

PIONEER FEDERATION OF CHIDDINGLY AND EAST HOATHLY PRIMARY AND NURSERY SCHOOL

Policy: Pupil Discipline (**Positive Behaviour Management**)

Pioneer Federation



Pupil Discipline (Behaviour) Policy

Date reviewed: April 2019



Date for review: February 2021

PIONEER FEDERATION OF CHIDDINGLY AND EAST HOATHLY PRIMARY AND NURSERY SCHOOL

Policy: Pupil Discipline (Positive Behaviour Management)


Aims



We aim for a cohesive approach to behaviour management, focusing on the wellbeing of children, set within the expectations, focus and holistic approach of our Federation and individual schools' visions.



 **Our Vision** 

We aim to establish a happy community school, where every child is provided with a toolkit for life-long learning through high quality teaching. We have a love of learning with high standards of achievement, fostered through traits of resilience, respect for all, equality and inclusion.

Respect We expect outstanding behaviour; promoting respect, kindness, patience and friendship to all. "Treat others as you would like to be treated"	Enjoyment We value a happy, safe, secure and purposeful environment in which children feel comfortable in their learning. "Be happy at school and make the most of every day"
Excellence We pursue excellence in all we do. We expect outstanding teaching and standards of achievement. "Be the best you can be"	Working Together We recognise the importance of collaboration and inclusion. Celebrating everyone's talent in order to develop high self esteem in all, enabling all to flourish. "We are all special, unique and talented"
Resilience We foster resilience and a love of learning through an exciting creative curriculum utilising new technologies. "You never know what you can do until you try"	Creativity We develop responsible creative thinkers who are self motivated with a curiosity for learning. "Understand your learning and how to improve"






Achievement for all  Learning Together  Learning for Life

 **Our Vision** 

We aim to establish a happy Christian community school, based upon the love of God and one's neighbour, where every child is provided with a toolkit for life-long learning through high quality teaching. They will have a love of learning with high standards of achievement, fostered through traits of resilience, respect for all, equality and inclusion.

Respect Luke 6:31 We expect outstanding behaviour; promoting respect, kindness, patience and friendship as Jesus has shown us. "Treat others as you would like to be treated"	Enjoyment Psalm 68:3 The value of a happy, safe, secure and purposeful environment in which children feel comfortable in their learning. "Be happy at school"
Excellence Proverbs 14:23 We pursue excellence in all we do. We expect outstanding teaching and standards of achievement. "Be the best you can be"	Working Together 2 Corinthians 13:11 We recognise the importance of collaboration and inclusion. Celebrating everyone's talent in order to develop high self esteem in all, enabling all to flourish. "We are all special, unique and talented"
Resilience James 1:12 We foster resilience and a love of learning through an exciting creative curriculum utilising new technologies. "You never know what you can do until you try"	Creativity Proverbs 1:5 We develop responsible creative thinkers who are self motivated with a curiosity for learning. "Understand your learning and how to improve"



Achievement for all  Learning Together  Learning for Life

The aim of our Pupil Discipline Policy is to enable staff, teaching and non-teaching, and pupils to exist together in a positive, harmonious and coherent atmosphere, where wellbeing is of highest priority, which will enable us to work towards achievement and excellence within the school. It is to determine the boundaries of acceptable and unacceptable behaviour.

To encourage this effectively, we require mutual respect between adults and children. We strive for relationships of a high order, encouraging confident and happy children, relating well to each other, whole school staff and visitors.

Parents are requested, at the start of their child's attendance, to sign a Home School agreement which outlines school expectations of partnership and commitment in order to maximise their child's learning.

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Overall, the policy will

- Have the child's wellbeing at the heart of strategies and policies.
- Be rooted within the vision and values of the Federation and school
- Set good habits
- Establish regular, punctual attendance and good behaviour from the start.
- Encourage mutual respect between adults and children.
- Encourage good behaviour with clearly stated boundaries.
- Ensuring pupil's behaviour is acceptable.
- Monitor and regulate pupil's conduct.
- Recognise and reward positive behaviour.
- Encourage pupils to understand the consequences of their actions.
- Encourage pupils to acknowledge the rights but also accept the responsibilities of each person.
- Help children to be accountable for their actions and allow pupils to mediate in solving their own issues and problems.
- Support pupils in their own problem solving and offer advice.

School Code of Conduct

The Head teacher and Governing body are responsible for promoting good behaviour - a booklet is given to new parents outlining school's expectations and a parent/school partnership is entered into with a signed agreement to work together in support of school ideals.

