

# PENSHURST CE PRIMARY SCHOOL



## Positive Behaviour and Discipline Policy

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Policy Owner: SMSC	Next revision due: <b>October 2022</b>	Review period: Annual
Approved by the Governing Body on 7 <sup>th</sup> October 2021 Signed by the Chair of Governors: .....  Signed by the Headteacher: .....		

*At Penshurst CE Primary School we support our pupils to be good Samaritans who walk in the shoes of others; our Christian Values promote living life in its fullness. We prioritise the well-being of our school community and encourage our pupils to feel comfortable with who they are. Our rich and bold curriculum inspires all to have a love of life-long learning and to strive for excellence.*

## **Living Well Together – Learning and Growing with God**

We have developed this policy in conjunction with our aim to provide an inspiring education for pupils of all abilities and backgrounds in the context of Christian belief and practice.

### **Rationale:**

## **Living Well Together – Learning and Growing with God**

At Penshurst CE Primary we have selected four Christian values; courage, compassion, friendship and determination. These values together with our aim to make the well-being of our school community a priority provide the framework for the creation of a happy and secure place to learn. This policy is written for all members of the school community with the aim that it is applied consistently and fairly. We use the parable of the 'Good Samaritan' to show our expectations of those in the school community; we will always try and 'walk in the shoes of others' before making a judgement or carrying out any actions.

Through our overarching theme of 'treat others as you wish to be treated' the school's policy therefore has the following aims:

- To ensure appropriate behaviour and language throughout the school; in line with the above expectations.
- To encourage and praise effort in both work and behaviour.
- To ensure a whole school approach to discipline is consistently applied by all staff.
- To provide parents with an overview of the school's disciplinary procedures.
- To provide a system of rewards to encourage good behaviour and to try to reverse continuous or habitual poor behaviour by using positive strategies consistently.
- To ensure a safe, caring and happy school.
- To promote good citizenship.
- To promote self-discipline.
- To prevent bullying and racism (please refer also to the anti-bullying and anti-racism policies).

### **Principles:**

Every child has the right to learn, and no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential requirement for learning. Penshurst CE Primary School aims to provide a secure, happy and welcoming place for all children and adults. An environment in which each person is valued and can develop high self-esteem. We aim to encourage the development of the whole child – body, mind and spirit – providing equal opportunities for all.

Pupils are encouraged to demonstrate:

*'acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain'*

(handbook for inspecting schools in England under Section 5 of the Education Act 2015: August 2015).

### **Responsibilities:**

All members of the school community – teaching and non-teaching staff, parents, carers, pupils and governors – will work towards the school aims by:

- Providing a well-ordered environment in which all members of the school community are fully aware of behavioural expectations.
- Helping all children to understand why there are codes of conduct; where they stand in relation to them; and that they exist for the benefit of everyone.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Instilling in all a respect for oneself, others and property.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying and harassment in any form.
- All members of the school community to have a zero tolerance of violence or violent acts (physical violence/non-physical including vandalism).
- Helping to develop strategies to eliminate undesirable behaviour both inside and outside the classroom and applying these consistently.
- Caring for and taking pride in the physical environment of the school.
- Working as a team, supporting and encouraging each other.

### **Rules:**

It is Penshurst CE Primary School's policy that at the beginning of each academic year both children and teachers discuss and examine the whole school rule: 'treat others as you wish to be treated'. Each class discusses and writes its own code of conduct for the classroom. These rules / codes of conduct will vary according to the age of the children. When these rules are decided upon there is an opportunity to discuss them and ensure that they are fully understood and accepted. All class rules will be displayed in each class alongside the school rule, which are detailed below:

### **Whole school rule:**

We have adopted a one rule philosophy. We aim to 'treat others as we wish to be treated'. This one rule is far-reaching and is easy for our pupils to understand – whatever their age. This rule is exemplified through the parable of 'The Good Samaritan'.

### **Lunchtime Rules for the Hall:**

- When entering or leaving the hall, children walk sensibly.
- All members of the school community use good manners by using 'please' and 'thank you' and don't speak with food in their mouths..
- Pupils try to keep the tables clean and tidy and use the cutlery provided.
- All pupils talk quietly during the lunch service.
- Children eat their own food and try not to waste food.
- Hands are raised to gain attention and pupils stay seated during lunch service.
- Rubbish is disposed of – preferably in an eco-friendly way.

### **The beginning and end of the day:**

- Enter and leave the school site with your parents and carers sensibly, being aware of traffic.
- Children are not permitted to play ball games or ride bikes/scooters in the mornings or after school on the school playground.
- Pupils enter or leave your classroom sensibly showing respect for the belongings of others.
- Cloakrooms should be tidy during and at the end of day.
- At the end of the day, remember to take home reading records / other documents / letters to parents or carers.

