



# Pupil Behaviour and Discipline Policy

Approval Requirements	Headteacher
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Signed – Headteacher	

## Park Way Primary School

### Pupil Behaviour and Discipline Policy

The school has a policy of positive behaviour management which involves rewarding children for good behaviour and implementing sanctions when children behave in an unacceptable way. All members of the school community aim to encourage the children to develop high standards of behaviour and to establish a sense of respect, resilience, responsibility. The staff, parents and children share responsibility for behaviour and for ensuring that the school is a pleasant and productive learning environment for all.

#### Aims:

At Park Way school our main aim is:-

RESPECT – RESILIENCE - RESPONSIBILIITY

It is the adults' responsibility to "help our children to shine".

"To establish consistency in discipline and standards which encourage honesty, fairness, self discipline, individual responsibility and respect for others".

Responsibilities: The head teacher is responsible for securing discipline on a day-to-day basis but the governors have a general responsibility for directing the conduct of the school.

#### We expect all school staff to:

In addition to keeping the school rules we expect all employed staff to...

- Inform parents about the school policies and school rules.
- Explain the reasons behind school rules.
- Provide a safe and secure environment for the children.
- Provide a consistent and positive approach to maintaining acceptable behaviour.
- Model ways of sorting out disagreements and frustrations in a sensible way.
- Respect children, and take account of their point of view.
- Comply with national standards for behaviour relevant to their role.

#### We expect all adults, including; parents, carers, visitors and volunteers to...

- Be safe
- Walk in school
- Treat others kindly
- Tell the truth
- Work with school staff to teach the children to behave well
- Model ways of sorting out disagreements and frustrations in a sensible way.

#### We expect children to...

- Be safe
- Walk in School
- Do as an adult asks the first time
- Tell the truth
- Treat others kindly

#### We will not accept:

- Physical violence to another person **including hitting back.**
- Threatening behaviour, including verbal bullying and racist and homophobic abuse.
- Refusal to comply with instructions from a member of staff.
- Stealing or destroying property. The school may seek to recover the cost of repair / replacement for damage to property.

## **APPENDICES – GUIDANCE AND SCHOOL PROCEDURES**

- 1. Our School Rules**
- 2. Rewards**
- 3. Sanctions**
- 4. Behaviour "ABC" form**
- 5. Red Book**
- 6. General advice given to all staff when disciplining**
- 7. Persistent Low Level Disruption**
- 8. Further Guidance**

### *Appendix 1*

#### **Our School Rules**

- ✓ Be safe
  
- ✓ Walk in school
  
- ✓ Do as an adult asks the first time.
  
- ✓ Treat others kindly
  
- ✓ Tell the truth

### *Appendix 2*

#### **REWARDS**

Children are involved in the formulation of the school rules, which are displayed centrally and within every teaching space as a reminder of what is acceptable. Similarly the consequences for breaking the rules are also on display in every learning area, to encourage consistency. (Appendix 3)

- 1) Verbal praise – including verbal reports to parents/carers at the end of the day.
- 2) A written comment on learning.
- 3) A happy face, coloured star or certificate for behaviour as well as work.
- 4) A visit to another colleague and/or the head teacher for commendation.
- 5) Public word of praise in front of a group, a class, year or school. The school operates a "Golden Book" where children are congratulated for their achievement in front of the whole school during a weekly assembly. Any adult can put names into the book. These children go to the Headteacher/ Deputy for a treat one afternoon in that week. Their names are also reported to parents in our weekly newsletter.
- 6) Team points are awarded at break and lunchtimes, around school, and in lessons.
- 7) Use of school reports to comment favourably, not only on good learning and academic achievement, but also on behaviour or involvement and on good attitudes.

- 8) Recognition of achievements outside school.
- 9) Every second term an award is given to an infant and junior child who has shown the most improvement. Names are recorded in the trophy book. (This could be learning or behaviour).
- 10) Classes work towards whole class rewards.

