

Sedlescombe C.E. Primary School

BEHAVIOUR AND DISCIPLINE POLICY **2016**

Sedlescombe C. E. Primary School is a fully inclusive school and aspires to maintain an atmosphere in which children fulfil their potential, in a happy, caring and stimulating environment, supported by our strong Christian ethos.

The school staff is committed to being consistent, to creating a calm, secure and disciplined environment, where praising children, valuing every child, listening to children and having mutual respect are the keys to good relationships between staff and children. We use our school worship to promote moral values and emphasise our school value of respect, to value everyone equally and to create quiet times to reflect upon our own behaviour and actions, and how they can affect others.

Every staff member is to be a good role model to the children at all times. They help to create an environment where children feel happy, and look forward to tomorrow.

(reference: SLT = Senior Leadership Team; WLT = Wider Leadership team
ESBAS = East Sussex Behaviour and Attendance Support; SEN = Special Educational Needs)

Aims of the policy:

- To develop positive learning behaviours in all children
- To create a happy, safe and secure environment in which children can develop as confident, caring individuals.
- To enable children to work and play in a respectful school.
- To ensure that every child feels valued and respected.
- To ensure that every child is treated fairly.
- To develop consideration, tolerance and good manners in all children
- To ensure consistency throughout the school

All members of our school community follow our 6 Golden Rules:

- **Do be kind and helpful**
 - **Do be gentle**
 - **Do work hard**
- **Do look after property**
 - **Do be honest**
- **Do listen to people**

These Golden Rules are on display in every classroom and around the school. They are incorporated in to weekly worship themes, and linked into PSHEe work regularly.

All staff and children agree to:

- Behave with respect to each other, so that teaching and learning can take place without disruption.
- Move gently and calmly around the school building, following our good walking rule.
- Speak politely to everyone.
- Keep the school clean and tidy so that it is a welcoming place, that we can be proud of.
- Be positive to each other.
- Apologise to anyone whom we have upset.
- Be honest at all times.

Our Behaviour System: “1, 2, it’s up to you!”

This system focuses on helping children to be independent and make the right decisions – after 1 or 2 warnings – saying “it’s up to you – to make the right choice and earn stickers and party points, or sadly lose playtime minutes – **it’s up to you!**”

When a child is making a wrong choice, the staff count 1 and say:

“that’s 1, for you” (meaning one warning). It is hoped and encouraged that the child stops the wrong behaviour at this point, and is therefore praised for doing so, and can move on to earn party points and / or personal stickers in line with all other children.

If the child continues to make the wrong choice, the staff will say “that’s 2, it’s up to you” (meaning the 2nd warning) or “that’s 2, take X minutes off” for a child who does not need the 2 warnings. If the 2nd warning works, the child is thanked and praised for making the right choice.

If the child continues to make the wrong choice, then the staff say “that’s 3, take X minutes off”. Playtime minutes are deducted.

Praising and highlighting good behaviour:

We believe strongly in positive reinforcement and use the phrase ‘catch them being good’. An agreed system of rewards is used to praise and reinforce good behaviour and hard work, to include:

- Instant verbal praise, thank you – at any time of the day, being explicit about the reason for being praised.
- Individual stickers are awarded to children, by all staff members for good behaviour around the school. Children place their stickers on their individual sticker chart.
- Party points are awarded to children, by all classroom based staff, for good learning behaviours in the classroom.
- When a child’s individual sticker chart is full, they visit the Headteacher at ‘Happy Time’ during the week. She writes their name in her ‘Gold Book’. A new sticker chart is chosen by the child, and the full sticker chart is taken home to be celebrated. At the end of each week, children whose names have been entered in the ‘Gold Book’ receive a certificate. Once 3 sticker charts have been filled up by the child, he/she chooses a small prize from the Headteacher’s prize basket.

