



HIGH LANE PRIMARY SCHOOL

Behaviour and Discipline Policy

Date policy was agreed with Governors		December 2018
Review Date		December 2019
Person(s) Responsible		Headteacher
Signed:		Date:

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a safe, happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

BEHAVIOUR AND DISCIPLINE POLICY

This policy has been drawn up by those actively involved in the school including staff, pupils, governors and parents.

Introduction

At High Lane we feel a positive school ethos is central to our high standard of behaviour and work so that the school can realise its aim of achieving the full personal, social and academic development of all its pupils.

The responsibility for promoting good discipline is shared by all stakeholders. A school must have orderliness and firm yet fair control: pupils are entitled to learn, teachers have the right to teach, parents need to know that their children are in caring, capable hands and governors need to feel that everything possible is being done to achieve these ends.

We actively promote our core values of belonging, relationships, respect, curiosity, resilience and lifelong learning as we believe that these values support a happy, healthy and engaging school experience for all.

Aims of the Policy

- To create a respectful environment which encourages and reinforces positive behaviour
- To encourage a calm, purposeful and happy atmosphere within the school
- To make boundaries of acceptable behaviour clear and to ensure safety
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To encourage the involvement of both home and school in the implementation of this policy
- To try to ensure that the school's expectations and strategies are widely known and understood

The development of these qualities and attitudes will enable the school to operate more efficiently and effectively as a community in a partnership with pupils, staff, parents, governors and significant others.

Our ultimate aim is the self-disciplined or personally responsible pupil. The way we organise our school and run our classroom or extra-curricular activities all work to realise this aim to create confident and self-motivated pupils.

The School Environment:

The environment is felt to be a key factor in the development and behaviour of both children and adults.

At High Lane we aim to create an environment which is nurturing, calm and safe but which also stimulates academic growth by establishing a whole-school approach to:

- behaviour
- classroom organisation
- the curriculum
- management of resources/equipment
- community links
- variety of teaching styles to meet the needs of children and a stimulating environment
- play

Staff Responsibilities:

- to treat all children fairly and with respect, expecting to speak and to be spoken to in the correct manner
- to use restorative approaches in school to help resolve conflict and prevent harm
- to raise children's self-esteem and develop their full potential
- to provide a challenging and interesting and relevant curriculum
- to create a safe and pleasant environment, physically and emotionally
- to use rules and sanctions clearly and consistently, upholding the code of conduct
- to be a good role model, setting a high standard of speech, manner and dress
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- to recognise that each is an individual and be aware of their (special) needs
- to follow the scheme of work for Personal Social and Health Education and to promote Citizenship

Parents' responsibilities are:

- to make children aware of appropriate behaviour in all situations
- to encourage independence and self-discipline
- to show an interest in all that their child does in school
- to foster good relationships with the school
- to support the school in the implementation of this policy
- to be aware of the school rules and expectations
- to encourage children to be better citizens

What we do to encourage good behaviour

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour
- We praise good behaviour both privately and publicly
- We use restorative approaches to address behaviour incidents

What we do if your child misbehaves

- We ask them to stop misbehaving
- We discuss incidents with the children involved and use restorative approaches
- Where possible, we encourage children to try to resolve disagreements themselves
- We encourage children to take responsibility for their own behaviour
- We note down unacceptable behaviour and state how it was dealt with
- A red card may be issued to the child and this is recorded on our school management system and is followed up by coaching
- We ask parents to come into school to discuss the child's behaviour

Children's responsibilities are:

- to obey the school rules and abide by the Code of Conduct (see Appendix 1)
- to work to the best of their abilities, and allow others to do the same
- to treat others with respect
- to follow the instructions of the school staff
- to engage in restorative conversations

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- to take care of the property and the environment in and out of school
- to co-operate with other children and adults

Classroom Environment

Acceptable standards of behaviour, work and respect depend upon the example of us all. Good order will be facilitated in the classroom by following the Behaviour and Discipline Guidelines for Staff (Appendix 2)

Rewards And Sanctions

At High Lane we believe that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. Staff talk about problems in an atmosphere of trust and openness. Good behaviour must be carefully developed and to this end we have used the following strategies:

- developed agreed aims and expectations for behaviour
- negotiated rules and a code of conduct with children
- developed a range of rewards and sanctions with children

Praise should outweigh sanctions, should be given on a regular basis, thus emphasising achievement, effort and the positive aspects of school life.

