



HIGH LANE PRIMARY SCHOOL

Behaviour and Discipline Policy

Date policy was agreed with Governors	December 2020
Review Date	December 2021
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 our 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

Our ultimate aim is the self-disciplined or personally responsible pupil.

- To create a respectful environment where behaviour can be discussed and relationships effectively restored
- 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 their own behaviour
- To encourage the involvement of both home and school in the implementation of this policy
- To ensure that the school's expectations and strategies are widely known and understood

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
- unstructured social times (eg playtimes)

Staff Responsibilities:

- To have high expectations of children's behaviour

- To be a positive role model
- 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 create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently, upholding the code of conduct
- 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 have high expectations of children's behaviour
- To be a positive role model
- 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 use restorative approaches to address behaviour incidents
- 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

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. This is recorded on our school management system and is followed up by coaching
- We follow the sanctions listed in Appendix 3

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

- To take care of the property and the environment in and out of school

Rewards And Consequences

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. We talk about problems in an atmosphere of trust and openness.

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

Incentives

In order to promote positive self-esteem and motivation to work and behave well we may provide small 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 Class

Teachers may operate a rewards system, whereby children are recognised for positive behaviour.

In Achievements Assembly

Children may be nominated for a certificate by any member of staff in celebration of positive behaviour choices.

Mid-day staff nominate one child per week to receive a special award for upholding our school values

Consequences

Whilst we aim to prevent problems as far as possible, we believe that it is appropriate that children realise the consequences of unacceptable behaviour. Where possible, sanctions will be agreed through restorative conversations. Sanctions should be reasonable, meaningful and appropriate and should be part of 'fixing the problem'. Our aim is to help children to understand why their behaviour is unacceptable and to put a plan in place to help the 'perpetrator/s' and the 'victim'.

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.

This policy should be read in conjunction with the following connected policies and documents.

Anti-Bullying Policy
Child Protection Policy
S.E.N. Policy
Exclusion Guidelines
Equal Opportunities
PSHE Policy
Home-School Agreement

APPENDIX 1

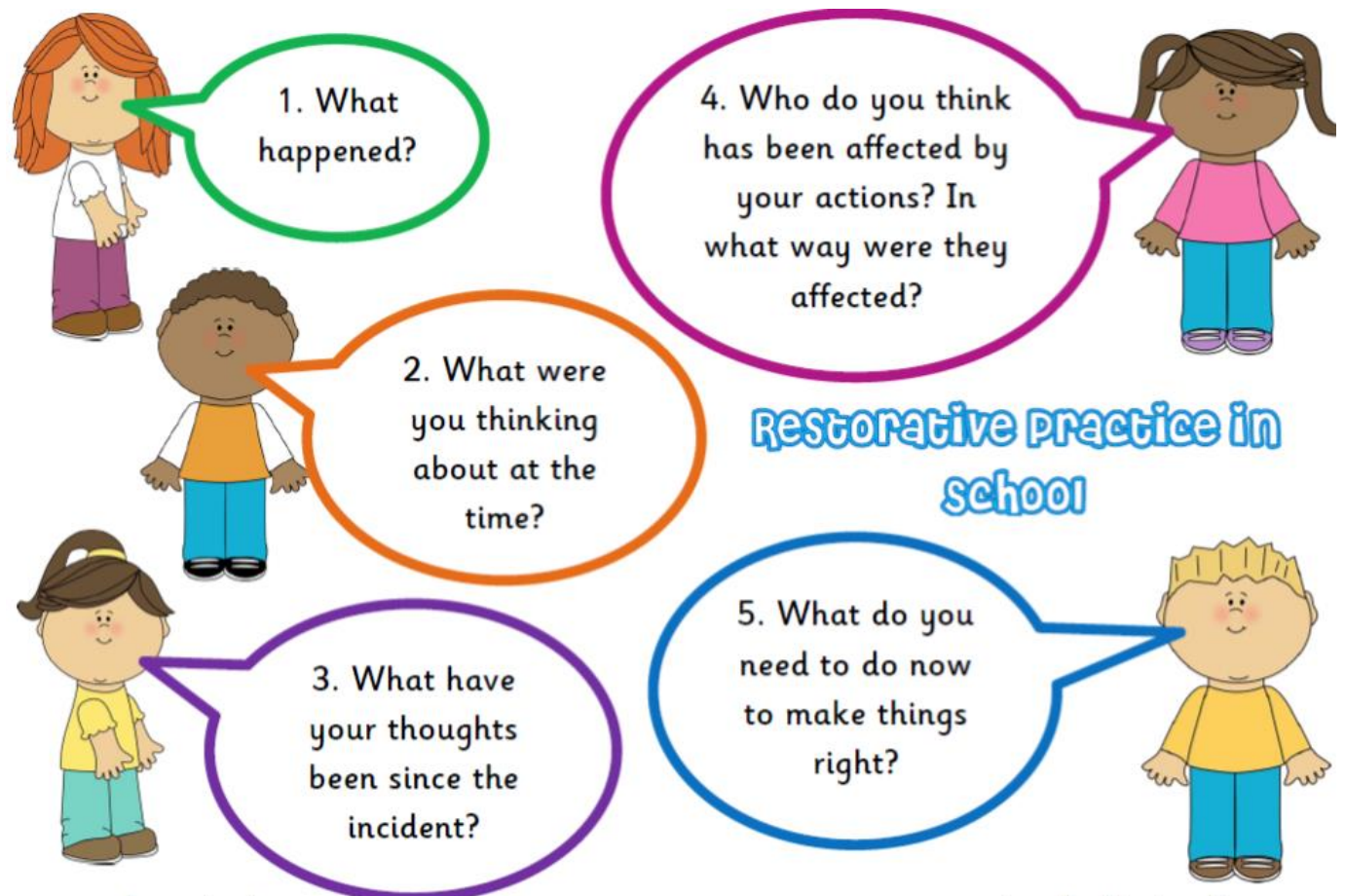
HIGH LANE PRIMARY SCHOOL – CODE OF CONDUCT

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
- We shall follow the guidelines of the Home/School Agreement

APPENDIX 2

HIGH LANE PRIMARY SCHOOL – RESTORATIVE CONVERSATION CORE QUESTIONS



PLEASE ENSURE THAT CONSEQUENCES ARE UNDERSTOOD AND AGREED BY ALL INVOLVED, WHERE POSSIBLE. CONSEQUENCES SHOULD BE APPLIED IN A FAIR AND CONSISTENT MANNER TAKING INTO ACCOUNT THE CONTEXT AND THE INDIVIDUAL NEEDS AND ABILITIES OF THE PUPILS INVOLVED (see Appendix 3)

APPENDIX 3

The examples set out in the following list are not exhaustive.

	Behaviour	Consequence	Additional Notes
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	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	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	Placing on SEND register if appropriate when behaviour may be due to an underlying SEND need
STAGE 4	VERY SERIOUS Repeatedly leaving classroom without permission Fighting and/or intentional physical harm to other children Putting themselves or others at risk by deliberately breaking rules or ignoring instructions Throwing large dangerous objects Serious challenge to authority Verbal abuse to any staff Vandalism Stealing Persistent bullying	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	Possible involvement of outside agencies
STAGE 5	EXTREMELY SERIOUS Extreme danger or extreme violence Very serious challenge to authority Verbal/physical abuse to any staff Running out of school	May mean immediate permanent fixed period exclusion – up to 5 days Recurring behaviour will involve longer exclusions	Parallel procedures for official out-of-school activities

Intent should always be considered when applying consequences, along with the age and stage of development of the child.