



Behaviour and Discipline Policy

Updated February 2019
To be reviewed January 2021

Huntingdon Primary school
Behaviour and Discipline Policy

Aims

We aim to create an atmosphere in which positive behaviour is valued and helps individuals to achieve their potential.

The school's Behaviour Policy is designed to support the way in which all members of the school community can live and work together in a collaborative way. It aims to promote an environment where everyone feels happy, safe and secure underpinned by the school values decided by the children, staff and governors. These values are:



Pride in our achievements and those of our community.

Resilience to work hard, be determined and keep trying.

Courage to have a go, take risks and do the right thing.

Respect for ourselves, others and our environment.

Teamwork we try to be helpful, friendly and co-operative.

Positive Behaviour

Pupils at Huntingdon Primary School have worked together to develop and agree the three main rules:

- Stay in your own space
- Follow adult instructions
- Be polite

The Behaviour Code displayed in classrooms is attached as Appendix 1

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Adults working in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Staff

Guidance for all adults working in school

To promote good behaviour all staff must follow the Staff Code of Conduct attached as Appendix 2. This outlines:

Behaviour Policy

Rules apply to adults as well as children.

Apply the policy consistently and fairly.

Don't pre-judge any situation – always investigate fully.

Model appropriate behaviour and language for the children. (Don't sit on tables, radiators or other furniture that are not chairs, don't put feet up on chairs/ tables, don't slouch).

Act as role model for children inside and outside of school.

Be confidential at all times, what happens in school stays in school.

Attitudes

Be positive and upbeat – this builds a positive working and learning environment.

Be polite and respond/relate professionally and appropriately.

Rudeness is not acceptable and needs to be followed by an apology and/or explanation.

Be honest.

Act with integrity.

Body Language

Smile lots. Say hello/good morning/afternoon followed by name.

Tone of voice appropriate to the occasion.

Shouting is rare.

Lots of positive comments and praise.

Sarcasm and humiliation are never appropriate.

Safer Care Code of Conduct

Ensure you follow the Safer Care Code of Conduct policy and interact appropriately with children in school.

Do not engage in any social networking sites with pupils.

Relationships

Treat and value all adults, children and families fairly and equally.

Do not discriminate, remember our Equalities policy.

Be consistent so that people know where they are with you.

Have high standards and expectations

Support and challenge ALL children appropriately.

Engage positively with all CPD opportunities provided to develop own practice.

Take personal responsibility for developing own practice.

Be organised and prepared.

Dress Code

Smart/Casual and fit for purpose. (Don't 'Dress for the Beach', keep skirt length appropriate, no strappy tops).

No Denim.

Smart PE kit should be worn on the day that PE takes place (not to be worn all day).

Respect the Environment

Return anything you borrow from colleagues.

Put everything back in the correct place.

Keep the ~~classroom~~ learning space and school orderly, clear of clutter and ensure they are inspirational learning places.

~~Classrooms~~ Learning Spaces must always be left in readiness to learn for the next day.

'Floor, no store' approach.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. A code of conduct for behaviour management is set out in the Huntingdon Primary School Positive Behaviour Leaflet (Appendix 3) and this outlines the broad parameters within which our approach to discipline operates.

Pupil Individual Rewards

On-going Practice:

There is a drive to promote and reinforce positive behaviour at all times. A wide variety of strategies are used to do this. Some examples are:

- Positive comments in books.
- Displays of work and achievements.
- Sending to Head teacher or Deputy Head teacher for achievements to be praised.
- Praise and encouragement in lessons.
- Work shared on the school website, Edmodo, Seesaw.
- Celebrations Assemblies
- Sports Coach Awards

Star of the Week Celebration Assembly

Each week the class teachers will select a child who has shown consistently positive behaviour in their attitude to others and work. This individual will be celebrated in assembly and awarded a Star of the Week card.

Top Chef

One child from each year is nominated by the Midday staff for displaying the school values and is chosen to cook with the Catering Manager on a weekly basis – Learning new skills.

Headteacher Awards

At the end of the half term the teachers will choose two children from their class who have worked particularly hard to receive a Headteacher's Award. A certificate and pin badge will be presented in 'Head Comms' assembly in front of the whole school. Parents/ Carers will be invited to join us for this celebration. These children will also have their photograph displayed in the school foyer.

Class Rewards

Team work and co-operation are encouraged through each class having its own collective reward system to be known as **Golden Time**.