#### **Around the school and out and about:**

- Always be polite and considerate to everyone; think of others before yourself.
- Always knock on another classroom door or office doors before entering.
- Walk around the school sensibly, always making sure you are using a quiet voice.
- Keep the school clean and tidy, so that it is a welcoming place we can all be proud of; this means putting all litter in bins, keeping walls and furniture clean and unmarked, and taking great care of displays, particularly of other people's work.
- Out of school on trips, when visiting other schools, representing the school in sporting events, walking locally or with a school group, you will always remember that the school's reputation depends on the way you behave.

#### **General Playground Behaviour:**

- Play sensible, safe games which follow the school's playtime guidelines.
- Try to co-operate with everyone on the playground and when difficulties arise speak with a member of staff.
- Play is for every pupil; encourage every pupil to play kindly.
- Respect other people's games and allow others to use the play areas.
- Benches are for sitting on – please do not stand on them.
- Climbing trees or pulling branches from trees is not allowed
- Football is to be played in specified areas; staff on duty will oversee (weather conditions may affect the use of the playing field)
- If your football is lost you must always ask permission, from an adult on duty, to go and get it back.
- If you hurt yourself, please tell an adult in charge who will help you.
- Welcome other children to play your games.
- Talk to new children and look after them; support them to settle into school
- When the whistle is blown, stop and line up sensibly and quietly in your class lines.

#### **Wet Play time and Lunch time Rules:**

- During wet playtime stay in the allocated classroom unless given permission to go elsewhere. Staff will direct you to the correct area for wet lunchtime play.
- Move around the school quietly respecting that others might wish to be quiet.

We believe that it is very important to place a high profile on the positive aspects of praise and reward; these can take a variety of forms.

#### **Rewards:**

- Verbal: An encouraging remark when positive behaviour is spotted takes no time and effort but can still be make a difference to someone. The value of verbal praise should not be underestimated.
- Telling parents and carers: At Penshurst we try to keep close contact with our parents. An encouraging note or word to parents and carers is appreciated by pupils, parents and carers alike.
- A Star of the Week certificate is awarded to each year group's chosen child of the week; the pupil may have, for example, shown the Christian Values, followed the school rules, excelled in a piece of work or tried extremely hard to achieve something.
- Headteacher Award: Children can be sent to the Headteacher for a special sticker; this is encouraged.
- House Points: These can be given out by any adult for effort/achievement, politeness, kindness or any other positive behaviour.
- Behaviour system in classes: Going for Gold (Appendix 1)
  - All pupils start the day on green. We have a 'new day, new start' policy.
  - Going for Gold is a system that allows pupils to see when their behaviour is unacceptable and gives them time to demonstrate good behaviour; if they have moved to 'orange' they could then personally ensure that their behaviour improves and they return to green.
  - Weekly reward systems are in place for those children who are consistently on green, silver or gold.
  - If a child's name is placed on Gold they receive a certificate and sticker from the Headteacher.
  - In addition to the above systems, pupils may have their work displayed and rewards given by another teacher.

## Sanctions

It is primarily the responsibility of individual teachers to deal with matters of discipline within their own classes.

*"No school however positive or imaginative can eliminate disciplinary difficulties entirely."* (DFE 'Good Behaviour and Discipline')

Should children not conform to the agreed rules, the following sanctions will be applied in (approximate) order, although it is the teacher's professional judgement to match the sanction to the behaviour depending on the circumstances and context.

### During lessons:

1. Verbal warning(s), possibly accompanied by a visual reminder e.g. moving name along the 'Going for Gold' chart.
  2. Moving the child to another desk or an area away from other children.
  3. Missing a playtime, lunchtime or part of a playtime or lunchtime, ensuring that the child has the opportunity to have a drink, eat and go to the toilet.
  4. Child referred to a more senior member of staff; who will discuss how the child could now act to make amends.
  5. Parents are informed informally/ verbally; this will be done on the day of the incident (whenever practicably possible)
- A child who reaches the red section of the 'Going for Gold' chart is sent to the Headteacher immediately for a discussion and appropriate action (if required) agreed.

*Being sent to the Head means that all other options have been exhausted and further intervention is needed. The child's name is entered into the Behaviour Book. On return to the class, the child's name returns to the green section of the chart.*

6. Depending on the seriousness of the incident, the Headteacher may inform the parents personally. They will be invited to discuss the situation with the class teacher and Headteacher. An action plan is agreed and a date set for evaluation.
7. Discussions may be needed with parents about the involvement of external support (e.g. Early Help referral).
8. More serious sanctions: internal exclusion.
9. Extreme sanction: fixed term exclusion or permanent exclusion.