- A class party takes place at the end of each short term (6 times per year) for children who achieve or exceed the class termly target for party points.
- A class prize is given to the children achieving the 1st, 2nd and 3rd highest party points score each term.
- Children who attend all 6 class parties and lose no less than 10 playtime minutes all year are rewarded by a very special treat: a fun day out in July, with the Headteacher.
- Every child is in one of our 4 school teams: Newton, Shakespeare, Curie and Nightingale. Team points are awarded to children for:
 - Writer of the Week
 - Star maths wizard of the week
 - Weekly Sports award
 - Filling up a sticker chart
 - Special achievements
 - Star of the Week
 - *At the end of each term (short terms) the winning team is allowed to wear their own clothes to school – wearing something in their team's colours.*
- Teachers' send children to the Headteacher at 'Happy Times' to share good work or to receive special praise for a particular achievement or improvement, as well as sharing the filled-up sticker charts.
- Notes are sent home (using praise pads) to share good news with parents/carers.
- Good behaviour cards/report cards/playtime charts are available to use as necessary for individual children who need an extra strategy to help them achieve success.
- 'Stars of the Week' is used in all classes to highlight and celebrate good behaviour/work: each week 2 children are selected as the class stars of the week. Their photo is put into the centre star on the class 'Star of the Week' photo display; the 'stars' receive a certificate, a team point and a star badge to wear for the week.
- Celebrating special achievements in assemblies
- Our 'Wonderful Weekly News' is a Monday news-sheet which is sent home to all families celebrating the names of our writers of the week, maths star wizards of the week, stars of the week, sports awards, Gold Book children, weekly team point totals, attendance and any additional good news from the previous week!

Classroom strategies to engage children and encourage good behaviour:

- We use the system '1, 2, it's up to you!' throughout the school. (see above and appendix.)
- Quality first teaching is essential in all classes
- Good relationships in all our classes between staff and children, and child to child, are fostered – so that everyone is supported, respected and valued equally.
- The classroom environment is one which is attractive and organised, where children feel safe and secure.

- Staff may use their own method for the signal for children to stop, look and listen. We sing, may use fingers on lips and raise a hand, use a shaker/bell, or use countdown....
- Our 6 Golden Rules are displayed and followed in all classes
- Party points are awarded by classroom based staff consistently, for good learning and positive learning behaviours in the classrooms
- Stickers are awarded to individuals for good behaviour outside of the classroom
- Staff have established an agreed policy on deducting playtime minutes from children for wrong choices (See appendix 1.)
- End of year Good Behaviour Trip will be for children in Y1 – Y6 who have attended all 6 class parties and also not lost over 10 playtime minutes all year.

Classroom Sanctions:

- We use the “1, 2, it’s up to you” system throughout the school (see above and our appendix)

This is about helping children to be independent and make the right decisions – after 1 or 2 warnings – saying “it’s up to you – to make the right choice and earn stickers and party points, or sadly lose playtime minutes – **it’s up to you!**”

- If a child has been unkind to an individual(s) a letter of apology will be required.
- Other sanctions used as appropriate for the individual child and his/her needs are: being sent to sit on their own, sent out of the classroom to work elsewhere, sent to Time in Club (TIC) which takes place at lunchtime... this is up to the class teacher’s discretion
- Ultimately, the child may need to be sent to the WLT, SLT and/or Headteacher.
- Parents/carers will be contacted by the class teachers, as necessary – good communication between home and school is essential.
- The “School Behaviour Book” is used for very serious issues such as swearing, bullying, repeated aggression, fighting etc. This results in a phonecall home as soon as possible, and a sanction such as missing an after-school club, missing the school disco, missing 30 minutes of playtime, doing extra home learning...
- In extreme cases a child’s parent/carer may be requested to sit in on lessons in the classroom alongside their own child for an agreed timescale.
- Ultimately we follow the County’s exclusions policy.

Reception class:

Reception children will also be praised verbally, have stickers, be ‘Stars of the Week’ and win points for their school team. They will also be motivated to behave well by seeing their name card on a sunshine chart, and will work hard to keep their name in the sunshine, especially if it has temporarily had to be placed on ‘the cloud’ for making a wrong choice. If any child continues to make wrong choices their name will move onto the ‘rain cloud’ and the child misses the next playtime if it is playtime related behaviour - or they have a time out from the

next activity time if it is activity time related behaviour. Sometimes they have 'close supervision' instead....it depends!

Children will be awarded a 'straw in the pot' for good behaviour, and the whole class will have a treat when 100 straws have been reached. (This links to maths in counting up to 10, and then counting in 10s too.)

Reward systems in Reception are based on immediate praise (or sanction) as this is what reception children need and understand.

Class Mozart will join the school 'party points' and '1, 2, it's up to you!' behaviour system at the beginning of term 5 as part of their transition into Year 1 programme.

Playtime behaviour management:

Staff on duty are positioned at specific outside stations so that all areas of the playground are supervised as well as possible. In order to minimise playtime problems, staff interact with children, talk with children, scan their playground focus area regularly, use humour, work on developing positive relationships with all children, intervene as early as possible wherever there may be rough play developing, or any other concern. They encourage positive play – they play games with the children such as skipping, What's the time Mr. Wolf etc.