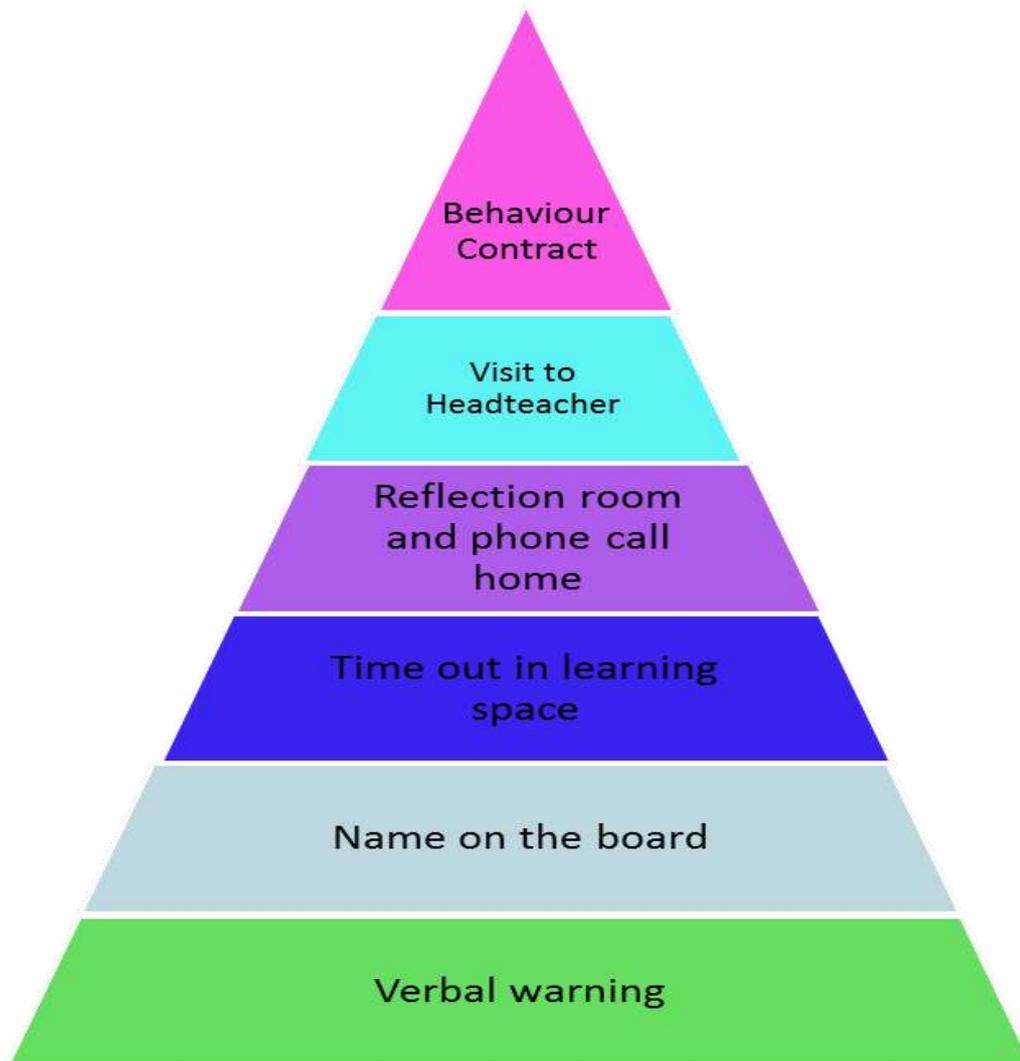
Golden time will usually be allocated every Friday afternoon for appropriate good behaviour during the week. During golden time, the children will enjoy a selection of activities they have decided on for example a film afternoon, dance or cooking.

Attendance Rewards

See Attendance Policy for attendance incentives.

Responses

There is a tiered level of responses (HPS Behaviour Pyramid) for inappropriate behaviour this visual is displayed in all learning spaces. Attached as Appendix 4 is the HPS Behaviour Pyramid.



1. Verbal Warning

If a child misbehaves, a verbal warning will be issued.

2. Name on the board

If misbehaviour is repeated, the child's name will be written on the board. (Where this happens at break or lunch time, this will be communicated to the class teacher who will then write the child's name on the board at the end of play.) The board is wiped clean at the end of each session.

