

BEHAVIOUR AND DISCIPLINE POLICY

September 2018

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Rationale

It is our aim at Dovers Green that everyone acts in a disciplined and considerate manner making life more pleasant for others and themselves.

Aims

- To raise achievement for all learners by promoting good behaviour within the school environment and outside.
- To teach children the skills they need to moderate and reflect on their own behaviour.
- To help children develop personal qualities such as honesty, loyalty, trust etc.
- To encourage parents to support the school in its approach to behaviour and discipline.
- To promote respect and a caring attitude towards the whole school community.
- To promote a realisation that we are all special but all different.
- To develop children's understanding of the importance of caring for the environment.
- To ensure that all staff are equipped to deal with a range of behaviours.

We will achieve this by:

- dedicating specific curriculum time to the teaching of PSHE.
- adopting a consistent approach by all staff.
- raising staff awareness to the needs of individual children.
- implementing behaviour plans which set clear boundaries that have been agreed with individual children and their parents.
- promoting self-discipline by praising good behaviour and raising self-esteem.
- being positive role models for the children.
- giving children the opportunity to carry out a special responsibility.
- using rewards for good behaviour such as extra play, time on a lap top etc.
- emphasising the need for parents' co-operation in supporting decisions made in school.
- involving the children in the making of rules so that they understand the reasons for them. (see Appendix 3 - guidelines)
- encouraging verbal or written apologies.
- providing appropriately differentiated work to meet the needs, abilities and learning style of all children.
- involving outside agencies when necessary such as Educational Psychology Service, Behaviour Management Support Service etc.,
- listening to children's concerns.
- using known strategies such as circle time and circle of friends to promote understanding of acceptable behaviour.
- not tolerating any form of bullying, victimisation or discrimination (See Anti Bullying Policy)
- by following set guidelines e.g. Manual handling, de-escalation strategies (Appendix 1).
- providing support for parents who request it.
- ensuring all staff has information about children's behaviours.

Sanctions

- Talk to the child about the incident to raise awareness of the consequences of his/her behaviour
- Explain the choices the child can make; stop the inappropriate behaviour and continue to work with other children or continue and accept the consequences of his/her behaviour.
- Remove from group to work within the classroom on his/her own.

- "Time out" to a different environment to complete work. Teacher will give the child a 'Time Out' card to take to a different classroom.
- "Time out" cards will also be used at playtime.
- Miss part of morning or lunchtime play.
- Teacher to make parent/carer aware of inappropriate behaviour and potential consequences including compensation for damaged books or property.
- Withdrawal of privileges. Parent/carer to be informed. (see Appendix 2)
- Child sent to headteacher.
- Teacher to talk to parents to discuss strategies for managing child's behaviour.
- Child to phone parent/carer immediately after continued inappropriate behaviour
- Continued inappropriate behaviour entered in the Behaviour Log.
- Exclusion

Rewards

- Verbal/written praise.
- Celebrate at assemblies.
- Communication with parents.
- Opportunity for responsibility.
- Privileges - such as an extra 5 minutes playtime or free choice of classroom activities.
- Send to the Headteacher.
- Recognition of good behaviour, kindness etc for example 'Caught Being Good' certificate

Stickers	for instant recognition of good behaviour
Lunchtime	for good table manners, behaviour etc in the dining hall
Behaviour Cards	for playing well, being a good friend etc in the playground
Star of the Week	weekly 'self-esteem' assembly where children are identified for effort, kindness etc

This Policy will be implemented in conjunction with our School Aims, the Learning and Teaching Policy and the Anti Bullying Policy.

- Structuring the Environment Where we choose to speak to the child, whether we sit or stand, can communicate the nature of the discussion, e.g. warm and friendly or cold and business-like and may help the child to modify their own behaviour.
- Planned ignoring By not giving the attention to minor, harmless attention seeking behaviour, these behaviours are likely to die out. Don't forget that it is equally important to praise appropriate behaviour.
- Prompting Gentle reminders to a child of what they need to stop doing or to prepare for can help the child to adjust to a change. This can be verbal or sensory input. Be careful to avoid "nagging" the child.
- Active Listening Sometimes listening to what the young person has to say and exploring and acknowledging their feelings through the use of reflective responses can help a young person to feel that someone else acknowledges the reality of their feelings, that they are not alone and that someone cares. Sometimes this can be enough for a young person to stay in control.
- Backing Away This is not the same as backing down; you are not giving in, simply giving the young person time to calm down before you discuss the situation with them. Staying and continuing to challenge someone who is already aroused is likely to exacerbate the situation. Alternatively, allow the young person to back away through offering them a verbal or physical way out.
- Humour Often suggested as a way of taking the heat out of a situation, but care is needed. Humour can be experienced as critical, demeaning and a superficial reaction to real feelings. If this is the case the young person is likely to become more annoyed rather than less. So use humour with great care.
- Affection If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection, verbal or physical, can help to head off a crisis. Children do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand how much the adults really care for them.
NB: Be aware of the meaning of touch for the child.
- Hurdle Help Where the child is stuck then providing assistance can help overcome feelings of failure or inadequacy.
- Non-verbal Interventions Nods or looks to signal a change of behaviour is needed.
Proximity control is using an adult's physical presence to help children modify their own behaviour.
Touch control - a gentle touch on the arm may be enough for the child to stop.
- Redirecting Trying to refocus the child away from what they are doing now, on to something else as a way of avoiding trouble.