When any problem arises, the staff member talks to the child(ren) involved, listens to both parties and tries to track back to the beginning of the problem, to establish the order of events and who is responsible. We believe it is very important for all staff to deal with issues fairly.

Playtime Sanctions:

Once the staff have determined who has done wrong, the child(ren) who has/have been unkind will receive a sanction:

- Standing on a thinking spot for 5 minutes thinking time = 'time out', this can happen twice in one playtime
- Sent out of the sports area
- Stand with the staff member for 5 minutes or for the rest of the playtime
- Write about the incident succinctly in the Playground record books (PRBs) for the class teacher to decide on the 'best-fit' sanction
- Be sent inside to the class teacher/WLT/SLT with a prefect
- Be sent inside to the Headteacher if more serious, with a prefect

Sanctions for more serious behavior difficulties:

The "School Behaviour Book" is used by the WLT/SLT for very serious issues such as swearing, bullying, repeated aggression, fighting etc. This results in a phone call home by the member of the SLT/WLT as soon as possible, and a sanction such as missing an after-school club, missing the school disco, missing 30 minutes of playtime, doing extra home learning

If a child has 3 behaviour book entries in one big term, the Senior Leadership Team will meet with the parents/carers, the class teacher and child to decide on actions to support the children in making changes to their behaviour. Regular review meetings will be arranged.

A referral to ESBAS (East Sussex Behaviour and Attendance Support) will be

made for any child vulnerable to possible exclusions.

Exclusions:

Fixed Term Exclusions will be imposed for any child whose behaviour is considered to be totally unacceptable. This is a very serious disciplinary sanction and remains on a child's school record permanently. A child's behaviour resulting in exclusion may include:

- Repeated occasions of serious behaviour issues
- Deliberately causing serious harm to another child or adult
- Being a serious threat to the safety of others
- Losing self-control in a serious way (physically or verbally) and/or becoming violent
- Serious fighting

The Headteacher, Deputy-Head or Senior Teacher in their absence will decide when a situation requires a fixed term exclusion – up to 15 days:

1. The parent/carer will be contacted to come to school immediately and the situation will be explained as fully as possible. The parent/carer will be required to remove their child from the school environment for the set number of day.
2. Appropriate work will be set for the child to complete at home, by the class teacher
3. The county exclusion form will be filled – copy given to parent/carer, sent to the County Reintegration Officer and a copy will be put in the child's school file.
4. An exclusion letter will accompany the exclusion form, stating the parent/carer's right to appeal, outlining the process.
5. The Chair of Governors will be informed.
6. A return date will be agreed and included on the exclusion form.
7. A meeting will be arranged with the parent/carer, class teacher and member of the Senior Leadership Team on the morning of the return date to agree targets for supporting the particular problem, and assisting the child to achieve, and maintain, acceptable behaviour.
8. Regular monitoring will take place to ensure that there is improved behaviour by the child. Parent/Carers will be informed of the success/lack of success of the agreed targets.
9. If the serious unacceptable behaviour recurs, the SLT will decide on a 2nd period of fixed term exclusion, up to 15 days.
10. Support from outside agencies such as ESBAS, the School Nurse, COPES, CAMHS, Early Years Service, New Horizons, Educational Psychologist...will be requested urgently at any agreed time during a period of difficult behaviour, in agreement with the parent/carers.
11. East Sussex County Council Exclusion Policy will be followed in all cases. Here is the link to the ESCC Guidance:

https://czone.eastsussex.gov.uk/schoolmanagement/administration/attendanc_ebehaviour/exclusions/Pages/permanent.aspx

It is important to realise that every child is different, and circumstances can vary according to any home problems, health problems, Special Educational Needs, EAL, and/or traumas a child is experiencing. In these cases the SLT/WLT and class teacher will decide how best to deal with specific problems. (Wherever

possible, our class teachers explain this to their classes sensitively.)

We believe in '*each new day being a new beginning*' and do not bear grudges, nor repeatedly remind children of their wrong-doings on previous occasions. Children in our school are not labelled. We give every child the chance to a fresh start – and forgive and forget. All staff are expected to be positive – this is important in our environment.

This policy links with our Teaching and Learning Policy and our SEN Policy, and our Anti-Bullying Policy in particular. The overall aim is to ensure all children take responsibility for themselves, and are able to learn and play in a positive and friendly environment so that they achieve their full potential.

September 2016.

This policy will be reviewed annually.

Appendix 1:

Our Behaviour System: "1, 2, it's up to you!"

Party points system –

Aims:

To reward children for making positive learning behaviour choices.