3. Time out - Learning Space Change

Should inappropriate behaviour persist, i.e. a third time, the child will spend time away from the group. In lesson time he/she may be seated at a separate table or away from the learning space. At break/lunch time a pupil may be placed on a contract/lunchtime ladder.

4. Reflection-Time and phonecall home

The Reflection time is a quiet space where the children can think through their behaviour. The room will be supervised by senior teachers who will support them to move forward with positive behaviour.

In each half term, the first time a pupil has been requested to attend Reflection Time, class teachers will inform parents/carers, either via a telephone call or in person. If behaviours result in a second visit by a pupil, this will be shared with the parent/carer by the class teacher or senior teacher overseeing Reflection time.

5. See Senior Leadership Team (SLT)/Headteacher

If a child visits the Reflection Room 3 times in a half term, they will be sent to the SLT/Headteacher who will apply an appropriate response, e.g. playtime missed for the day, loss of privileges such as representing the school in a sporting tournament or pupil leadership (particularly important since we all want our school to be represented not only by those with good sports skills, but by those who can be ambassadors for reflecting the climate and ethos of the school) or withdrawal from a school-run club.

This will be recorded accordingly and parents/carers informed.

If a pupil is sent to the SLT/Headteacher twice in a half term, or if there are persistent behavioural issues, parents/carers will be invited in to discuss the situation with SLT/Headteacher. If a parent/carer has any concerns throughout this period, they can contact the class teacher to discuss them.

6. Behaviour contract.

A few children with a high level of special need have a Behaviour Modification Plan (Assertive mentoring chart, Risk management plan, Appendix 5). These children will follow their plan which might deviate from this behaviour pyramid.

Further Steps

We agree that some behaviour needs to bypass the system above because of their serious nature. Where the following behaviour happens, the pupil can be sent straight to the Headteacher.

- Bad language
- Aggressive physical contact
- Racist comments and homophobic comments (these are always fully explored and always reported to the Headteacher)
- Deliberate defiance
- Damage to property

The following procedure will then take place:

A log will be filled in with the Headteacher.

The pupil must apologise to anyone who has been hurt by that behaviour. This may include a written or drawn apology.

Appropriate responses will be applied – refer to point 6 above.

Parents/carers will be informed.

If a pupil is sent to the Head teacher twice in a half term, or if there are persistent behavioural issues, parents will be invited in to discuss the situation with the Headteacher.

If, under the warning system, or as a result of direct visits to the Head teacher, the behaviour persists, the following course of action will take place:

1. A Behaviour Modification Programme will be set up involving the pupil, parents, teacher and Strategic Lead for inclusion co-coordinator.

2. A Pre-exclusion may be issued.
3. Exclusion – temporary or permanent following guidance from the local authority. This is always a last resort.
The Headteacher has a duty to investigate, or nominate other members of staff to investigate inappropriate behaviour.

Assertive Mentoring

The Assertive Mentoring process involves all children and all staff, all of the time. Teachers act as mentors to the children in their class.

- Assertive mentoring meetings take place with the class teacher and pupil at least once a half term
- Each meeting will last approximately 10 minutes
- Pupils' self-assess (using a self-assessment sheet Appendix 6) their effort, uniform, attendance, punctuality, behaviour and progress using a given graded system. Teachers also complete this exercise on the same sheet and will then discuss with the pupil accordingly.
- After discussions have taken place both the pupil and teacher agree upon a target for the pupil to work towards. These targets are set from one of the given areas highlighted as an area to focus on.
- Both pupil and teachers sign and date the self-assessment sheet which will then be reviewed at the next assertive mentoring meeting.
- At the next meeting, the target is reviewed and the same assessment process is repeated with a new target agreed and set between the pupil and class teacher.
- These assertive mentoring sheets are retained in the pupils' unique assertive mentoring portfolio and they will be used for tracking and monitoring processes.
- SLT oversee the Assertive Mentoring process.

Playground Behaviour

Playground Buddies

We have a number of children who are trained as playground buddies to help our younger children enjoy their playtimes. They play traditional playground games with the children and are vigilant at spotting children who appear unhappy. They may also have children referred to them from the Midday staff.

Peer Mediators

Peer Mediators are trained members of Year 5 and 6 who are able to sort out minor disputes between children at lunchtimes. The mediators have a clear understanding of the sort of problems which are appropriate for them to manage and those which need immediate referral to a member of staff. Midday staff may refer children to them to resolve conflicts.

