

DISCIPLINE & BEHAVIOUR POLICY

Approved by S&C Committee: November 2015
Review Date: September 2016



“We consider that the best way to encourage good standards of behaviour in a school is a clear Code of Conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.”

We believe one thing more than anything else leads this policy.

Everyone has the right to learn and that every day is a new day!

1. AIMS OF OUR POLICY

- To help children feel good about themselves and others
- To clarify what is meant by good and unacceptable behaviour
- To encourage a working environment in which children display a positive attitude towards their learning
- To give the school community a sense of direction and common purpose
- To minimise and prevent the occurrence of misbehaviour

2. ACCEPTABLE BEHAVIOUR

Good behaviour and positive attitudes will be encouraged in all pupils for the benefit of themselves, the wider community of their class and the whole school. These will be enforced through the negotiated Classroom Contract, which is clearly displayed in each classroom. Although the wording in each room may be different the overall message remains the same.

We expect all children:

- To be kind and polite
- To do their best and allow others to do so also
- To look after everything and everyone in School
- To listen to others
- To complete learning tasks in an appropriate time
- To ensure that everyone is safe in school

Another statement may be added which is class-specific, and will of course vary from age-group to age-group. These statements are constantly referred to in the classroom environment.

3. REWARDS TO BE USED IN SCHOOL

The following is a list of possible rewards for good work or behaviour, which may be used by staff as appropriate:-

- Stickers or ink stamps
- Praise in front of others
- Quiet praise
- Child's name remaining on the green traffic light
- Child's name placed on the golden traffic lights in each classroom
- Written comments on work
- House Points
- Work shared with another member of staff
- Work shared with the Head Teacher with sticker reward and published on web site
- Star of the Week
- Work shared in Celebration Worship – Golden Book

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- Star of the Term
- A range of Certificates for different occasions such as sports day, home reading, Wizard and Sorcerer's maths, homework
- Weekly Golden Time – Key Stage 1 = 45mins, Key Stage 2 = 30mins
- Home /School contact book – positive messages

4. IMPROVING CHILD'S BEHAVIOUR

There will be times when some children find it difficult to conform to the standards of behaviour that are expected of them on a regular basis. These children may need a MY PLAN to support them following the SEN code. This could include the use of a Home/School contact book to support a change in behaviour.

The following is a list of types of behaviour that we as a school feel are unacceptable towards other children or any adults:

- Fighting or violent behaviour
- Swearing or verbal abuse
- Verbal or physical bullying
- Racist or sexist comments
- Vandalism
- Theft
- Disobedience
- Persistent violation of the school rules
- Hurtful remarks made on numerous occasions
- Physical harmful behaviour

5. STRATEGIES

We will use a variety of strategies throughout the school, and individual teachers will use their professional judgement in selecting the most appropriate strategy for each individual case.

- Praising positive examples of behaviour in the classroom
- Quiet individual discussion with pupil
- Discussing the issue through circle time
- Changing the classroom or individual seating arrangements
- Change of classroom routine
- De-escalation strategies will be used
- Children provided with safe spaces; this may be in another classroom from their own
- Children having an individual daily target

6. DEALING WITH INAPPROPRIATE BEHAVIOUR

It is important to establish routines and working patterns therefore a variety of approaches are used to suit individual characters. Class contracts will be revisited where necessary at the start of a session to remind the child/ren of expectations. Each child/ren is reminded that each session is a fresh start.

Classroom

- A set of Traffic Lights plus golden traffic light will be displayed in all classrooms
- All children's names remain on the green traffic light unless inappropriate behaviour is seen
- Initially verbal reminders will be given
- If behaviour continues name will be moved to orange traffic light – if improvement achieved name moved back to green – if behaviour continues name moves to red

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- If name is placed on red traffic light the child receives a consequence
 - Morning session: 1st red traffic light 5 minutes of break time missed (children can be sent to other classes if this is more appropriate)
 - Afternoon sessions time will be spent in another class
- Blue Home/School contact books will be implemented when teachers feel it will make a significant impact in improving an individual child's behaviour

Playground

- Initially verbal reminders will be given
- If behaviour continues child given time out (within the playground)
- For serious incidents or continuous bad behaviour on the playground child/ren will be sent to the staff room and then to the chairs opposite the Head Teachers office
- Child/ren will be spoken to by a member of staff and sanctions will be put in place.

7. SAFE HANDLING

On occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We use the minimum of safe handling and follow the guidelines suggested by the TEAM teach training. Any safe handling will be reasonable, proportionate and necessary.

- Creating a calm environment that minimises the risk of incidents arising that might require use of safe handling
- Use social and emotional aspects of learning (ELSA) approaches to teach pupils how to manage conflict and strong feelings
- De-escalating incidents before they arise
- Only using safe handling when the risks involved in doing so are outweighed by the risks involved in not doing so
- Risk assessments and positive handling for individual pupils TEAM teach guidance. The use of safe handling to control and restrain children.
- Any safe handling will be recorded in the Record of Incident Involving Restrictive Physical Intervention Book (The Red Book). These forms will then be emailed to County within 24hrs.

8. SERIOUS INCIDENTS

Serious incidents will be dealt with in individual ways including consultation between the Head Teacher, Parents and Governors of the school.

Any serious incidents may result in children being excluded from school for a fixed period of between 1 and 5 days. If incidents continue it may result in a permanent exclusion from Kennet Valley School.

Please read this policy in conjunction with the school's Exclusion Policy.