These last two strategies can be used when none of the above are making a difference and the child is still agitated.

- Directive Statement A clear instruction to the child to stop a certain behaviour or start something else.
- Time Out Requiring children to move away to another or quieter area to calm down.

Whatever strategies you use, take care to **remember**:

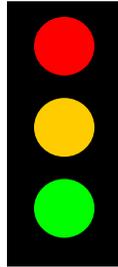
- Talking quietly and in a low-key manner can reduce the "heat" in a situation.
- Consider your body language, avoid threatening body posture and be aware of the non-verbal messages your body is communicating.
- Be positive about the young person; do not call them names or make derogatory remarks.
- Don't make promises you can't keep.
- Don't make threats you can't keep.
- Do the things that you have promised.
- Consider the level of eye contact you make with the young person. Too much could be threatening, too little could make it appear that you don't care or you are frightened/uninterested.

Appendix 2

Visual Behaviour Chart

All mainstream KS1 children will follow a visual behaviour chart which is introduced at the beginning of year one. The visual behaviour chart is for example, a traffic light and space. Individual children's names are stuck onto the chart using velcro. The behaviour charts within each year group will be the same.

An example of the visual behaviour charts



Positive

All children begin the day on the green traffic light. Individual children move onto the space ship if they demonstrate good behaviour, work, kindness or helpfulness. Children who continue to demonstrate good behaviour, work, kindness or helpfulness will move onto a star. Continued good behaviour, work, kindness or helpfulness will enable children to be moved onto the planet and their achievement celebrated by the class.

Sanctions

Individual children move onto the amber light if they demonstrate undesirable behaviour, work, being unkind or unhelpfulness. Children, who continue to demonstrate undesirable behaviour, work, being unkind or unhelpfulness will then be moved onto the red traffic light. If at the end of the day individual children have not tried and remain on the red traffic light they will lose 5 minutes of their privilege time. The teacher will talk to the child about why they have lost 5 minutes and agree to try harder tomorrow. As each day is fresh, children who continue to demonstrate undesirable behaviour, work, being unkind or unhelpfulness will lose more 5 minute intervals. Teachers should work with the children who are finding it difficult to maintain being good. It is important that the children can gain back their privilege time and feel good about themselves. Children who are unable to sustain being good should be rewarded for smaller achievements such as sitting sensibly or quietly during a carpet session, getting a pencil for another child or themselves without fuss, or listening and putting their hand up without shouting out.

The visual chart is a system to improve children's behaviour and attitude to work, build self esteem and confidence and work as a team. This chart will also give those children who are always demonstrating good behaviour, work, kindness or helpfulness and give them the recognition they deserve as they can sometimes go unnoticed.

Time Out Cards

Each class will have a range of red Time Out cards for children to take with them to the designated teacher to think about their behaviour within the classroom.

Examples of Time Out cards:

"Please keep me for 10 minutes to think and talk to me about why I was not having a happy playtime."

"Please keep me for 10 minutes to think and talk to me about why I am here."

"Please can I work on my own in your classroom as I am unable to work in my classroom."

Please keep me for 10 minutes to think and talk to me about why I am not having a happy playtime.



Please keep me for 10 minutes to think and talk to me about why I am here.



Please can I work on my own in your classroom as I am unable to work in my classroom.



At the beginning of the academic year the children will be reminded why we need rules and each class will establish a set of rules to make their classroom a happy place. Rules to be displayed and continually referred to and reinforced.

Moving Around School

The expectation is that:

- Children always walk in school.
- Children walk into assembly and sit quietly, listening to the music.

Early Morning Coming Into School

- Unless it is raining, children wait on the playground until the whistle.
- The class teacher should meet their class on the playground.
- If it is wet, children come into school, put their things away and choose a book to read or look at.

Playtime

- Rules displayed outside and reinforced in class.

Happy Playtimes

We play together and look after each other.
 We share our toys and games with everyone who wants to play.
 We always tell an adult when we feel worried or sad about something.
 We listen carefully to the grown ups on duty.
 We know that the bell means that it is time to put everything away.
 We stand still when we hear the whistle and walk to our lines silently when we are told.

- Children collect a band from the teacher on duty if they need to go to the toilet.
- Fruit after play and a time to discuss any playtime issues.

Procedure for end of play:

- Bell Children to come on to the playground, come off apparatus and tidy the toys away.
- Whistle All children stand quietly still and are called by class names to line up. When told by the teacher on duty, children walk to classrooms and are met by the class teacher. At lunchtime the class teacher should meet their class on the playground.

Assembly

- Children should come into the hall silently and sit quietly listening to the music.
- Chn will be chosen as positive role models for sitting well and singing. They will be asked to sit on the bench in assembly.
- At the end of assembly, the children should be encouraged to sit without talking until they are told to go.

Lunchtimes

- Lunchtime is a social time but children are expected to talk **quietly** in the dining hall.