) and **lose 5 minutes of my enrichment time.**

2 choices repeated, reminded of my **reward** options.

If I refuse - Mrs Ryan (The Head teacher); Mrs Ryan will decide whether parents should be called.