



Plaistow
Primary School

Behaviour & Discipline Policy

Reviewed September 2018

Next Review: Autumn 2019

Introduction

All children have a right to benefit from their time at Plaistow. To ensure this, children have to behave in a responsible manner towards everyone else in the school community. Underpinning the Behaviour and Discipline policy is our approach to teaching and learning, equality, diversity and inclusion.

The Plaistow Code of Conduct

We expect all children to:

- Treat all children and adults with respect and good manners.
- Have respect for other people's property and school property.
- Learn the benefits of good attendance, time keeping and being ready to learn.
- Respect other people's differences, backgrounds and cultures.
- Learn to listen to others, takes turns, share, work and play cooperatively.
- Always work at their best without disturbing others.
- Not use abusive or offensive language, or physically hurt other children.
- Know how to report verbal or physical abuse or aggression.
- Not leave the classroom or building without permission.
- Be responsible for remembering book bags, PE kit, notes etc.
- Play a part in keeping the environment clean and tidy.

These expectations translate into the 5 golden rules we have at Plaistow. These make up the class contract between pupils and teachers.

5 Golden Rules:

1. We respect each other.
2. We work hard.
3. We look after property.
4. We include everyone.
5. We are honest.

Roles and Responsibilities

All adults working in the school, including Governors, have a role in implementing the Behaviour and Discipline policy. We believe developing positive relationships with all members of staff as well as other pupils enhances behaviour and discipline. All staff are expected to model positive attitudes, calmness in adversity and appropriate social skills to support the behaviour and discipline policy.

The inclusion team (Inclusion Manager and AHT Behaviour/SENCo) have an important role in advising on behaviour programmes for individual children. Parents have an important role to play and are asked to read and sign the Home School Agreement, which sets out behaviour expectations. Parents also have a role whenever discussions are needed around a child's behaviour needs. The Headteacher will have overall responsibility for the Behaviour and Discipline Policy. This policy aims to enable children to become effective learners but also expects them to take responsibility for their own behaviour.

Traffic Light System - Rewards & Sanctions for the Classroom

Children are placed on the **GOLD STAR** for demonstrating 'above and beyond' learning attitude (work/behaviour). Stars will be collected on a star chart. These are collated and turned into certificates and prizes to be given out in assemblies.

**GOLD
STAR**

AMBER

A member of staff may have to give a child a warning. When a **second warning** is given the child's name should be moved to **AMBER** where it stays for 15 minutes, or until the end of that lesson if that's shorter than 15 mins. **The child's name should then be placed back on green for the next session.**

GREEN

At the start of each session/start of the day all children are placed back on the green.

RED

If a child is on **AMBER** and the behaviour continues, they are moved to the **RED**.

1st time on Red - Reflection area; explain to the child why they are on Reflection time and send them to the reflection area. Here they complete a reflection sheet for 10 minutes (use class timer).

2nd time on Red - time out in a **paired class/year below only** - 2nd reflection sheet given. Timeout for 10-15 minutes and then return to class.

3rd time on Red - sent to the year leader/SLT who will log the behaviour. The child will then be placed in another class accordingly with work for the rest of the session. Parents will be notified.

Please note that after a child has completed a **consequence they should be placed back on the green.** If a warning has to be given again then they move to the amber then 2nd warning red. etc

Rewards and Sanctions - Traffic Light System - Classroom Behaviour

Rewards are essential in the promotion of good behaviour. At Plaistow we use, Individual, Whole Class and Wider School rewards:

Individual Rewards:

- The school **Traffic Light System** is linked to star charts and certificates.
 - Achieving gold will mean a star on the class star chart, 20 stars = a certificate, 40 = a certificate and 60 = a prize awarded by the head teacher.
- Verbal and written praise, especially in front of other children.
- Celebrating positive behaviour through certificate given weekly in assembly (pupil of the week, maths, reading, fine diners). Names of children will be placed on a class rewards display while pupil of the week names will be displayed on their classroom door.
- Given a responsibility for e.g. a buddy, playground friend, a class monitor, trusted monitor and VIP's (can sit on a cushion throughout lessons)

Whole Class:

- Whole class rewards will be for showing positive learning, behaviour, attitude and lining up etc. It is based around whole class participation. Rewards will be collated in a marble jar with 50 marbles equalling a reward of 15 minutes extra play, which the class teacher organises and supervises. **This replaces golden time.**

Wider School:

- All pupils and staff will be allocated a house team (Red, Green, Yellow or Blue).
- Teachers, TA's, SLT, midday supervisors and any other members of staff can all give out house points (tokens) to individual pupils when they witness positive learning and behaviour attitudes. Especially during play times, lunchtimes and while pupils are around the school.
- These house points will be deposited in the house point's display in the hall.
- At the end of the term the house team with the highest points will get a reward of an afternoon of activities.

In order for the behaviour and discipline policy to be fully effective in class and as a whole school, **all staff need to be aware that rewards should not be taken away once a pupil/class have earned them.**

Sanctions

Sanctions should be appropriate to what the child has done. The child should be clear on what their consequences is for making the wrong choices in learning and behaviour. Try as far as possible, to draw attention to those children who are behaving well in order to give the other child a chance to change their behaviour. **Staff should not give out sanctions/consequences to the whole class for one child's behaviour.**

At Plaistow we use:

- Verbal warnings
- The school Traffic Light system

If a child is brought to the attention of SLT there are different strategies:

- Each incident is logged in the behaviour log.
- The child will be spoken to and asked to reflect on their behaviour by completing a reflection sheet. The child will be brought to another class for the session to make some positive changes. Parents will also be notified.
- Depending on the nature of the incident and/or if it becomes a pattern (more than 3 times), a meeting will be held to discuss further.
- A daily behaviour record sheet will be introduced which will be reviewed at a specific date with parents and teachers.