The following suggestions are in use as a result of discussions with both staff and pupils at High Lane.

Rewards

Successful and effective rewards stem from POSITIVE PRAISE rather than negative sanctions. It is important to remember that different children respond in different ways and try to:

- PRAISE EARLY, straight after good behaviour - be genuine
- STATE WHY YOU ARE PLEASED and try not to add a negative rider
- REWARD TWICE AS OFTEN AS REPRIMAND
- OPEN AND CLOSE THE DAY WITH PRAISE
- CHOOSE REWARDS TO SUIT THE CHILD
- PRAISE RULES KEPT WELL
- LINK TWO REWARDS to make it stronger if necessary

Effective rewards for children may include:

- PERSONAL PRAISE - one to one, in front of peers/parents
- POSITIVE VERBAL FEEDBACK about work or behaviour
- POSITIVE WRITTEN COMMENTS on work, in home/school diary, on reports
- SHOWING GOOD WORK to other Staff/Headteacher/other children, in Good Work Assembly
- DISPLAYING children's WORK
- ENCOURAGING CHILDREN TO PRAISE EACH OTHER
- POSITIVE GESTURES e.g. thumbs up, smiles, claps etc
- REWARDS - use of stamps to praise work, stickers, certificates, etc
- CUMULATIVE GROUP/CLASS PRAISE – names on blackboard etc
- recognition of good behaviour and responsibility at all times
- GIVING CHILDREN RESPONSIBILITY - monitors

- RECOGNITION/PRAISE FOR INTERESTS OUTSIDE SCHOOL in assembly
- TRYING TO SAY SOMETHING POSITIVE ABOUT EACH CHILD IF POSSIBLE AT SOME TIME DURING THE DAY – note down when you do this (you may be surprised)
- HEADTEACHER CLASS REWARD CARDS-children have a class treat when the class chart has been filled

Sanctions

Whilst we aim to prevent problems as far as possible, we believe that it is appropriate to register disapproval of unacceptable behaviour. Where possible, sanctions will be agreed through restorative conversations. Sanctions should be reasonable, meaningful and in line with the policy. Our aim is to help children to understand why their behaviour is unacceptable and to put a plan in place to help the child.

Strategies to help:

- APPLY SANCTIONS QUICKLY - particularly important for young children
- BE FAIR, CONSISTENT AND OBJECTIVE - same approach from all staff
- BE REASONABLE - use sanctions in accordance with the misdemeanour
- DISAPPROVE OF THE BEHAVIOUR, not the child
- INVOLVE ANOTHER ADULTS – school staff, support agencies, educational psychologist
- NEW DAY, FRESH START
- USE RESTORATIVE APPROACHES WITH THE CHILD- solution focused
- AVOID BLANKET PUNISHMENTS
- ATTEND COACHING WORKSHOP- child to reflect on behaviour issues
- BE CONSTRUCTIVE AND POSITIVE, leave the child with an expectation of good behaviour in the future
- KEEP ACCURATE RECORDS through the SIMS management system
- INVOLVE PARENTS – use standard letters e.g. punctuality, PE, homework, meetings in school

Sanctions may include:

NON –VERBAL DISAPPROVAL e.g. body language, facial expression

WITHDRAW ATTENTION (in cases of attention-seeking behaviour)

VERBAL CHECK - one to one, private/public – QUIETLY, avoid shouting wherever possible

CHILD – REMOVE to another seat/place

REMOVE PRIVILEGES

PHONE CALL, STANDARD LETTER TO PARENT/ joint plan with parents – discuss with Headteacher first

PROVIDE EXTRA WORK appropriate to the offence

LOSS OF SOME RECREATION TIME e.g. playtime on a Friday if a child has been given a red card

EXCLUSION – (see Exclusion Guidelines)

Incentives

In order to promote positive self-esteem and motivation to work and behave well we try and ensure we provide the following incentives for children.