### *Appendix 3*

#### SANCTIONS

- 1. Verbal warning – reminder of rule broken and a chance to put things right.**  
*Positive measures should be put in place by the adults present to support the child eg. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.*
- 2. Sit on own or stand by an adult for five minutes.**  
*Positive measures should be put in place by the adults present to support the child eg. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.*
- 3. Go to another class with learning for five minutes.**  
*Positive measures should be put in place by the adults present to support the child eg. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision. The class teacher should inform parents at the end of the school day.*
- 4. Go to Mrs Rackley or Mrs Dhanecha. (ABCC form completed)**  
*Positive measures should be put in place by the adults present to support the child eg. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.*
- 5. Red book – child must phone parents to inform them and a letter is sent home.**  
There are three red book letters, the first for parents information. The second asking the parent to make an appointment to speak to the class teacher about an ongoing pattern of poor behaviour eg ignoring instructions. The third letter requires parents to meet to devise a pastoral support plan to prevent the child's exclusion from school.  
*Positive measures should be put in place by the adults present to support the child eg. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.*
- 6. Where the actions of a child would warrant a formal exclusion the school may seek to avoid this by issuing an internal exclusion. This means that the child would be supervised with their learning away from their class for a fixed period. In these cases the parents of the child are required to attend a Pastoral Support meeting to prevent their formal exclusion from school. Only one internal exclusion per seasonal term may be used. Should there be another serious breach of the school rules then a formal fixed term exclusion will be used and the Local authority will be notified accordingly.**

Examples of behaviours which would result in internal exclusion include, but are not exclusive to; Deliberate damage to school property, assault, repeated use of abuse towards adults or children, severely disrupting the smooth running of the school.

***SMT will closely monitor children's behaviour and the way in which it is dealt with by adults.***

## *Appendix 4*

### The ABCC form

The ABC form is an essential record of patterns of behaviour. It should be used to record;

**A**ntecedents – What we know about what happened before the incident.

**B**ehaviour – What actually happened ( not reported unless this can be proven )

**C**onsequences – What happened as a result of the main incident.

**C**ommunication – What the behaviour is communicating.

How and when to complete the ABCC form.

Where are they?

- Teachers keep ABC forms in their classes – these are confidential and should not be left out.
- MMS have a smaller book of ABCC forms
- There are copies in the filing cabinet in the upstairs office, photocopy room and staffroom.

When do I complete one?

- For any event which may have a greater significance than the isolated incident itself– To track patterns of behaviour and potential triggers where there is an ongoing problem.
- For any child sent to the deputy or Headteacher (Level 4 of sanctions) **The form must be sent with the child or as soon as is possible so that the incident can be dealt with**
- For any child who is to be considered for entry into the red book (Level 5 of sanctions)

**The form must be sent with the child or as soon as is possible so that the incident can be dealt with** The ABCC form will be marked with the words "Red Book" and signed once dealt with.

**The red book will only be used if there is clear evidence that the policy has been followed and measures have been put in place at each stage to prevent the situation from escalating.**

What's the point? Isn't it easier just to explain verbally?

Whilst it can be time consuming to produce written records, it can be invaluable. Patterns of behaviour can be tracked and interventions applied to help children to manage their behaviour. If a child is excluded the ABC forms can be used to support the decision to exclude. If a referral is made to a specialist agency for behaviour support the evidence required includes ongoing records of behaviour.

The whole point is not to catch children out, it is to help with modifying behaviour.

### **GOLDEN RULES**

- 1. Date and time must be included.**
- 2. State where it happened**
- 3. State who was involved**
- 4. Use bullet points and be brief – detailed clarification can be sought later if required**

5. **Be specific – don't say being unkind or disruptive, say exactly what was done or said**
6. **Don't make value judgements or subjective comments**

### *Appendix 5*

#### Red Book

Staff have identified some offences, which are totally unacceptable, and the children are aware that if they breach these rules, names would immediately be recorded in the Red Incident book and the children will telephone their parents to inform them. These include:-

- 1) Leaving playground without permission
- 2) Swearing – must be overheard, not reported.
- 3) Fighting and play fighting.
- 4) Blatant defiance, e.g. refusing to come when called.

