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# Pupil Behaviour and Discipline Policy

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## 1. Introduction

At Evenlode Primary School we believe that children develop into responsible learners and members of the community through experiencing a school ethos which promotes the rights and dignity of each individual. We believe that encouragement and praise are vital in helping children to develop a positive self-image. We believe that each child must be valued as an individual and as part of a wider community. At Evenlode Primary School we encourage good behaviour throughout the whole school community.

### We aim:

- For all children to develop a sense of right and wrong and to take responsibility for their actions
- To enable all children to behave in a way which shows respect and care for others, themselves and their environment
- To help and support children in accepting and following the school behaviour rules and behaving appropriately in school and out of school on school visits
- For all staff (including volunteers and students) to provide a positive model for behaviour
- To not shout or raise our voices in a threatening way as a response to children's Inconsiderate behaviour
- For the whole school community (including parents/carers) to know, understand and follow our Behaviour Policy

### Objectives:

- To set high standards and have high expectations of all children
- To promote consideration and respect for others and property within school
- To ensure the emotional and physical safety of everyone in our school – we will not tolerate any child being hurt in any way
- To promote pride in our school environment
- To promote positive behaviour and to deal with unacceptable behaviour immediately
- To recognise and act upon any incidences of bullying immediately (see Anti-Bullying policy)
- To be consistent and fair and to give the children positive recognition and reinforcement whenever possible.
- To ensure children move safely around school
- To ensure that children continue to follow the school behaviour rules on educational visits and are positive ambassadors for the school

We consider the following types of behaviour to be unacceptable:

Racism,

Homophobia

Sexism

Name-calling

Bullying

Physical aggression (see 'staff tolerance levels')

Refusal to work

Refusal to obey school rules

Severe disruptive behaviour

Wilful destruction of school property, or property belonging to other children or staff

### **Equal Opportunities:**

We believe it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment.

We recognise that adults may have preconceived expectations of children's behaviour and we are committed to challenging discrimination and stereotypes. We will ensure that our Behaviour Policy is communicated to, and can be accessed by, the whole school community. We encourage everyone in our school community to understand and follow the Behaviour Policy. We recognise that children's behaviour can be variable and can be affected by different situations and their emotional needs. At Evenlode Primary we feel it is important that the whole school has a consistent approach to promoting positive behaviour with clear expectations.

### **Additional Learning Needs:**

In certain cases a child may present challenging behaviour. For a variety of reasons they may find it difficult to follow our school rules. In these cases, the child will have an Individual Education Plan with specific behaviour targets and strategies, as well as, in some cases, a specific Behaviour Plan. There will be clear and appropriate rewards and sanctions. These will have been agreed with the class teacher, ALNCO, parents/carers, the Senior Leadership Team and, if appropriate, outside agencies (see sanctions for extreme challenging behaviour later).

## **2. School Rules**

Teachers have a right to teach and children have a right to learn. All children are capable of behaving appropriately. We intend to achieve our aims by establishing clear and consistent boundaries within a balanced framework. Our school rules have been written by the children and staff and are in effect at all times. They are in the form of five achievable rules, known as 'The Five Golden Rules'. These should be followed by everyone in the school community. All staff has a responsibility to ensure the children follow the school rules at all times. If they meet a child behaving inappropriately, they should address the incident. The Five Rules should be discussed regularly with the children to ensure that all children understand them. It is important that staff use the wording of the rules with all children, to ensure consistency throughout the school.

The Five Rules are to be displayed in every classroom and in prominent places around the school, including the Head Teacher's office, the school office, the entrance hall and the main hall.

The Fives:

1. We are kind, helpful, caring and gentle
2. We listen
3. We are honest
4. We try our best
5. We look after our school and everything in it

### **3. Rewards and Sanctions**

#### **Rewards**

Our behaviour policy is based on the positive reinforcement of good behaviour. All staff should praise children and give them encouragement when possible. Our rewards to reinforce good behaviour are age appropriate and therefore divided into 2 key stages. Please note that a section for the Reception follows later in this document:

#### **Foundation Phase Rewards**

1. Golden Time:

Golden Time is a reward for keeping the 5s. Golden Time should take place for half an hour, on a Friday afternoon. The activities should be special, fun and exciting in order to reward good behaviour. Children who have not followed the High 5s miss a specific amount of time, divided into 2 minute 'slots', up to 25 minutes.

2. Achievement Assembly:

Children who have kept the High 5s well, both in terms of their behaviour and their work, are nominated by either a member of staff or their peers for a Golden Ticket. The names of winners are read out during the Celebration of Achievement Assembly on a Friday.