At Lunchtime

Children receive golden cards for showing good manners in the dining hall at lunchtime for showing kindness, good behaviour on the playground or playing well with other children. Golden cards are shown in Achievements Assembly.

In Achievements Assembly children may be nominated for a certificate for the following:

- Upholding one of the school core values
- An exceptional piece of work or target met.
- A significant positive change in attitude
- Consistently good behaviour over half term period
- Being able to demonstrate community spiritedness
- For carrying out monitor roles
- Extra curricular activity out of school

Break and Lunchtime Discipline

"We were told at several schools that the supervision of pupils at lunchtime is the biggest single behaviour related problem that they face" Elton Report

It is essential that pupils understand that we have the same high expectations of behaviour at playtimes, lunchtimes and extra-curricular activities as we do during classroom times. At all times, staff should maintain a high level of awareness as they move around school and accept the responsibility that they deal with any problems that occur whether officially on duty or not.

Physical Intervention

The School's Policy for Care and Control identifies the circumstances or conditions under which intervention may be necessary, together with categories of staff who may have to intervene. At High Lane we aim to prevent and de-escalate behaviour that may precipitate the use of physical intervention. The type of intervention used may involve restraint, holding or escorting children from the scene. All such incidents will be recorded and staff training is on-going. Procedures will be subject of regular review.

Conclusion

As a school we form a community which like any other must have its **values** or **code of conduct** clearly spelled out and reinforced by example and by a system of **rewards and sanctions**. Staff represent to the children 'models' of these values and need to be vigilant and consistent in maintaining them.

If sanctions are necessary then these are applied in a positive way to replace inappropriate behaviour with appropriate behaviour.

To be reviewed annually.

Resources

The Elton Report - H.M.S.O.

You, Me, Us - Citizenship Foundation

Personal and Social Education in the Primary School - P.E.P.

Behaviour Support Plan - Stockport LA

High Lane Primary School:

Anti-Bullying Policy
Child Protection Policy
S.E.N. Policy
Exclusion Guidelines
Equal Opportunities
S.M.S.C. Policy
Home-School Policy
British Values

APPENDIX 1
HIGH LANE PRIMARY SCHOOL – CODE OF CONDUCT

High Lane Primary School is YOUR SCHOOL. Keep it a pleasant and happy school by following our code of conduct at all times.

- **We shall do our best to build positive relationships with everyone.**
- **We shall show consideration and respect for others in the way we speak and act.**
- **We shall be polite and have good manners.**
- **We shall take pride in our appearance and our work.**
- **We shall care for each other and the environment.**
- **We shall arrive on time to school and lessons.**

The following reminders may help you to observe the School Rules which were written by you and others in the school.

Appearance - We are proud of our pupils appearance and you are expected to wear our school uniform and/or kit at school and on outside trips to show that you belong to High Lane School.

Punctuality - It is not acceptable to be late for school or registration. You should arrive by 9.00 am. in the morning or 1.00 pm. in the afternoon.

Behaviour - Your good behaviour in school helps to make school a happier, healthier place in which to work.

Work - You are expected to work to your very best standards both in school work and homework.

Our school is your place of work. There need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably. YOU are responsible for you own learning environment.

Start of Lessons:

- be on time, apologise if you are late
- take off your outdoor clothes sensibly and leave the cloakroom quickly
- enter rooms sensibly, take out your books and equipment and put away unnecessary items in your tray
- remain silent during the register (except when your name is called)

During Lessons:

- you must have all the necessary equipment for the lesson
- keep your desk tidy and uncluttered
- when your teacher talks to the whole class, remain silent and listen
- put up your hand to ask or answer a question: do not call out
- work sensibly with your classmates: do not distract or annoy them
- eating, drinking and chewing are not allowed in school
- you must not leave the classroom without permission

End of Lessons:

- the bell is not a signal for children - it is information for your teacher. Wait until told to pack up your things.
- leave the room quietly and sensibly

APPENDIX 2

HIGH LANE PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY - GUIDELINES FOR STAFF

PLEASE USE THESE GUIDELINES IN CONJUNCTION WITH THE ANTI-BULLYING POLICY

Basic Assumptions

Pupils do not misbehave if they are on task.