This means that, as a general rule, everyone will act with courtesy and consideration to others at all times, therefore, the children:-

- **Be resilient, aim for excellence, take pride in your achievements**
- **Respect other people- keep words and actions positive so everyone enjoys school**
- **Listen well, follow instructions from staff**
- **Respect property- look after our school and everything in it**
- **Keep yourself and others safe**

Implementation

Rules

At the start of each year, each class worked together to develop class rules to fit in with the school code of conduct & vision.

Positive Praise

Comments will be given to encourage and praise excellent choices and behaviour. This will be mirrored through the whole school Thrive Approach, where emotions and feelings are identified and shared between adults and children. This may take the form of a logo, e.g. 'smiley face' or a reward stamp, and as a special reward, a sticker. The teacher's discretion is accepted, with an emphasis on encouraging positive reactions.

Comments to encourage and praise good sociable behaviour are also an integral part of the school day. Interaction through good manners, helpfulness and courtesy is part of the school ethos and is an expectation of all who work in, or visit the school.

The use of these rewards and incidental praise raises children's self-esteem, leading to positive mental health and fully supports the schools' vision:

Achievement for All, Learning Together, Learning for Life

Discipline

The school, in encouraging positive attitudes towards good behaviour, also recognises the need for consistency in its approach in maintaining the standards it encourages. As rewards and praise must be issued fairly and with justification, so sanctions must be similarly applied.

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The children must be fully aware of rules and standards expected within the school. The role of teaching and non-teaching staff in applying school and classroom rules in a consistent manner is of vital importance. Communication between staff, and continuous review of approaches to rewards and sanctions, is necessary to avoid confusion.

The following behaviours are not acceptable:

- **Within the classroom**
 - calling out, chatting, time wasting, lack of respect for other people or property, distracting others, pushing in the line, answering back and making unsafe choices.
- **Playtime and lunchtimes**
 - Dangerous play, not lining up when asked, breaking equipment on purpose, deliberately spoiling others' games, running in the corridor, lying to an adult, making unsafe choices.
- **In the Dinner hall**
 - Throwing food, purposely leaving a mess, running in the hall, lying to an adult, making unsafe choices.

Incidents such as bullying, biting, homophobia, stealing, spitting, swearing, kicking, pinching, racial abuse or vandalism - immediate headteacher or senior staff involvement.

Visual Class Chart

Where a child does not meet expectations there is a system of verbal warnings and visual reminders. The emphasis will be on reminding children about why they are at school: so that children can learn, teachers can teach, everyone feels safe.

How the behaviour chart works:

- Each child will start the day on the **sun**. All children are 'reset' to be on the sun after lunchtime.
- If a child's behaves particularly well, or they achieve well in their learning (at their level), they will move to the **sky**. They will collect a sticker.
- If a child behaves especially well, or they achieve something great in their learning (at their level), they may move to the **rainbow**
- If a child achieves something exceptional in their learning, they will move to the **star**. They will show their work to another teacher and be celebrated with that class.
- The Head Teacher's award is for exceptional work. The names of children receiving this award will be put into the school newsletter. **It is expected that each child will be awarded this once per academic year.**
- If a child displays any of the unacceptable behaviours above, their name will be moved to the **cloud**. They will need to make up 5 minutes loss of learning at the next playtime, finishing or improving work.
- If the behaviour continues, their name will be moved to the **raincloud** and they will have to make up 15 minutes loss of learning at the next playtime, finishing or improving work. A record of children asked to make up lost learning time will be kept in a class incident log. If a child receives 2 rainclouds in one week, they will spend the next lunchtime with a nominated adult. If a child receives 3 rainclouds in a week, they will go on the thundercloud.
- If the poor behaviour continues, the child will move to the **thundercloud** and will be sent to see a member of the Senior Leadership Team. The child will spend their next playtimes and lunchtime with a member of the Senior Leadership Team, until such time as the behaviour has made a significant improvement. Children will complete a reflection sheet which will be brought home so that parents are aware of the discussions had and so that the incident can be followed up at home.

The behaviour system above is a whole school approach however we also utilise bespoke **individualised behaviour structures and systems** for pupils if required, ensuring that individual needs are taken into account.

Report

If a child appears in the thundercloud 3 times in a long term, then the SLT will decide that a report system is necessary. SLT will meet with the parent and the child and explain that a child's behaviour will now be monitored throughout the day. The child will spend their break and lunchtime with a member of SLT. There will be regular meetings with the parent and the child to decide if the child is ready to come off report but there

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would need to be consistently good reports of behaviour from all members of staff for the report system to be removed.

