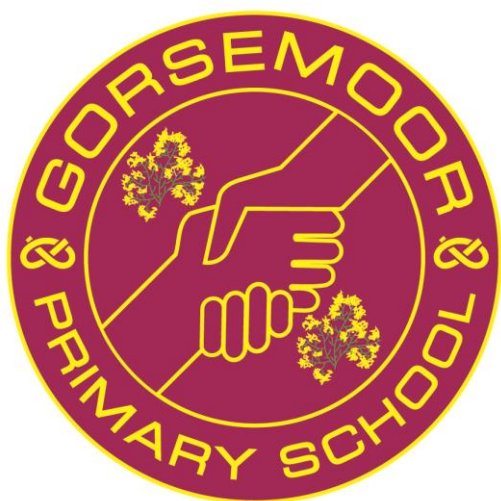


# Behaviour and Discipline Policy



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<b>Audience:</b> Staff/Governors/Public
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<b>Recommended associated documents:</b> Safeguarding policy
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# Behaviour & Discipline Policy

## Philosophy

- We believe it is important to create a climate of warmth and support in which self confidence and self esteem can grow and in which all pupils feel valued and able to tackle activities accepting mistakes as they explore without fear of criticism and their achievements are respected.
- We believe it is important to create an atmosphere of mutual care and respect for each other whatever our gender, colour, race or religion.
- We believe it is important to have a school society where children are happy, where the needs of the individual are recognised together with the well being of the whole community
- We believe it is important to encourage pupils to work in partnership with staff and thus become active learners, helping to plan, build and evaluate their own learning programmes where possible.
- We believe it is important to manage pupil behaviour through a whole school approach to self discipline which respects the rights of the individual together with the well being of the community.
- We believe it is important to encourage the children to care for the school and its resources.
- Where appropriate we aim to integrate the National Curriculum documents into our thematic approach. We aim to continually monitor the experiences we offer in order to ensure that all children in our care are receiving a curriculum that is exciting, broad, balanced and relevant to their individual needs.
- We believe it is important to create an atmosphere which encourages co-operative learning among pupils.
- We must aim for activities to be matched to pupils' differing paces and styles of learning, interests, capabilities and previous experience and therefore time and order of priority be allocated accordingly.
- We believe that every child has a potential for personal development and the development of a feeling of self-worth. It is their right and our duty to

maximise that potential in order that our pupils will grow to make the best possible contribution to the society in which they live.

- We believe the preparation for the delivery of the curriculum will be effective if planned in separate subject areas around a thematic approach that is child centred. It is important that the preparation and delivery of the curriculum be monitored by Curriculum Development Leaders, thus giving a whole school approach to the delivery of a broad balanced curriculum based upon the National Curriculum.
- We believe that children reflect their parents' attitude to school and it is therefore important that our parents feel that they are in **partnership** with the school in the education of their children and that to be active partners they must be kept informed about the educational programme for their child.
- We believe that parents should be made to feel welcome in the school.

## School Aims

- We aim to meet our legal requirements and deliver a curriculum which promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school and prepare the pupils for the opportunities, responsibilities and experiences of adult life
- We aim to encourage students to develop an understanding of the aesthetic areas of the curriculum.
- We aim that all activities be broken down into a series of achievable steps.
- We aim that the purpose of curricular activities and the means of achieving them are understood by the children.
- We aim to develop cross-curricular themes including personal and social and moral education and links to our British values.
- We aim to create a classroom environment that helps to make learning exciting. The environment should arouse pupils' interest and whet their curiosity. Most of all it should help those children who need extra stimulus and encouragement to overcome their learning difficulties.
- Staff will assess the achievements of the children in our care and record these achievements in a way which identifies their next step
- We aim to develop records of achievement which encourage self assessment and which record all that pupils have achieved and experienced in both the National Curriculum, the curriculum as a whole and in their everyday life.
- We aim to have flexible grouping of pupils within the classroom to ensure that the learning experience is geared to the individual needs and capabilities of the children
- We aim to have a classroom layout and appearance which will stimulate pupil/teacher interaction and adjustment to changing curricular needs which also gives easy access to resources.
- We aim to develop our partnership with parents through our school website and also by the termly consultation evenings we hold. Parents are also welcome to speak to class teachers regarding their child at the start or end of the day.