To enable all children to have a goal to work towards over the course of a small term.

Each term is a new beginning so even if children do not make it to the party in the previous term, they can have a new start and work hard to make it to the next party.

Party points can be awarded by all staff for any positive learning behaviour choices. Praise needs to be specific so the child (and others) knows why they have been awarded e.g. party point for good sitting, good lining up, being kind in group work etc.

Over the course of a small term, in order to come to the party children must earn the agreed number of party points or more party points. Once party points have been given out they cannot be taken back. Each class has a class sheet (one per term) where party points are awarded in a tally system. It may spread onto two sheets.

At the end of each term at least an hour needs to be allocated to a party chosen by the children attending. This could be a DVD party, sports party, biscuit making, disco etc. Miss Kesper will order party food for each class for the last week of each term.

Children attending the party will need to be supervised by the teacher / TA. Children not attending the party will be in a separate room with a supervising adult – normally a member of the SLT.

In addition to the party a first, second and third prize will be awarded in each class each term for the three children who score the most party points. This will be paid for from School Fund and ordered by Miss Kesper via the supermarket order.

Those children who achieve the required party points in every short term will be eligible to attend the Annual Good Behaviour Trip.

Immediate Sanctions

For children who make wrong behaviour choices there will be an immediate sanction at the next available break or lunchtime.

Each class will have a weekly minutes in sheet divided into section where these minutes are recorded. This is then given to the head teacher to record at the end of the week. (See attached sheet)

Wrong choice in the morning before playtime = minutes in at morning playtime

Wrong choice during morning playtime or lesson before lunch = minutes in at lunchtime

Rec / KS1: Wrong choice during lunchtime or afternoon = minutes in at afternoon playtime.

KS2: Wrong choice during lunchtime or afternoon = minutes in the next day at morning play. (Although it is acknowledged that each day is a new beginning and the incident will not be referred to other than to do the minutes.)

Once the minutes have been completed, they will be highlighted to show this. This will remind teachers if any minutes do not get done e.g. the child is away the following day, unforeseen difficulties in doing the minutes at the correct playtime etc.

Party points and link to stickers and sticker charts:

Any child not missing playtime minutes at the end of each day gets a sticker at the end of the day. Sticker charts will need to be kept central in each class so that the TA can put the stickers on or get class monitors to do this to be quick. Classes will need to have a folder with a named divider for each child (alphabetically) for their sticker charts, accessible to the children too to put stickers on they receive directly.

Party points are given out in class by teachers/TAs during lessons: for awarding good learning, listening, good sitting, good lining up, good entering of the classroom in the morning/after play and settling down, home learning i.e. *the learning behaviours in the classrooms*.

Stickers are given for *good behaviour seen around the school* e.g. at play, helping out, being kind, after school clubs ... names can be put in the PRBs and after school club books for a sticker to be given out in class.

Each filled up sticker chart = 5 party points and a team point

Sanctions:

Minutes are deducted from the next available playtime for wrong choices – give 1 warning to all children, and 2 warnings to those with additional needs, saying consistently in all classes:

“that’s 1, for you”

“that’s 2, it’s up to you” or “that’s 2, take X minutes off”

“that’s 3, take X minutes off”.

Playtime Minutes system:

For some behaviours warnings will be given to help the children make right choices, however, there are non-negotiables in our school where no warnings will be given and minutes will be taken off.

1 minute off for low level wrong choice

2 minutes off for talking in worship, for not listening in the dinner hall, poor listening in class

3 minutes off for being unkind to another child through words, looks, hurting their feelings...

5 minutes off for rough play (including pushing, sticking foot out to trip up a child, physically hurting a child etc.), disrespect to any staff around the school, poor lunchtime behaviours in the dinner hall, poor behaviour out at play

Home learning: take 1 minute off for no home learning in Year 1, 2 minutes for no home learning in Year 2, 3 minutes for Year 3, 4 minutes for Year 4, 5 minutes for Year 5 and 6 minutes for year 6

Up to 5 minutes for no PE kit in KS2 classes (using discretion depending on items left at home!)

In extreme cases all of playtime may be taken off = depending on the individual child and situation.

Behaviour book continues for very serious situations:

Swearing, bullying (emotional and physical), serious aggressive behaviours, physically hurting other children regularly through rough play over and over again...

Sanctions are a phone call home plus choosing a sanction from: missing an after school club, missing a school disco, doing extra home learning, missing 30 minutes of lunchtime play...

End of year good behaviour trip will be for:

Children who have attended all 6 class parties and also not lost over 10 playtime minutes all year.