3. Informal Rewards: These include:

Praise: focusing on children who are showing appropriate behaviour eg. 'Thank-you. You are walking sensibly in the corridor'; comments on work; praise in class; sending child to another class / member of the Senior Leadership Team to show good work; praise in all assemblies

Verbal report: Telling Parents & Carers about good behaviour; reports to Head Teacher and Senior Leadership Team about good behaviour.

Written: Comments on child's work

#### **Key Stage Two Only**

1. Houses:

Children are divided into 4 houses: Green Red Blue and Yellow across the key stage. Siblings are placed in the same 'houses'.

House points are given for good work and good behaviour.

2. Golden Time:

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**In all key stages we do not hand out stickers as rewards.**

## **Sanctions**

### **Procedures and Sanctions to tackle inappropriate behaviour: These are appropriate for Key Stages1 and 2:**

The school will ensure that children have a clear understanding of the consequences of inappropriate behaviour and the procedures and sanctions should be applied consistently by all staff. Behaviour of children in school is supported by all staff members.

## **Sanctions**

These sanctions form part of a set of procedures to tackle inappropriate behaviour:

1. Losing minutes at Golden Time
2. Time out in own class
3. Time out in someone else's class
4. Time out with a member of the Senior Leadership Team(SLT)
5. Behaviour is recorded on incident sheets and filed the behaviour log.

## **Procedures**

If an incident does occur, the following procedures should be known by the children and followed by all staff:

1. A child is encouraged to say "stop it, I don't like it!" and walk away
2. Then they tell a member of staff
3. The member of staff talks to both children
4. Children are encouraged to reflect upon their actions
5. They are then encouraged to apologise (and mean it!)
6. The member of staff (if in the playground other than the class-teacher ) reports incident to the class teacher.
7. If necessary, the member of staff enforces the first sanction –time out for a minimum of 5 minutes – this will be on the bench in the playground and in a suitable place in the classroom. The member of staff (if in the playground or other than the class teacher) reports incident to the class teacher.
8. Following this a child may have 'time out' in someone else's class.
9. For serious incidents, a message should be sent to the office and a member of the SLT will come to the child's class.
10. If the incident is serious, the parents/carers of all children involved are informed, in the first instance, verbally, by telephone and then in writing.

## **Sanctions and Procedures in the case of extremely challenging behaviour**

In cases of extremely challenging behaviour, the normal sanctions will be by-passed.

1. Each classroom and area of the school has a panic button. In a case of extreme behaviour the button should be pressed.
2. The Head Teacher or a senior member of staff will come to the class to assist.
3. They will then take the child, if appropriate, to a place away from the class to discuss the issue.
4. The Head Teacher will speak to the child concerned to reinforce school rules.
5. Parents of the child will be informed immediately, together with the parents/carers of any hurt child.
6. In these cases, the parents of children directly involved will be informed. The school requests that confidentiality is respected by all parties.
7. Children will receive appropriate sanctions eg miss playtime, work inside during lunch break etc.

8. Children demonstrating repeated inappropriate or aggressive behaviour will have their behaviour recorded in a special class behaviour log book by the class teacher, which will be monitored regularly by the teacher and members of the SLT.
9. Children may also be given a home/school book if appropriate. This book will be completed by the class teacher during the day time and read by the parent/carer in the evening. The parent/carer may wish to write a comment, which is then sent back to school the next day. This fosters consistent links between home and school.
10. Consideration will be given as to whether a child misses a treat or special event.
11. In some cases, the Head Teacher will use discretion in dealing with a child, particularly in the cases of SEN (children with severe emotional and behavioural needs) and using their knowledge of the child's particular background and circumstances.
12. A child may be excluded on a temporary basis (using guidance from the LA) 13. A child ultimately, may be excluded on a permanent basis (with LA guidance)

### **Staff Tolerance Levels**

Staff will not tolerate:

1. Another child being hurt (kicked, punched, bitten)
2. A member of staff being hurt (kicked, punched, bitten)
3. Verbal abuse

Please also refer to the list of unacceptable behaviour on page 1.

#### **4. Behaviour in Reception**

As in Y1-6 we teach children in Reception to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

##### **Strategies Used in Reception**

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing or waiting for turns.
- We acknowledge considerate behaviour such as a willingness to share.
- We support each child in developing a sense of belonging, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in an inappropriate way, we help them to understand the outcomes of their actions and support them in learning how to cope in a more appropriate manner.
- We never send a child out of the room by themselves.
- In cases of serious misbehaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- In such cases, events are brought to the attention of the school's SLT (the Foundation Stage Leader in the first instance) and to the parents/carers on the same day.

##### **Rough and Tumble Play**

- We constantly develop strategies to contain play that are agreed with the children and are understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We are able to tune in to the content of the play and suggest alternatives if necessary. Staff are encouraged to use themes such as 'goodies' and 'baddies' as an opportunity to explore the concepts of right and wrong.
- We encourage empathy and lateral thinking in order to explore alternative scenarios and strategies for conflict resolution.