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## Gorsemoor Code of Conduct

The Gorsemoor School Code has been compiled to have an agreed set of standards to which all children are expected to adhere. They link closely to our British Values.

### GORSEMOOR SCHOOL CODE

- Democracy - Everybody has a voice and we must always listen to each others' views.
- Rule of Law - Our rules are there to protect us and to teach us right from wrong.
- Liberty - We are all special, unique and free to choose what we believe.
- Mutual Respect - We always treat each other with respect.
- Tolerance of other faiths and beliefs - We recognise and celebrate our differences.

We are all important in making Gorsemoor a safe and happy place.

The development of self-discipline, self-respect and an understanding and tolerance of others is the 'hidden curriculum'. Such development permeates every part of the school day and at other times. We aim to create a sense of belonging at Gorsemoor Primary School and integral to this belonging is a sharing of the responsibility for positive attitudes and behaviour.

Our RE programmes of study incorporate the SMSC values and are covered in our weekly RE lessons. This closely links to our school code of conduct and British values and is also embedded into class assembly and circle time.

At Gorsemoor Primary School we aim to develop in the children the ability to make the right choices and decisions in their learning experiences. Discipline is necessary and good behaviour is vital to productive learning, the quality of life in the school and to the functioning of the school as an orderly community. Some rules are necessary to ensure safety and consistency. Children need to know what they can and cannot do.

Our rules are kept to a minimum to ensure that children know the boundaries, but allowing them the flexibility they need to grow into caring, responsible young adults.

### **Classroom Rules**

At the beginning of each school year classroom rules are introduced. In KS1 and 2, these are devised by the children and their teacher. The rules should be used to remind children of the standards of acceptable work and behaviour in the classroom and be referred to when children are behaving inappropriately or producing work of a poor quality.

The classroom rules should be displayed clearly and the consequences of breaking the rules should be negotiated with the children. The teacher must remain consistent in reminding the children of the rules and reinforcing them throughout the year.

### **Rewards & Incentives**

At Gorsemoor School we believe the purposes and principles of rewarding children through a framework of incentives are as follows:

- To offer children encouragement.
- To reinforce standards of good work and behaviour.
- To reinforce values.
- To offer children praise.
- To provide a framework which promotes positive attitudes to the process of learning and relationships with others.
- To offer children motivation and enthusiasm.
- To enable children to work towards improvements in their own work and behaviour and offer a framework which recognises the improvements made by this child.
- To support the school in teaching principles which separate right from wrong.
- To provide a framework which recognises good behaviour. Good behaviour is vital to productive learning, the quality of life in the school and to the functioning of the school as an orderly community.
- To allow children their right to have access to this structured environment.
- To reinforce the principles of 'fair play'.
- To develop within the children a sense of corporate identity.
- To offer children a framework which rewards 'excellence' in their work and behaviour.
- To provide children with a framework which recognises 'non-academic' achievements.

We have a positive attitude towards our work, behaviour and discipline at Gorsemoor Primary School. There are a variety of reward systems in place but all should be considered rewarding to the child and not something for which there is no value.

## **Framework for Rewards & Incentives - KS1/KS2**

**NATURAL REWARDS**

**MARKING**

**HOUSEPOINTS**

**STICKERS**

**DEPUTY HEADTEACHER/HEADTEACHER AWARD**

**STAR OF THE WEEK**

**POSTCARDS HOME**

**WEEKLY CERTIFICATES**

**MERITS (KS2)**

**CITIZENSHIP POINTS (KS2)**

### **Natural Rewards**

Words of praise, reassuring smiles and other forms of non - verbal communication are commonly seen and heard around the school.

### **Marking Work**

The school's marking policy indicates clearly the use of marking strategies which can be used to communicate encouragement and standards of work achieved. Teachers can use stars or simple messages which indicate house points being awarded.



### House teams/House points

On arrival at the school, every child is placed in a House - **Holly, Oak, Pine or Ash**. They stay in those Houses throughout their time at the school.

Monitors announce House point totals weekly in assembly and update the House points chart.