Pupils tend to be engaged in tasks if:

- the tasks are meaningful
- the level of challenge is appropriate i.e. not too hard so the pupil feels over-whelmed or confused or not too easy so that the pupil becomes bored
- the pupils have a clear sense of short term and long term goals and receive positive feedback leading to a growing sense of confidence
- they have a high self esteem through being valued and the development of a growing sense of competence
- there is a recognition on the part of teachers that a pupil's level of motivation can vary from EXTRINSIC to INTRINSIC. Recognition for positive effort (work and behaviour) can be more dependably achieved than for misbehaviour.

Pupils need to feel safe and secure, both physically and emotionally. Experiences in school (which may not in themselves be unpleasant) can trigger off compelling patterns of behaviour (which may have developed out of school). These triggers may relate to learning, peers, adults/authority or organisations. Schools can recognise such situations and attempt to minimise them where possible.

Positive Approaches:

- aim to ensure that pupils experience success through their efforts
- are communicated through the relationships and unwritten and unspoken rules and expectations that exist in a school
- aim to ensure that pupils feel recognised as individual and unique people who have things to offer as well as to learn

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts using restorative approaches. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Suggested strategy for resolving pupil conflict

The others listen with no interruptions
They are encouraged to maintain eye-contact
Each child the opportunity to respond to the questions:

What happened?
What were you thinking about at the time?
What have your thoughts been since it happened?
Who do you think has been affected by your actions? In what way were they affected?
What do you need to do now to make things right?

No one is allowed to interrupt or argue. They go on taking turns until everyone has finished. The adult is there as referee, not as part of the discussion. S/he makes sure that the turns are taken, that children stick to the steps, that they listen to each other and maintain eye-contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Dealing with Aggravations

Research (and experience) suggest it is the AGGRAVATIONS that are most difficult to respond to effectively. Having a clear (to teacher and pupils) set of procedures helps this process.

Behaviour

E.g. Wandering about, calling out, interrupting teacher, interrupting other pupils, ignoring minor instructions

1st Time

A look/a gesture/a word/point to the displayed rule/move closer to them encouragement/focus on work rather than comment on misbehaviour (i.e. what's the next thing to have to do)

2nd Time

Name and question/humorous (de-escalating response)/reminder of the rule/repeat the instruction/clear description of desired behaviour/warning of the implication of breaking the rule one further time, loss of Golden Time, being moved, completing unfinished work at playtime.

3rd Time

First sanction in class hierarchy of sanctions – these might be:-

- being given a red card report and reporting to the Deputy Headteacher at first play on a Friday

Rules and Sanctions

- Limits need to be clear and negotiated/discussed/talked/through in each class e.g. each class devising own class rules
- Class rules belong to the class and should be adopted by any staff teaching that class
- Class rules should be generally consistent between classes but could highlight particular concerns for that class
- Class rules can change in response to behaviour trends/concerns

Responses need to be clear and predictable

- The punishment or sanctions that are unfair, inconsistent or really unpleasant tend to be counter-productive.
- The effectiveness of sanctions comes through their being imposed following a warning.
- Children respond well to symbolic aspects of sanctions.
- Teachers' responses need to be appropriate to the level of seriousness of the behaviour.
- The imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect.
- It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child (although it may not feel like this). This enhances rather than reduces the likelihood that the pupil will want to co-operate with the teacher in future.
- The severity of a sanction should always be kept to a minimum
- The aim of sanctions is to discourage future misbehaviour (although some form of reparation or atonement can be necessary). The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy. Things may be forgiven, but they are not forgotten.
- As a general rule only the appropriate pupil should be aware of complaints about behaviour i.e. telling someone off on the other side of the classroom can leave everybody feeling told off. It can also have a desensitising effect.