##### **Hurtful Behaviour:**

As in the rest of the school, we take hurtful behaviour very seriously. For most children under five hurtful behaviour is momentary, spontaneous and often without an understanding of the feelings of the person they have hurt. We recognise that young children can behave in hurtful ways towards others because they have not yet developed the means to manage the intense feelings that sometimes overwhelm them. The Foundation Stage team helps them to manage these feelings, by calming the angry child as well as supporting the child who has been hurt. We talk to the children about their actions and help them understand right and wrong.

## **5. Monitoring of Behaviour at Evenlode Primary School**

The monitoring of behaviour in school is the responsibility of the Head Teacher and the SLT.

Briefing meetings – concerns regarding behaviour may be raised by any staff members, particularly issues which need to raise awareness of individual children with special needs. Such issues must be treated with sensitivity and confidentiality must be respected. A senior member of the teaching staff will lead these meetings.

Team meetings - staff will discuss children's behaviour in their Key Stages on a regular basis and, if appropriate, the Team Leaders will pass this information on to the Head Teacher.

Senior Leadership Team meetings – behaviour is a regular agenda item and the policy will be regularly reviewed and concerns discussed. The overall effectiveness of the behaviour policy will be reviewed at least once per year and amendments made after consultation with all members of staff.

### **Staff Responsibilities:**

- It is the responsibility of the Head Teacher to ensure that all new staff are fully familiar with the Behaviour Policy and its guidelines at induction. All staff will be kept up to date with any changes.
- It is the class teacher's responsibility to monitor the behaviour of children in their class (if necessary, ensuring that a detailed log is kept) and to report unacceptable behaviour to the SLT.
- It is the ALNCO and Head Teacher's responsibility to monitor the Behaviour Log Book on a regular - half termly basis.

Staff should also refer to the appendices of this Behaviour Policy, for procedures in school.

- Staff will also be provided with a quick reference guide to the Behaviour Policy.

A member of the SLT will direct a supply teacher to this guide.

INSET and staff development:

Regular staff INSET will be held to further the training and expertise of the staff, as the opportunity and need arises.

Staff will attend courses in the behaviour management of children, as the need arises.

Parent/Carer Involvement:

We are strongly committed to a positive, working relationship between home and school. At Evenlode Primary School, we take inappropriate behaviour very seriously and expect parents/carers to do the same. Our expectations are outlined in our Home/School Agreement.

THIS POLICY WORKS ALONGSIDE THE ANTI-BULLYING POLICY

Other Relevant Policies:

1. Anti-Bullying Policy
2. Equal Opportunities policy
3. ALN and Inclusion policy

## Appendix 1

### Procedures in School

Moving around school

We expect the children:

- To move about quietly
- To walk around the school

All adults in school should encourage the children to do this by:

- Reminding the children how to move around school, in a positive way
- Giving praise for children who are walking sensibly
- Stop to check the children are together at points on the journey
- If a child is running, ask them to stop and remind them to walk

### Assembly

**The children should:**

- Walk in and out of assembly without talking
- Sit with their legs crossed and their hands still
- Put up their hands to answer questions

**The adults should:**

- Leave enough time to prepare the children for assembly
- Be punctual
- Walk with the children ensuring they are quiet
- Keep a watchful eye on the children during assembly and if a child is being disruptive, catch their attention and if necessary move them near to an adult

### The classroom

**The children should:**

- Come into class and leave in an orderly manner
- Address the teacher by name
- Sit quietly and listen to the teacher at appropriate times
- Ask permission to leave the room, so that the teacher knows where they are

**The staff should:**

- Be aware of individual children's needs and employ appropriate strategies
- Give meaningful praise and encouragement
- Maintain an attractive & tidy classroom with stimulating and up-to-date displays
- Plan work carefully and ensure it is interesting and well-matched to children's abilities
- Make sure children know what is expected of them and make learning intentions explicit
- Defuse potential incidents or situations before they occur
- Continually observe and scan the behaviour in the class
- Apply rules fairly, consistently and firmly: use agreed rewards and sanctions consistently
- Listen to the children
- Always deal with offenders: to ignore is to condone
  - Send for an appropriate member of staff in an emergency

### **The Playground**

Our School rules are enforced at play times and in the playground by all staff.

The children should:

- Remain in the playground at all times
- Tell an adult if they need to go inside for any reason
- Use the toilets properly
- Play appropriately
- Treat the playground apparatus & toys with respect
- Treat the field with respect and follow the rules for appropriate behaviour on the field (see appendix 3)

### **The staff should:**

- Be vigilant by watching for potential incidents and defusing them before they start
- Remind the children to walk to and from the playground
- Remind the children to play together co-operatively
- LISTEN to children who are upset
- Be in the playground promptly, to meet their class
- Always follow up any incidents
- Inform the SLT of any serious incidents, following the agreed procedures laid out above.