- Support will be provided via therapeutic means if necessary (Play Therapist/Counsellor).
- Intervention around social skills will be implemented as well as differentiated play and lunch times, including Rainbow Club.
- In some cases a child's behaviour will be referred for more specialist support or provisions.
- Team Teach strategies to be used.
- Positive handling plans will be implemented if necessary for the safety of the child and adults.
- In some cases internal or external exclusion procedures may be followed.

At times teachers will need to differentiate their behaviour strategies due to the needs of specific pupils. The inclusion team will help, support and create behaviour plans for those pupils who have specific needs.

Behaviour in the Early Years Foundation Stage

Children learn their five rules which are:

- 1) We share and take turns
- 2) We take care of our things and tidy up
- 3) We take care of each other and are kind to each other
- 4) We walk when we are inside
- 5) We listen to each other

Rewards in the Early Years

- Verbal and written praise, especially in front of other children.
- The school **Traffic Light System** linked to stickers and certificates.
- Celebrating work - to the Headteacher, classes, displays, sharing assembly, parents, newsletters, web site.
- Given a responsibility for e.g. a buddy, playground friend, a class monitor, trusted monitor.
- Charts with stickers, stars or stamps related to individual children or to a specific class activity or target

Sanctions in the Early Years

- Verbal warnings
- The school Traffic Light system

Every classroom must have:

- A copy of the golden rules which children sign as a class contract
- A traffic light poster with every child's name on
- Reflection area with reflection sheets and a timer
- Class star chart
- Children's allocation to house teams
- Certificates

Playground Behaviour

All pupils are expected to behave sensibly and respectfully outside in the playground.

Playtime - staff on duty are responsible for behaviour management during playtime. When an incident occurs staff must take the time to establish the facts of what has happened and then use their professional judgement to decide if the child/children need to spend lunchtime in **Bounce-Back**.

Pupils involved in a minor incident will walk around with the teacher on duty for the rest of break time. If a child is involved in a fight, behaving in a dangerous way or swearing at other children they must be sent to Bounce-Back at lunchtime. The teacher on duty in Bounce-Back must write the child/children's name on the system to be logged.

Lunchtime - The lunchtime supervisors are responsible for the pupils during the lunch hour. There are rotas for supervision of the dinner hall, playground or classrooms during wet play. These are organised by the senior lunchtime supervisor.

Rewards- The lunchtime supervisors can reward children for good behaviour by praising them or giving out house points

Sanctions-Any behaviour problems are dealt with at the time and any incidents are logged with the class teacher at the end of the lunch break. More serious incidents must be reported to a member of SLT who will log the incident. The supervisors may also bring a child in immediately for a serious incident the child will be placed in Bounce-Back with parents being informed of the incident.

Bounce-Back

Bounce-Back is based in the conference room during lunchtime. Pupils who have been involved in a serious incident or persistent negative behaviour at playtime or lunchtime should be sent here for internal exclusion. The member of staff dealing with the incident should record the pupils name on the system indicating what they have done wrong. A member of SLT will supervise Bounce-Back and will issue the child with a reflection sheet to complete and a warning letter to be given to their parents, the reply slip must be returned to the member of staff who issued the letter. **Bounce-Back is not to be used for dealing with classroom behaviour.**

Rainbow Club

Rainbow club is a place for those pupils who are struggling at lunchtimes. There is an open door policy whereby pupils can come in and out if they are feeling anxious and if there has been a conflict. Play leaders will also be at hand to support. At times the Inclusion team will select specific pupils who may need the support of Rainbow Club. This will be monitored and children will be encouraged to transition back into the playground.

Exclusions

Occasionally it may be necessary to give a pupil fixed term exclusion or on rare occasions a permanent exclusion. The Head teacher, the inclusion team (Inclusion Manager and AHT Behaviour/SENCo), the class teacher, the parents and any other relevant people or agencies will be involved in the drawing up of a behaviour support plan after the child returns from exclusion.

A pupil will be excluded if there is evidence of the following:

- Persistent offensive or violent behaviour towards pupils or adults
- Constant disruptive behaviour or persistent refusal to cooperate
- Damage to school property
- Bringing drugs, weapons, alcohol, tobacco or solvents into school

When a child is excluded the school will, when necessary, inform other specialist agencies.

To be reviewed in: Autumn Term 2019

Appendix 1: Examples of behaviours

Gold: Resilience, not giving up in their work

Caring/kindness to others

Excellent learning behaviour

Outstanding behaviour

Being role models, setting an example for others

Green: Following instructions

Completing work set (including any challenge pieces)

Respecting others

Working hard

Looking after school property

Being honest

Amber: Calling out

Disrupting others

Showing disrespect to another pupil or adult

Personal space/gestures towards other pupils

Throwing

Red: Constant calling out

Inappropriate language

Consistently not following instructions

Property destruction

Physical contact