### **Exclusions:**

An exclusion procedure is followed using the DfE Guidance: 'Exclusion from mainstream, Academies and pupil referral units in England: A guide to those with legal responsibilities in relation to exclusion'.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

Exclusion is the ultimate sanction for persistent uncooperative behaviour, which is seen to be affecting the educational entitlement and progress of other children in the school. Parents and carers will have prior warning that this step is going to be taken. Exclusion can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year. In extreme cases exclusion would be permanent, although the school would seek to work with other schools to secure another placement for the pupil.

### **Emergency situations:**

Every class has a red emergency card so that staff can alert the main school office or Headteacher. Support will be instant. If a child runs away or exits the school site, the procedure is for the school office to telephone the police immediately. However, we will also evaluate every situation, inform another adult to monitor the child's whereabouts and support an adult to intervene if the child's safety is at risk. The use of restraint, using reasonable force, will be applied if the child's or other children's safety is at immediate risk. Where possible, appropriately trained staff will be used to carry out any such action.

### **Record keeping:**

Each class and the Headteacher have a book to keep a log of general issues. When a child's behaviour falls outside normal limits and/or a behaviour plan is in place, an individual behaviour incident log is kept in the Headteacher's whole school Behaviour Incident Log; this log is for more serious interactions.

Adults must record incidents in the log using the ABC of behaviour (the Antecedent, the Behaviour and the Consequence).

### **Monitoring:**

In light of this policy the Headteacher will continually monitor behaviour throughout the school. Changes to this policy will inevitably occur. These will be incorporated as necessary and shared with the whole school community.

### **Special Educational Needs:**

Pupils with Special Education Needs may have personal behaviour plans or risk assessments, and staff will inform other visiting staff or professionals about any such plans.

## Appendix 1

### Going for Gold

Gold	Silver	Green	Amber	Red 1	Red 2
Rewards			Sanctions		
<p>Teacher to share in good work review.</p> <p>Stickers and rewards.</p> <p>Pupils are recognised for being placed on gold with a certificate that is sent home to parents.</p>	<p>Praise is given and housepoints awarded.</p> <p>Stickers and rewards are given by the class teacher</p>	<p>Pupils start on green each new day.</p> <p>Pupils remaining on green for day/week will receive housepoints</p> <p>Those who have been on green for a week will be eligible for class prize draw.</p>	<p>Verbal reminder given.</p> <p>Pupil will be asked to work alone either on another table, or in another class/ supervised area.</p> <p>Pupil is advised of behaviours that could turn the situation around.</p> <p>Parents might be informed informally</p>	<p>Pupil will be referred to a Senior Leader / 5 mins lost from play / lunch time</p> <p>Class teacher to discuss unacceptable behaviours.</p> <p>Parents informed of poor behaviour</p>	<p>Pupil will be sent to Headteacher. Break time / lunchtime will be lost.</p> <p>Parents will be informed of poor behaviour.</p> <p>15 mins break/lunch lost.</p> <p>If this is a repeated offence then parents will be asked to meet with classteacher and Headteacher.</p>
Behaviours			Behaviours		
<p>Pupil is exceptionally well-behaved, polite and has excellent manners.</p> <p>Pupils in all year groups see this pupil as someone who embodies the school's vision and values. Learning behaviour is outstanding.</p>	<p>Pupil shows good manners.</p> <p>Pupils in older year groups can clearly see that this child is behaving well.</p> <p>Pupil completes work in a focused way and the work is of very good standard. Models excellent learning behaviours</p>	<p>Pupil is focused and polite.</p> <p>Pupil is a role model Pupil completes work to a good standard.</p> <p>Pupil has a positive attitude to school work and school life.</p>	<p>Pupil shows lack of focus and disturbs the learning of those close by. Eg calling out, making unnecessary comments, rude to others.</p> <p>Pupil walks around the classroom and distracts others.</p> <p>Warning given before moving to next step.</p>	<p>Pupil is off task and distracts others.</p> <p>Pupil is out of seat and not focused.</p> <p>Behaviour is impacting on other learners.</p> <p>Persistent back-chat to adults</p> <p>Damages school property</p> <p>Another warning has been given</p>	<p>Pupil is distracting others and not allowing learning to take place.</p> <p>Pupil is answering adults back and showing lack of respect.</p> <p>Property has been damaged.</p> <p>Bad language used.</p> <p>Clearly not following golden rule 'treat others as we wish to be treated'</p>