At the end of playtime the following procedure is to be followed:

Foundation Phase:

- Staff on duty will be out in the playground on time
- Staff on duty ring the bell for end of play
- All the children will stop and stand still
- The adults on duty will issue instructions
- Children help tidy the playground
- Children line up in the allotted space

KS2:

- Staff on duty will be out in the playground on time
- The teachers on duty ring the bell for end of play
- The children walk sensibly back into class

If children have broken the rules in the playground, the agreed procedures and sanctions should be followed by staff. Arrangements will be made by the Head for children who find it difficult to control their behaviour at lunchtime, to be given an opportunity for a quiet time inside. Persistent behaviour problems at lunchtime may eventually result in a child being sent home for lunch.

### **Lunchtimes**

As the children finish their lunch they should walk to the playground from the Dining Hall. It is the responsibility of the Meal Time Supervisors (MTS) to ensure that there is sufficient supervision in the Dining Hall and Playground over the lunch time. If there are any concerns in this respect they must be reported to a member of the SMT via the MTS Line Manager. During lunchtime play, the MTS are expected to follow the agreed sanctions and procedures as laid out in the Behaviour Policy. Any playground issues will be reported to the Class Teachers by the MTS and there will be time after lunch to resolve minor conflicts.

## **APPENDIX 2**

### **The role and responsibilities of Staff on duty in the playground**

The adult on duty has certain responsibilities to fulfil. Most importantly, s/he is responsible for ensuring the safety of the children in the playground. The school rules have already been laid out in this document, along with the procedure to follow if the rules are broken. The duty person should remind the children of these rules if necessary and encourage good behaviour.

S/he should also help out with problems and conflicts between individuals and groups of children. The children should be encouraged to say what course of action they feel would help them to feel better. The adult should help the children to discuss their views and the situation calmly and encourage them to find a solution.

Children can feel left out of playground games and groups which causes distress. The duty person should look out for such incidences and help children to involve others in co-operative play. If adults observe children playing inappropriately, they should initiate a game with them, or encourage them to think of one themselves. Alternatively, if a group of children look as though they are becoming involved in rough play, adults should intervene and encourage positive and collaborative play.

We are all responsible for monitoring the children's social and psychological welfare. (see Equal Opportunities / Anti-Bullying Policy) All staff should be alert to racist or sexist remarks and behaviours. To be the victim of such abuse is both painful and long lasting in its effects. Any child who is the victim of a racist or sexist incident, needs support and reassurance, and the incident must be dealt with immediately. The adult on duty needs to ensure that both the perpetrator's and the victim's teacher is informed of the incident and how it was responded to at the time. Racist incidents should be recorded in the Racist Incident Book kept in the School office, and the Head Teacher informed.

PLEASE NOTE: The school First Aider should deal with any incidents requiring first aid. Please refer to the Health and Safety Guidelines for the Playground for the Correct Procedures.

Children's conduct when leaving and entering the building:

When the children are going out to the playground or coming indoors they should do so in an orderly and quiet manner. Voices should be low; shouting inside is not allowed. We expect the children to walk in school at all times. We encourage children to take responsibility for the school building and the property inside and outside.

The children are expected to line up at the end of playtime and, after the second bell, should walk sensibly back into school with their teacher.

### **Use of the toilets**

Any reports from children of bullying or inappropriate behaviour in the toilets should be followed up and reported to the teachers of the children concerned. This in turn MUST be reported to the Head Teacher and nominated Child Protection Officer.

All children must ask permission to use the toilet. It would be reasonable to allow the children to go in pairs.

### **Wet playtimes and lunchtimes**

In the event of a wet playtime the children will generally remain in their class with their teaching assistants/allocated MTS. The person on duty should patrol the corridors in case of emergency.

Wet playtime arrangements will be reviewed according to need during regular MTS and TA meetings.

### **APPENDIX 3**

#### **The Rules of the Field (written by School Parliament):**

- Be kind to each other
- Be kind to the environment
- Only go into the wildlife area with an adult
- Use equipment safely and share it nicely with each other
- Take care of the equipment

### **APPENDIX 4**

#### **Information on Acceptable Behaviour for Visitors, as printed by the LA and on display in our office:**

“Welcome to our caring school. We welcome visitors to our school  
The safety and security of pupils, staff and visitors is our highest priority.  
Nowhere in this school will we tolerate violent or abusive behaviour.  
Visitors behaving in this way are likely to be removed from the premises and prosecuted. “