House points can be given for work done, being helpful, bringing something from home to support the curriculum, or for anything else where a small reward is needed. If they are given by a teacher other than the class teacher, this should be communicated to the class teacher for recording purposes in the classroom. In each classroom a House point chart or collection box should be clearly visible. House teams will become increasingly used as the children transfer from Reception to KS1 by introducing Reception children to their House teams in the Summer Term and throughout KS1 to KS2.

### Stickers

Class teachers will award children with stickers for effort and achievement in their academic progress.

### Deputy Headteacher/Headteacher Award

Children can see the Deputy Headteacher or Headteacher to share examples of good academic or social achievements. This would be considered an extra-special award. When children see a member of senior management, as described, they receive a special reward (i.e. special sticker)

### Postcards Home

A postcard can be sent home to mark some special thing which a child has been involved with in school. Reasons may be for exceptional work, acts of kindness etc. Postcards will be sent each Friday with teachers informing the Head teacher of recipients by Friday morning.

### Star of the Week

Each week a star pupil will be chosen by the class teacher for outstanding behaviour, effort or achievement or for their personal input into school e.g. courtesy, helpfulness, cheerfulness etc. Each star pupil will be awarded a badge which they will wear for the following week.

## **Weekly certificates**

During a Friday assembly each class teacher will present certificates to children who they feel have demonstrated good academic or social achievement during the week.

## **Merits - Key Stage 2**

A record of merits is located in the homework diary of each Key Stage 2 pupil. A member of staff may award a merit to a child for an exceptional piece of work or behaviour based on the individual. Once the pupil has gained 15 merits they will receive a Bronze certificate presented by the Headteacher. The children will be encouraged to work towards gaining a Silver, Gold and Platinum certificate throughout the whole year. This system allows parents to observe the progress of their child and also allows the achievements of the children to be recognised and rewarded by other members of staff.

15 merits - Bronze

30 merits - Silver

45 merits - Gold

60 + merits - Platinum

## **Citizenship Points-Key Stage 2**

A record of citizenship points is located in the homework diary of each Key Stage 2 pupil. A member of staff may award a citizenship point to a child for demonstrating the qualities of a good citizen. This could be for being helpful, kind or respectful towards adults and their peers. Children can also earn citizenship points for activities out of school hours. The children will be encouraged to work towards gaining Topaz, Sapphire, Ruby, Emerald, Diamond and Diamond plus. For children who go beyond these grades there is an additional Ambassador certificate.

## Managing Poor Behaviour

### Indoor Misbehaviour

a.) Children are given warnings which may be verbal or non-verbal (e.g. a shake of the head), they are spoken to privately, preferably at the end of the session and they are given a chance to change the behaviour which is unacceptable. On all occasions the child should be reminded of the rule that they are breaking. Parents will be informed if deemed appropriate. This will be done informally.

b.) If the child is persistently displaying an unacceptable behaviour the class teacher may decide to send the child to see the Deputy Headteacher. The Deputy may contact the parents and inform them of the difficulties the child is continuing to experience and invite the parents to school, encouraging the parents to work in partnership with the school.

c.) Should the problem continue and all avenues for supporting the child to change his/her behaviour have been tried, then the Headteacher may exclude the child as a last resort, following the Staffordshire Code of Practice.

d.) All instances of poor behaviour are logged on the child's behaviour card which the class teacher keeps on his/her desk. This card is sent with the child if he/she has to report to another member of staff on a behaviour issue. Children will always be sent to senior staff during a natural break in the day, never partway through a lesson.

### Lunchtime Misbehaviour

Behaviour at lunchtimes is monitored by Lunchtime Supervisors and the Headteacher and supported by Year 6 prefects. Any misbehaviour will be reported to the class teacher and dealt with accordingly. Children may be removed from the playground for poor behaviour and can be given a lunchtime exclusion in severe or repetitious cases.

## **Other Sanctions**

There may be a need to use other sanctions for children who break a school rule. Such sanctions may include:

- the withdrawal of a privilege
- the chance of taking part in a pleasurable activity removed
- behaviour diaries with conditions attached

For a child who abuses the privilege of going swimming or on school visits, this privilege may be withdrawn for future occasions.