Playground Behaviour Contracts

If children continue to make poor choices on the playground at break and lunch times, a think sheet and behaviour contract are available for use. This is attached as Appendix 7.

The practices outlined in this policy are regularly reviewed with children, staff, parents and governors. Teachers monitor positive and inappropriate behaviour and this information is fed back to the senior leadership team and governors to establish the effectiveness of the policy.

Appendices attached

Appendix 1- Behaviour Code

Appendix 2- Staff Code of Conduct

Appendix 3- Positive Behaviour Leaflet

Appendix 4- Sanction Pyramid

Appendix 5- Behaviour Modification Plan

Appendix 6- Self assessment Sheet for Assertive Mentoring

Appendix 7- Playground Behaviour Contract



Behaviour Code

- ✓ Be polite.
- ✓ Stay in your own space.
- ✓ Follow adult instructions.

Appendix 2



Positive Behaviour Leaflet



We have worked with the children to review the school approach to Behaviour and Discipline. This includes rewards for positive behaviour and sanctions for when things do not go right. This leaflet summarises our decisions.

We aim to create an atmosphere in which positive behaviour is valued and helps individuals to achieve their potential.

The school's Positive Behaviour Policy is designed to support the way in which all members of the school community can live and work together in a collaborative way. It aims to promote an environment where everyone feels happy, safe and secure.

Pupils and Staff have worked together to develop and agree the School Rules. We will:

1 **Be polite**

2 **Stay in your own space**

3 **Follow adult instructions**

These are the key principles on which our positive behaviour policy is based.

INDIVIDUAL REWARDS

On-going Practice

There is a drive to promote and reinforce positive behaviour at all times. A wide variety of strategies are used to do this. Some examples are:

- * Positive comments in books.
- * Displays of work and achievements.
- * Sending to Head teacher or Deputy Head teacher for achievements to be praised.
- * Praise and encouragement in lessons.
- * Work shared on the school website.

Star of the Week Celebration Assembly

Each week the class teachers will select a child who has shown consistently positive behaviour in their attitude to others and work. This individual will be celebrated in assembly and awarded a Star of the Week card.

Headteacher Awards

At the end of the half term the teachers will choose one child from their class who has worked particularly hard to receive a Headteacher's Award. A certificate and rosette will be presented in assembly in front of the whole school. Parents/ Carers will be invited to join us for this celebration. These children will also have their photograph displayed in the school foyer.

Top Chef

One child from each year is nominated by the Midday staff for displaying the school values and is chosen to cook with the Catering Manager on a weekly basis – Learning new skills.

Attendance Awards

See Attendance Policy for attendance incentives.

Class Rewards

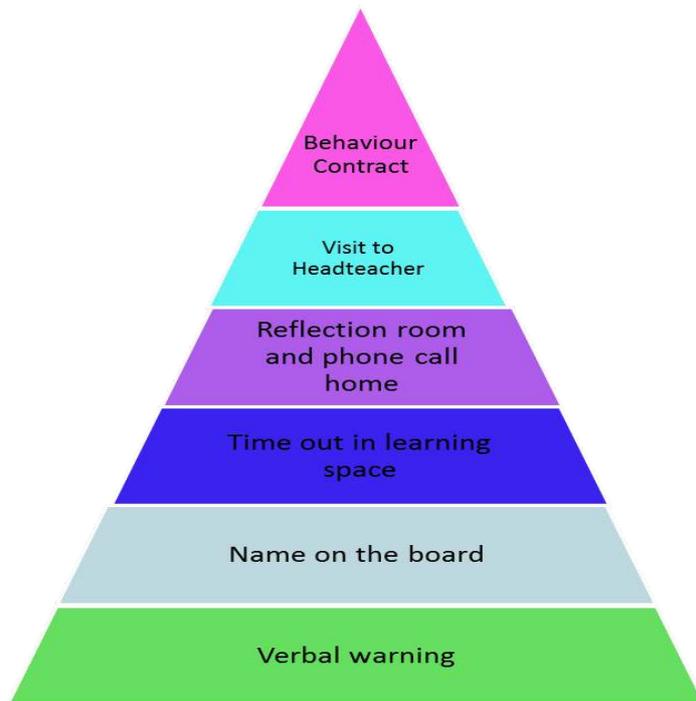
Team work and co-operation are encouraged through each class having its own collective reward system to be known as

GOLDEN TIME.