Formal minutes of this meeting will be taken and a copy issued to parents/carers, in the form of a pupil/parent/carer/staff contact sheet (Appendix A). A bullying incident report form is also available. Copies of these are kept.

If the child then receives three further thunderclouds within a long term, there will be a second period of report, following the same pattern as above, in consultation with the parent and child. If the child receives another two thunderclouds, there will be an internal exclusion period. This will involve the child working outside their classroom under the supervision of the SLT, for an agreed time, dependent on the circumstances of any individual case.

If behaviour still fails to improve following an internal exclusion, more formal action would need to be considered in consultation with external agencies and the Governing Body.

Formal Exclusion

The ultimate sanction for extreme behaviour, available to all schools, is Formal Exclusion. This is a legal document whereby a parent/carer is asked to remove their child from the school. An agreement is drawn up on the child's return, which both the parent/carer and child sign, agreeing terms for re-admission. This is of course an extreme measure, which is an ultimate sanction.

Rules at Playtime & Lunchtime

Lunchtimes and playtimes periods are influential and important times in a child's school day. Here, children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

In reality, however, many lunchtimes and playtimes can be a great source of stress for children. These stresses and concerns must be aired and addressed. To avoid adverse effects on relationships, behaviour and learning in our school, children are able to air concerns during circle time, via School Council or Play Leader representatives or directly to class teachers or senior management team members.

We value our teaching assistants and mid-day supervisory assistants, and work in partnership with them to promote our positive behaviour policy during lunchtimes and breaks. Support staff are able to issue rewards and stickers.

Code of Conduct

- **Be resilient, aim for excellence, take pride in your achievements**
- **Respect other people- keep words and actions positive so everyone enjoys school**
- **Listen well, follow instructions from staff**
- **Respect property- look after our school and everything in it**
- **Keep yourself and others safe**

If a child fails to follow the Code of Conduct, **a four point system operates to ensure a positive approach**

1. Staff are to use 'restorative justice'. Children are encouraged to listen to each other, and take responsibility for sorting out problems themselves. An adult may ask another child to mediate, under guidance. (Peer Mediation)
2. Five minute, 'time out' periods at picnic table. This includes dangerous, physical play.
3. Repeated or further breaking of rules – remaining at table for a set period of time and class teacher informed at end of play.
4. Serious misbehaviour – immediate sending into school to be dealt with by class teacher and/or senior staff.
5. Parental involvement.

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At the end of lunch time, children will stand still in silence, once a bell is heard. They will then enter the school in year groups at a time in a quiet, sensible manner, once asked. Teaching staff are required to collect their own class and children are expected to enter school in silence.

Midday supervisory assistants encourage creative play by introducing a variety of games to develop skills in cooperation and collaboration.

The Year 6 Play-leaders work with groups of pupils to encourage appropriate behaviour and work towards solving any difficulties.

Lunch Hall Rules

Lunch Hall Rules

- ✓ **Always line up quietly.**
- ✓ **Always sit quietly at your table before being asked to collect your meal.**
- ✓ **Always talk quietly while having your meal.**
- ✓ **Always try to keep your table and floor area tidy.**
- ✓ **Always respect school property.**
- ✓ **Always clear away sensibly and leave calmly.**

A 'Diner of the Week' system is in operation to promote good behaviour and good manners during the lunchtime period. The 'Diner of the Week' will sit on a special chair and wear a medal while eating their lunch. A 'champion table' system is also in operation, where the table with the most points at the end of the week will be rewarded with a special table cloth and have special privileges. The same visual chart operates in the school hall as in the classrooms. Below explains how the chart works in the hall.

Star- 3 lunchtime points

Rainbow- 2 lunchtime points

Cloud- pupils may be removed to another table.

Raincloud- a pupil may be removed altogether to sit on a table outside of the hall.

Thundercloud- sent to be spoken to by a class teacher or SLT.

Anti-bullying

We will ensure that the whole school community understands that what is meant by 'bullying will not be tolerated' and we encourage a culture where children can seek support from adults or other children. Keeping the school community safe is paramount. This aim is also endorsed and supported within the Child Protection Policy.