## **More Serious Cases**

When there is a serious misbehaviour, the Headteacher will exclude the child. This is very rare, but will be used if children cause danger to themselves or others, persistently break school rules and thereby affect the well being of other children or cause disruption to their education. Such decisions are never taken lightly and always follow the agreed procedures laid down by Staffordshire LEA.

In all cases we try to work in partnership with parents and seek advice from other available professional colleagues.

## **Seeking Outside Support**

After Consultation between the SEN co-ordinator, Headteacher and parents, it may be necessary to make contact with outside agencies. Depending on the nature of the problem, this could include:

- the Education Psychology Service for issues to do with behaviour inside school
- the Child and Family Unit at Stafford to do with issues to do with behaviour at home
- the SENSS for advice to do with issues to do with behaviour in school
- the Education Welfare Service for issues to do with attendance, punctuality or welfare
- the School Nurse for issues to do with health

Occasionally, the Headteacher may also make contact with Social Services if it is felt that the behavioural problem may be more to do with the care of the child outside school. This is done through normal child protection procedure.

## Extreme cases

- a.) If a child attempts to leave the site, other than with an adult for an appointment or other negotiated reason inform the office immediately.
- b.) If the child is in a temper, restraints should **only** be used if the child is likely to injure themselves or someone else.

## Statutory Assessment

Children with persistent behaviour difficulties are entered into the appropriate stage of the SEN audit according to the Code of Practice. Details of the procedures are available within our SEN Policy.

This may lead to statutory assessment and will involve parents and other professionals. In extreme cases a statement of special educational needs may be issued through the LEA.

## Behaviour Records

In all cases the keeping of records is essential for evidence when talking to the children themselves or their parents, colleagues and other professionals.

*At Gorsemoor we:*

- operate a teacher's behaviour index card system which is given to the Deputy Headteacher and Headteacher as appropriate. Therefore, if a child is sent to the Deputy for a misdemeanour, this is recorded on the child's index card. In this way a pattern of inappropriate behaviours can be identified quickly and appropriate action implemented.
- Behaviour cards are kept on teachers' desks.
- Lunchtime Supervisors inform class teachers and the Deputy of behavioural incidents during lunchtime. Incidents are recorded on behaviour cards.

## Attendance and Punctuality

Issues to do with attending school regularly or on time are not considered behavioural at our school. They are classed as social and are dealt with through different channels of communication with parents and other professionals.

## Good Practice in Managing Behaviour

The management of behaviour is the responsibility of the whole school where every member of the staff has a vital role to play. Therefore staff need to be aware of ways in which their own behaviour influences children.

At Gorsemoor we:

- use positive non-verbal communication to influence the behaviour of the children
- speak respectfully to children and they do so in return
- give children praise where praise is due
- reward good behaviour
- avoid shouting at children when we can
- make the learning environment stimulating and interesting for the children
- keep the children involved in their learning by providing relevant and appropriate opportunities

Managing poor behaviour is **not** easy. We do not have a list of strategies that can turn behaviour from poor to acceptable at the first try and we realise each child is unique. However, we must endeavour to:

- be calm
- be rational
- have sanctions that are realistic, related to the issue and can be carried through
- talk to parents
- share problems with colleagues
- be positive
- be consistent
- avoid sarcasm, ridicule or intentional embarrassment
- listen to children and hear all sides of an argument
- insist on truth
- accept apologies

### Behaviour management strategies

A number of research studies in behaviour management have emphasised the importance of teaching rules and reinforcing rules with frequent, constant reminders. Some of the advice in managing children's behaviour includes:

- Correcting children for the wrong doing with as little intrusion as possible
- Avoiding shouting at children at a distance (e.g. down a corridor)
- Having minimum unnecessary confrontation
- Using children's names frequently
- Thanking children