Golden time will be allocated every Friday afternoon for appropriate good behaviour during the week. During golden time on a Friday afternoon the children will enjoy a selection of activities they have decided on for example a film afternoon or cooking.

RESPONSES

There is a tiered level of responses for inappropriate behaviour.



1. Verbal Warning

If a child misbehaves, a verbal warning will be issued.

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3. Time out in learning space

Should inappropriate behaviour persist, i.e. a third time, the child will spend time away from the group.

4. Reflection Time

The Reflection Time is a quiet space where the children can think through their behaviour. The room will be supervised by a senior member of staff who will support them to move forward with positive behaviour choices.

Where appropriate, an apology will be written. If a child has been sent Reflection Time, teachers will inform parents/carers, either via telephone or in person.

5. See Headteacher

If a child visits the Reflection Room 3 times in a half term, they will be sent to the Headteacher who will apply an appropriate response, e.g. playtime missed for the day, loss of privileges such as representing the school in a sporting tournament or on the school council (particularly important since we all want our school to be represented not only by those with good sports skills, but by those who can be ambassadors for reflecting the climate and ethos of the school) or withdrawal from a school-run club.

This will be recorded and parents/carers informed.

If a pupil is sent to the Headteacher twice in a half term, or if there are persistent behavioural issues, parents/carers will be invited in to discuss the situation with the

Headteacher. If a parent/carer has any concerns throughout this period, they can contact the class teacher to discuss them.

A few children with a high level of bespoke need have an Assertive Mentoring Plan. These children will follow their plan which might deviate from this behaviour pyramid.

FURTHER STEPS

We agree that some behaviour needs to bypass the system above because of their serious nature. Where the following behaviour happens, the pupil is sent straight to the Headteacher.

- Bad language
- Aggressive physical contact
- Racist comments and homophobic comments(these are always fully explored and always reported to the Headteacher)
- Deliberate defiance
- Damage to property

The following procedure will then take place:

- a) An incident form will be filled in with the Headteacher.
- b) The pupil must apologise to anyone who has been hurt by that behaviour. This may include a written or drawn apology.
- c) Appropriate sanctions will be applied – ref. point 5 above.
- d) Parents will be informed.
- e) If a pupil is sent to the Head teacher twice in a half term, or if there are persistent behavioural issues, parents will be invited in to discuss the situation with the Headteacher.

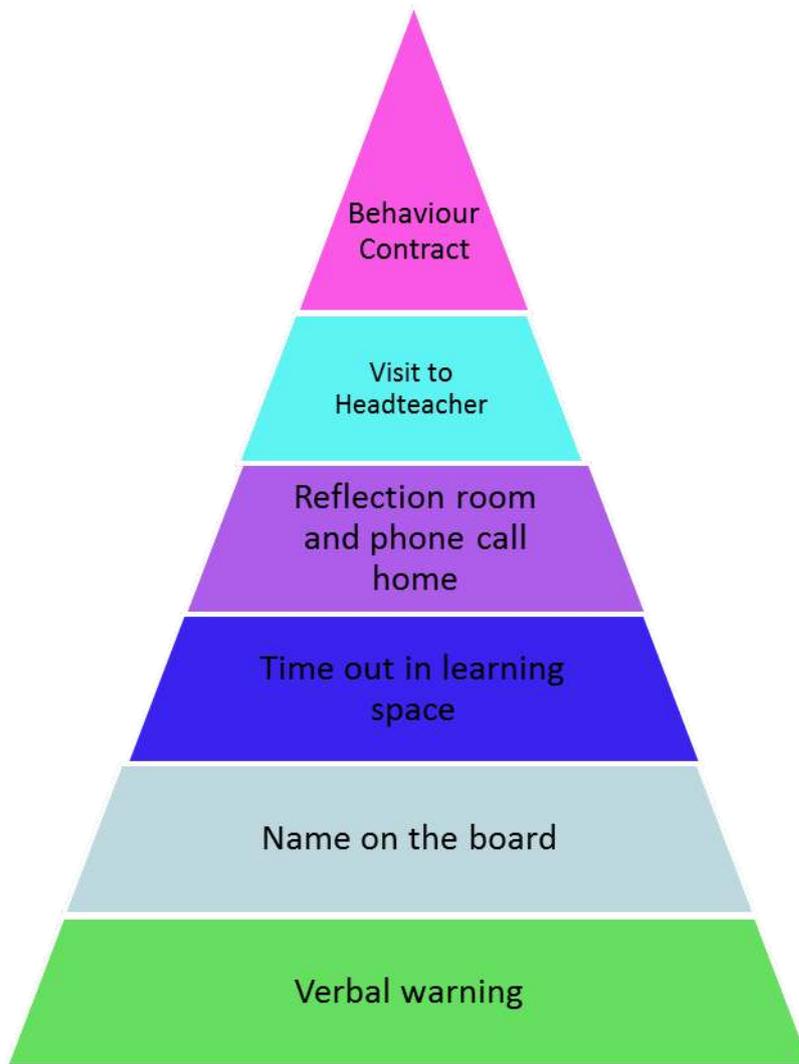
If, under the warning system, or as a result of direct visits to the Head teacher, the behaviour persists, the following course of action will take place:

1. A **Behaviour Modification Programme** will be set up involving the pupil, parents, teacher and inclusion co-coordinator.
2. A **Pre-exclusion** form will be issued.
3. **Exclusion** – temporary or permanent following the local authority guidance. This is always a last resort.

The Headteacher has a duty to investigate, or nominate other members of staff to investigate inappropriate behaviour.

If you have any queries about this policy do not hesitate to speak to the class teacher.

Appendix 4



Appendix 5

Name of Pupil – Wk beginning

T1 To be proud of my work completed and celebrate with HPS staff

T2 To be in the green zone for effort – I will choose wisely who I work with

T3 To be in the green zone for behaviour – When asked follow instructions

| Day | Session 1 | | | Session 2 | | | Break | Session 3 | | | Lunch | Session 4 | | | Session 5 | | | Total Score |
|-----------|-----------|----|----|-----------|----|----|-------|-----------|----|----|-------|-----------|----|----|-----------|----|----|-------------|
| | T1 | T2 | T3 | T1 | T2 | T3 | T3 | T1 | T2 | T3 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | |
| Monday | | | | | | | | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | | | | | | | |
| Friday | | | | | | | | | | | | | | | | | | |

KEY

Red - Missed the target **Amber** - Achieved some of the target (1) **Green** - Fully met the target (2)

ASSERTIVE MENTORING



Name _____

Year group _____

Date:
 Autumn - _____
 Spring - _____
 Summer - _____

How well are you doing?

(Remember to look at the charts to help you decide)

| Being Ready (punctuality) | Autumn | Spring | Summer |
|---------------------------|--------|--------|--------|
| Self-assessment | | | |
| Teacher assessment | | | |
| Uniform | Autumn | Spring | Summer |
| Self-assessment | | | |
| Teacher assessment | | | |
| Behaviour | Autumn | Spring | Summer |
| Self-assessment | | | |
| Teacher assessment | | | |
| Effort | Autumn | Spring | Summer |
| Self-assessment | | | |
| Teacher assessment | | | |
| Attendance | Autumn | Spring | Summer |
| Self-assessment | | | |
| Teacher assessment | | | |

| | Target | Assessment | Signature |
|--------|--------|---|-----------|
| Autumn | |    | |
| Spring | |    | |
| Summer | |    | |

Playground/Behaviour Contract

Behaviour Expectations:

1. I will remain in my own space
2. I will not interrupt or interfere with others play
3. I will follow the playground rules

Privileges for meeting the conditions of the contract:

- 1 I will be allowed to remain on my playground and play with my peers

Consequences/Restrictions for failing to meet the conditions of the contract:

I will be placed on a rota:

Week 1 – I will sit outside Mrs Edward’s room during playtime and lunchtime

Week 2 – I will be supervised on year 3 playground during playtime and lunchtime

At the end of week 2 I will review my attitude and behaviour with Mrs Edwards

I understand that I must meet all Behaviour Expectations listed above in order to remain on my current playground. Failure to meet the Behaviour Expectations listed above will result in my earning of consequences/restrictions listed above.

Child’s Signature

Mrs Edward’s Signature

| | | | | |
|--|--------------------------|------------|--------------|------------|
| Date | Full name | | Class Number | Year group |
| Location | Classroom | Break time | Lunch time | |
| What did I choose to do? | | | | |
| Why did I make this choice? | | | | |
| Who did I disrespect or cause to feel sad? | | | | |
| What could I have done differently? | | | | |
| | My signature | | | |
| | Staff member's signature | | | |