Through this policy, and the school vision, the following aims are aspired to:

Pupils

- Pupils identify strongly with the school and are proud to be a part of it
- Pupils are encouraged to be polite, well behaved and courteous at all times
- Pupils take part in making decisions based on rules that the pupils agree to follow. The School Council has its own policy, discussed and agreed by pupils.
- Pupils are encouraged to work co-operatively with each other and with staff. They have high expectations of themselves and others.
- Pupils show respect to adults, children and property

Parents/Carers

- Parents/carers and visitors to the school feel valued, safe and secure
- Parents/carers support and participate in the life of the school and are actively encouraged to be partners in their child's learning, through homework, helping with classroom and out of school activities and other extra curricular activities.
- Parents/carers are able to contribute to the wider aspect of school life through the Governing Body and the Friends Association.

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- Parents/carers readily engage with the school concerning its work and are willing to take part in two-way communication. Staff are available formally at parent consultation opportunities.

Class Teachers

- Teachers identify strongly with the school and are proud to be part of it.
- Teachers actively establish positive relationships with pupils and parents/carers, and handle attendance and discipline problems in a sensitive and caring manner.
- Teachers have high expectations of pupils' achievement, attendance and behaviour.
- Teachers use praise to motivate pupils and praise permeates all aspects of school life. Each class also has a class assembly once a year which parents and carers are invited to, to celebrate good work and current learning

Support Staff

This group includes: Administration staff, caretaking staff, Midday Supervisory Assistants, kitchen staff, Teaching Assistants, visiting support and peripatetic staff.

- Support staff identify strongly with the school and are proud to be associated with it.
- Support staff share in dealing with problems in a caring and sensitive manner.
- Support staff actively establish and maintain positive relationships with pupils and staff.

Equality and fairness

All pupils, parents/carers and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents/carers, as well as staff, are invited to take part in decision making, from policy decision to the pupil School Council. The school recognises ethnic, religious, cultural and linguistic diversity, and promotes them as a positive feature within the school and community.

The Curriculum

Specific issues are tackled within the school PSHEe curriculum. Issues are introduced progressively, in an age, gender and culturally appropriate way.

Other opportunities where teachers facilitate safe and positive discussion include assembly and circle times. Pupils have the opportunity to speak if they want to. This enables pupils to discuss issues in a problem solving way. Pupils are encouraged to listen to each other, explore their own and others' feelings, boosting self esteem as they find solutions.

Cyber-Bullying

The school educates its pupils both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will, through PSHE and in ICT lessons and assemblies, continue to inform and educate its pupils in these fast changing areas.

Pioneer Federation trains its staff to respond effectively to reports of cyber-bullying or harassment and has systems in place to respond to it. The schools endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the internet within the school which may from time to time be used for such work, without a member of staff present. Where appropriate and responsible, the federation audits ICT communications and regularly reviews the security arrangements in place.

Whilst education and guidance remain at the heart of what we do, the school reserves the right to take action against those who take part in cyber-bullying.

- All bullying is damaging but cyber-bullying and harassment can be invasive of privacy at all times. These acts may also be criminal acts.
- The school supports victims and, when necessary, will work with the Police to detect those involved in criminal acts.
- The school will use, as appropriate, the full range of sanctions to correct, punish or remove pupils who bully fellow pupils or harass staff in this way, both in or out of school.
- The school will use its power of confiscation where necessary to prevent pupils from committing crimes or misusing equipment.

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- All members of the school community are aware they have a duty to bring to the attention of the Head of School any example of cyber-bullying or harassment that they know about or suspect.

Implementation and monitoring

In order for the policy to be effective:

- All allegations and incidents are taken seriously.
- All allegations and incidents are dealt with in a consistent manner.
- Incidents are systematically recorded, and inform evaluation of the policy when it is reviewed.
- Continuous reaffirmation of aims encourages long term maintenance of the policy
- New staff and pupils receive an induction about the aims of the policy and the way it works.
- Resources are provided and strategies are planned in collaboration with the School Council.
- Senior staff regularly review effectiveness of the policy and are responsible for its implementation

Parents

The school encourages parents/carers to support good attendance and behaviour through home – school agreements, parent meetings, and weekly newsletters.

Monitoring

The Headteacher, Head of School and Governors will regularly update the policy.

Searching and screening

In line with the 2014 Searching, Screening and Confiscation document from the DfE, we are authorised to search, screen and confiscate items as named in this document.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

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Appendix A

CHIIDDINGLY AND EAST HOATHLY PRIMARY SCHOOL

Pupil/parent/carer/staff contact sheet

Date	Purpose	Present

Action to be taken	Action to be completed by:

Brief notes on the meeting:

Signed _____ (Teacher)

Signed _____ (Parent/ Guardian)