



POLICY NAME:	Behaviour and Discipline Policy
Frequency of review:	Every 2 years
Reviewed On:	November 2021
Reviewed By:	Ben Weller
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Ethos

The Behaviour and Discipline Policy at The Pines School is a statement of good practice and should be read alongside the school's "Tackling Bullying" policy and our policies for Equal Opportunities and Special Educational Needs. It supports the ethos of the school and covers all aspects of the school that contribute to the development and maintenance of good behaviour. Children should be treated fairly according to their individual needs. All members of the school community are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. All members of the school community understand that behaviour is a form of communication and as such, children are supported in trying to understand their behaviour and develop strategies to manage difficulties positively.

Our behaviour code is underpinned by our Learning Values:

Resilient

We are unafraid to make mistakes and show perseverance with our learning.

Creative

We are fearless learners, willing to take risks and think creatively when learning something new.

Inquisitive

We are curious, ask questions and solve problems.

Mindful

We are mindful of the impact we have on others and our environment. We love our environment and want to support our community to reduce climate change.

Empathetic

We are kind and respectful to all. We use communication and collaboration to ensure we all achieve our best.

Reflective

We make links with previous learning, experiences and evaluate what we have achieved and how we can improve.

Aims

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive and caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To support effective teaching and learning.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To provide a clear framework within which this can take place.
- To support children to reflect on their behaviour choices.

Children's responsibilities are:

To work to the best of their abilities and allow others to do the same.

To treat other children with respect.

To treat all adults with respect.

To take care of property (the school's, their own, the property of others) and the environment.

To co-operate with other children and adults in all areas of the school.

To be welcoming and respectful to visitors.

Staff responsibilities are:

To take an interest in and build positive relationships with all children

To treat all children fairly and with respect.

To raise children's self-esteem and develop their full potential.

To provide a challenging, interesting and relevant curriculum.

To create a safe and pleasant environment, physically and emotionally.

To use rules and sanctions clearly and consistently.

To be a good role model.

To form good relationships with parents and carers so that all children can see that the key adults in their lives share a common aim.

To recognise that each child is an individual and to be aware of their specific needs.

To use rules and responsibilities consistent with their Key Stage.

Parents/Carers responsibilities are:

To make children aware of appropriate behaviour in all situations.

To ensure your child arrives at school on time.

To encourage and develop their child's self-discipline.

- To show an interest in all that their child does at school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of and support school expectations.
- To behave appropriately when in the school grounds.

The Pines Code of Behaviour

At The Pines we expect that everyone will:

- Respect the rights of pupils to learn and teachers to teach.
- Be polite and considerate towards the needs of others.
- Listen to others and be listened to.
- Take care of our environment.
- Walk quietly into and around the building.
- Keep themselves and other people safe.

Our behaviour code is underpinned by our Learning Values

At the beginning of each school year, each class teacher will, through discussion with their class, draw up a list of class agreements based on and around the code of behaviour. The elaborated code of behaviour below will form a basis for individual class rules.

Respect the rights of pupils to learn and teachers to teach.

This may include:

- Bring all the equipment you need in a suitable bag.
- Listen carefully.
- Follow instructions.
- Work hard.
- Ask for help when you need it.
- Help each other when it is appropriate but don't distract or annoy anyone.
- Put your hand up to answer a question.

Be polite and considerate towards the needs of others.

This may include:

- Using an appropriate voice for the activity or situation.
- Using language which is neither abusive nor offensive (in whichever language you are speaking).
- Offering to help others.
- Being polite to all adults who work in or visit the school.

Listen to others and expect to be listened to

This may include:

- Trying to understand other people's points of view.
- Not interrupting anybody or being interrupted by others.
- Being silent when required.
- Not answering back.

Look after our environment

This may include:

- Putting all litter in bins.
- Using toilets in an acceptable way.
- Reporting any damage you see to a member of staff.
- Taking care of displays and school equipment.
- Leaving work areas tidy when you have finished using them.

Walk quietly into and around the building

This may include:

- Lining up sensibly when necessary.
- Walking sensibly along corridors.
- Being ready to help by opening doors.
- Being ready to help by offering to carry things.

Keep yourself and other people safe

This may include:

- Always considering other people's feelings
- Making sure that your actions don't hurt yourself or others
- Being careful about the games you play in the playground

Rewards

Statement

We take a positive approach to behaviour, using praise, encouragement and high expectations to reinforce appropriate behaviour. It is important that praise and rewards should have a considerable emphasis within school so that pupils achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort and adherence to the code of conduct. Children should be rewarded for success in a wide range of endeavours, for example, curricular and extracurricular achievements, behaviour and general helpfulness. Our attention should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct, supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency in the application of the reward system.

How we use rewards to encourage good behaviour

This may be achieved in the following ways:

The systems used for rewarding achievement will vary according to the age of the child. Examples of situations and circumstances in which formal rewards (such as merits, certificates,) may be awarded will be reviewed, drawn up and agreed upon in consultation with staff. Formal rewards will be publicly acknowledged by the Senior Management Team generally through assemblies.

Examples of rewards that staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- ◆ Specific praise and encouragement.
- ◆ Positive feedback to children verbally or in writing in their books.
- ◆ Sharing good work with others.
- ◆ Reward Time
- ◆ The Headteacher or other appropriate members of senior staff to be invited to praise individuals, groups or classes, publicly or privately.
- ◆ Recognition to be given to success of differing kinds in assemblies.