- Giving conditional answers (e.g. "Yes you can sit by your friend when you've finished the first 10 questions")
- Avoiding asking children "Why....." they have done something wrong - they usually don't know the answer
- Avoiding putting out the hand to demand something to be handed over
- Focusing on the primary behaviour and avoid being side-tracked by secondary behaviour
- Using opportunities for one-to-one time
- Giving choice rather than being dictatorial, to avoid confrontation (e.g. "John I'd like you to put your ball on my table or in your drawer please". Thank him/her quietly afterwards.
- Avoid arguing with children
- Issuing private rather than public reprimands
- Giving children positive feedback when they have behaved well
- Rewarding children
- Using appropriate humour
- Having monitors, systems, places for everything, organisation, routines, bright, fresh, colourful displays, plenty for the children at all times (e.g. wet dinner times)
- Avoiding negative phrases like "Sinbin" or "Naughty Corner" but using phrases like "Cooling off time" or "Time Out"
- Avoiding an insistence on "Look at me....." - some children can't
- Having an appropriate, manageable working noise level
- Beginning each day positively, regardless of what has gone on before

## Anti-Bullying Policy

*At Gorsemoor School we:*

- do not tolerate bullying
- inform all parents of our policy before their child starts school
- work towards the prevention of bullying through the planned SMSC sessions, circle time and class assemblies
- deal with bullying as and when it occurs
- support victims of bullying

### Definition of Bullying

We recognise bullying as being:

- The wilful conscious desire to hurt, threaten or frighten someone
  - a.) **Physical** - where the victim is physically hurt by the actions of a bully (e.g. hitting, kicking, punching, slapping, pinching, pushing)
  - b.) **Emotional** - where there may be no visible marks of physical contact, but where the feelings of the victim are hurt (e.g. name calling, racist remarks, sexist remarks)
- Bullying can be subtle or overt

'Bullying' is where such actions as those described recur, rather than a one off attack. However, one off attacks will not be tolerated either.

### The Bully

A bully can be anyone who makes a victim of another person. Often bullies are bigger than the victim. Bullies can be boys or girls. A bully is often in a group and maybe acting to create a reputation amongst the members of the group.

### The Victim

A victim is often someone who is different in some way or someone who is a 'loner'.



## Action against Bullying

Class teachers have a valuable role to play in the prevention and management of incidents of bullying. Class teachers should:

- Be watchful, observe the social relationships between pupils in their care
- Investigate incidents of reported bullying by listening to the views of the children
- Keep records of incidents of bullying
- Encourage children to talk about bullying through circle time.

Children themselves have an important role to play in the prevention and reporting of incidents of bullying.

*At Gorsemoor the children are:*

- Encouraged to report all incidents of bullying to an adult. **If adults are not informed of incidents of bullying they cannot help!** All adults in our school will investigate any bullying reported to them, or will pass on the information to someone in authority
- Encouraged to be with a friend at all times. If children are with someone else, they are much less likely to be picked on
- Encouraged to walk away from bullies and tell an adult. Children shouldn't try to retaliate - it only makes matters worse. This is not easy, as children are often encouraged to 'give as good as they get' outside school, but two wrongs don't make a right

When bullying is reported, an initial investigation is carried out by the teacher receiving the information and appropriate action is taken. In every case a written record should be made and sent to the Headteacher or Deputy for central recording, so that they can be aware of any similar incidents from another source. The teacher dealing with the incident may decide to pass on the responsibility for dealing with it to the Senior Management Team.

If another adult in school receives a complaint about bullying, other than a teacher, they should pass this information on to a teacher immediately to enable an investigation to take place.

The teacher, Deputy Headteacher or Headteacher will:

- talk to the victim to ascertain the facts
- question the bully and any other children involved to ensure that the bully understands the effect his/her actions have had on someone else
- work out an appropriate action following the investigation
- monitor the effectiveness of the action taken
- work out strategies with the victim to give them support

It is the behaviour of the bully that we strive to change by ensuring that the bully realises the impact of their action on another person and thereby violating their rights as expressed in our school's mission statement, philosophy and aims. We do not label the bully as a person, but the behaviour.

### **Final statement**

At Gorsemoor Primary School we are a large 2 and 3 form entry school. We believe that most people in our school are caring individuals, who are well-behaved and in whom we have great pride.

Occasionally an individual may require more attention for a behaviour problem, but we do not ignore this - we do something about it so that we can raise tolerance, achievement and understanding.