The Red Book is organised by the Headteacher and the Deputy Headteacher. When entered into the red book children must report to the Head or Deputy at the end of the day (3.15pm). The child is given a fresh start the following day. Parents are informed on the first occasion a child's name is entered into the book. Where a child's name occurs on three occasions within a half term, parents are asked to meet with the Head Teacher to devise a pastoral support plan.

The school may choose an internal exclusion as an alternative to a fixed term formal exclusion at this stage. (See guidance in appendix 3)

ONLY THE HEADTEACHER AND DEPUTY (OR A SENIOR TEACHER IF BOTH ARE ABSENT) MAY MAKE THE DECISION TO ENTER A CHILD IN THE RED BOOK. STAFF SHOULD REFER INCIDENTS FOR CONSIDERATION BUT NEED NOT TAKE RESPONSIBILITY FOR THE FINAL DECISION. THE HEAD / DEPUTY WILL INFORM THE CHILD AND PARENTS OF HER DECISION. –

**DO NOT TELL A CHILD THEY ARE "IN THE RED BOOK" – The head and deputy will make that decision.**

All red book incidents are recorded on SIMS behaviour module.

### *Appendix 6*

#### General advice given to all staff when disciplining:

It is recognised that all children need disciplining from time to time but it is essential in all disciplinary actions that the child understands that it is his/her behaviour which is not acceptable, not the child as a person. Staff must abide by the following rules:-

1. Keep eye contact – where appropriate
2. Minimise embarrassment and hostility
3. Use a respectful tone of voice
4. Give child space – don't back them into a corner
5. Avoid argument – and give clear choices
6. Aim towards responsible behaviour
7. Keep a sense of humour
8. Be consistent with actions
9. Use children to help each other
10. Work as closely as possible with parents.
11. Be clear about what is wrong and about what is expected

## **12. REFER TO THE RULES AND SANCTIONS WHEN DEALING WITH ANY INCIDENT.**

### *Appendix 7*

#### **Persistent Low Level Disruption**

**Persistent low level disruption such as “backchat”, comments to other pupils, interfering with others and refusing to cooperate with group activities has the most stressful and disruptive influence on learning for both staff and pupils. It is particularly difficult to deal with as the incidents on their own may not be serious, but over time the learning of all the children can severely disrupted.**

**This behaviour is unacceptable.**

- **Parents will be informed and asked to be actively involved in possible solutions to the behaviour problem**
- **A behaviour record (ABCC form) will be kept. Though it must be recognised that this in itself can be extremely time consuming and stressful for teaching staff .**

### *Appendix 8*

#### **Further guidance**

The policy and procedures are designed to assist in teaching the children to behave in an acceptable manner. They are not intended to catch children out and punish them. They will make mistakes as they are learning just as they make mistakes in academic subjects. Children should be allowed to make mistakes and helped to learn from them.

#### **Communication with parents:**

To develop a working partnership with parents is a high priority as the school recognises that parents and carers have a vital role in fostering good behaviour. When children start at Park Way they are provided with a school brochure, which clearly states our school policy on discipline It is important that staff take the trouble to speak to parents regularly about good behaviour.

#### **Playtime supervision**

At playtimes behaviour problems often are more evident because it is a freer environment. Staff are issued with guidelines and should follow the consequences for breaking school rules at lunchtimes.

All staff and volunteers are advised that where a pupil is causing problems the rules and sanctions should be applied as they appear on the reference cards given to staff.

At the end of lunchtime, TAs report to the class teacher accidents, any particular problems and positive behaviour.

The Deputy meets with TA's weekly to ensure continuity.