In The Classroom

Acceptable standards of behaviour, work and respect depend upon the example of us all. Good order will be facilitated by the following suggestions:

- be punctual and be in the room before the class enters
- be adequately prepared so that you never have to leave your classroom during a lesson
- give clear assertive instructions, gaining silence when necessary
- talk quietly and avoid shouting
- stimulate interest - a class will be motivated if you show that you are interested, give everyone a chance to contribute
- ensure that group organisation is appropriate to the activity
- make sure that the work is suitably matched to the ability/interests of the children
- make sure that these are extra/extension activities for those who finish quickly
- mark all work reasonably promptly and constructively - pupils like feedback on their performance
- reward pupils who obey the rules
- look/move around the class frequently, be aware of what individual pupils are doing at all times
- organise the classroom so that pupils can be seen at all times
- use a variety of teaching methods for different situations
- be firm but fair - good working relationships are vital and should develop from original control - the teacher must always remain as the person in authority.
- address every child by their proper or chosen names, never by nicknames
- respect must be mutual: one has to earn respect. Try not to be over-familiar with pupils
- develop a system of allowing children to speak without shouting out and a method of approach to the teacher
- when discipline problems arise try to deal with them quietly and quickly without disrupting the concentration of others
- at the end of the session try not to overrun the bell and have to rush. Keep things orderly, stand at the door so that each child has to pass you, this helps with corridor control

What we should expect of pupils

- to be punctual - children should leave cloakroom areas quickly
- to enter the room sensibly, put things away/get equipment out/go to seat.
- organise work areas properly e.g. no bags under desks/chairs, books/equipment surplus to task put away
- to remain silent during the register (except when named called!)
- to address all adults in the proper manner if wishing to ask/answer a question
- to treat each other with consideration
- to tidy up after themselves
- to move around the classroom quietly and sensibly
- to put chairs under desks quietly and leave the classroom in an orderly manner
- Cloakroom areas should be kept under surveillance at the beginning and end of each day, teachers need to organise this supervision.

PLEASE ENSURE THAT SANCTIONS ARE APPLIED IN A FAIR AND CONSISTENT MANNER (see Appendix 3)

APPENDIX 3

	Behaviour	Sanctions	Comments
STAGE 1	AGGRAVATIONS Wandering about, calling out, interrupting teacher when talking to whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils, silly noises, pushing in line	Eye contact Facial expressions Proximity Reminders Change of seating	
STAGE 2	LESS SERIOUS Occasionally not responding to teacher's requests to work Being more disruptive, deliberately creating a disturbance General refusal to do anything Accidental damage through carelessness Dallying Cheek, off-hand comments Minor challenge to authority Swearing Annoying other children	Loss of Golden Time Separation from the rest of the class/ group (not outside the classroom) Writing a letter of apology Child to stand apart from class group and then sit down when they feel ready to do so (mainly in assembly or larger group times) Completing unfinished work at playtime Formal contact with parents via Dojo or letter, sent by the class teacher Headteacher involvement.	

STAGE 3	<p>MORE SERIOUS Deliberately throwing small objects with intention of breaking them Harming someone Damaging school/pupil's property Leaving class without permission Repeated refusal to do set tasks (including homework) Continued or more serious cheek/challenge to authority Harmful/offensive name calling Bullying Swearing intentionally</p>	<p>In addition to a red card being given to the child it may require Exclusion from class – sent to Headteacher Contact with parents by class teacher Daily/weekly home/school diary entries Headteacher involvement</p>	<p>Placing on SEND register if appropriate when behaviour may be due to an underlying SEND need</p>
STAGE 4	<p>VERY SERIOUS Repeatedly leaving classroom without permission Fighting and intentional physical harm to other children Throwing large dangerous objects Serious challenge to authority Verbal abuse to any staff Vandalism Stealing Persistent bullying</p>	<p>In addition to a red card being given to the child it may require immediate involvement of the Headteacher Telephone call/letter to parents/meeting with parents Internal exclusion for a period of time</p>	<p>Possible involvement of outside agencies</p>
STAGE 5	<p>EXTREMELY SERIOUS Extreme danger or violence Very serious challenge to authority Verbal/physical abuse to any staff Running out of school</p>	<p>May mean immediate permanent fixed period exclusion – up to 5 days Recurring behaviour will involve longer exclusions</p>	<p>Parallel procedures for official out-of-school activities</p>