Sanctions

Statement

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the code of behaviour. However, teachers need to exercise their professional judgement and take into account the needs of individuals and the context of the behaviour.

An appropriate sanction is one that is designed to put matters right and encourage better behaviour in future. It is usually inappropriate to punish whole groups for the misdemeanours of a few or to use exclusion from the curriculum as a sanction.

Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people are treated with respect. Sanctions should not be based on the tolerance level of the teacher being exceeded, but rather because the child has broken an agreed rule.

It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child. This enhances rather than reduces the likelihood that the pupil will want to co-operate with the teacher in the future.

There is a relationship between the principles of our Equal Opportunities Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Equal Opportunities Policy will also be incorporated here

What we do if a child misbehaves

- We ask the child to stop misbehaving.
- Move child onto 'cloud' (KS1).
- We discuss incidents with the children affected.
- Where possible, we encourage children to resolve disagreements themselves.
- Where appropriate, we use agreed sanctions.
- We encourage children to take responsibility for their own behaviour.
- We counsel children when necessary.
- In exceptional circumstances, it may be necessary for a member of staff to physically restrain a child. This should normally only be done by trained members of staff.

Individual staff need to develop their own authority when dealing with children, but we do need to operate as a team and everyone should feel able to seek support from colleagues. In the first instance, the behaviour should be dealt with by the adult in charge of the child. In the case of more severe or persistent misbehaviour, all staff should seek advice from and/or intervention by the Senior Management Team.

Possible sanctions for misbehaviour can include one or more of the following:

- Asking the child to move to away from the problem e.g. to another part of the class or playground.
- Sanction related to the original act e.g. clearing up litter and removing graffiti.
- Writing a letter to the person you have offended
- Loss of Golden Time.
- Time out of the classroom (or playground) - send to another class by agreement. (Always make sure there is an adult to supervise the child. The child should be clear about why they have been sent there and should take work to do either from their lesson or another activity if necessary)
- Withdrawal of privileges - e.g. playtimes, part of lunchtime. If teaching staff use withdrawal from lunchtime activities as a consequence, they should personally make arrangements for the pupils to be supervised. Children staying in at lunchtime for any reason should have a badge or note so that meal supervisors know they have permission to be inside.
- Informal contact with parents/carers.
- Sending children to Headteacher or Deputy.
- Formal contact with parents/carers.

Severe behaviour will be recorded on an incident Log

In an emergency, use the send for assistance card (or another child) to summon help from the office.

The Headteacher may exclude a child on a temporary or permanent basis for very serious or persistent and well-documented misbehaviour. (see Pines Exclusion Policy)

The use of sanctions

If a child is behaving inappropriately and/or ignoring class rules, the following will happen in the majority of cases:

1st instance: A look/a gesture/a word/point to the displayed rule/move closer to the child/encouragement/focus on work rather than comment on the misbehaviour (i.e. What's the next thing you have to do? Where should you be now?)

2nd occasion: Reminder of the rule/repeat the instruction/clear description of desired behaviour/warning of the implication of breaking the rule one further time.

3rd occasion: Apply sanction as appropriate to the level of seriousness of the behaviour, using professional judgement. It may be useful to discuss a hierarchy of sanctions with the class, particularly with older children. At this stage, an entry into the class Behaviour Log will be made.

Managing pupil behaviour

Wherever there is a group of pupils, be it classroom, playground, dining area etc staff can take steps to minimise inappropriate behaviour by their own behaviour and the systems they have set up.

The following strategies may be of help:

- Establish routines for everyday activities such as lining up or giving out resources.
- Plan for any disruptive behaviour that you can anticipate e.g. not allowing two children who disrupt one another to sit next to each other.
- Refer to school code of behaviour and the responsibilities of individuals to follow it.
- Choose a consistent “Stop & Listen” signal and teach what you expect when you use it.
- Maximise opportunities for pupils to take responsibility for their own behaviour by providing choices whenever possible.
- Listen to children and communicate that you have heard what they have said.
- Give children opportunities to express their feelings.
- Sometimes one may choose to ignore a particular behaviour especially when it is done for effect. However, it should be followed up and mentioned to the individual at a later time.
- Address any potential difficulty quickly to avoid escalation e.g. playfighting in the playground.
- Try to avoid pupils finding themselves with nothing specific to do – have activities in reserve for extension, consolidation or for sending with a “time out” child.
- Be aware of the pupil who is not engaged with the activity i.e. at the back of the group, daydreaming but not disrupting.
- Be prepared for the lesson and ensure that the lesson purpose is known by pupils.
- Model the standards of courtesy expected from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Criticise the behaviour and not the person.
- Avoid sarcasm and threats, which are not subsequently carried out.
- Make fair and consistent use of sanctions.
- Keep to time in the lesson and finish on time.
- Ensure an orderly exit from the classroom.
- Analyse the classroom management performance and learn from it.

How we encourage children to sort out their own difficulties

Children should be encouraged to take responsibility for sorting out conflict. This means that adults must take responsibility for teaching them and modelling strategies for doing this. Adults are also responsible for seeing that children carry out these strategies and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

We help children to resolve conflict by:

- Ensuring others listen without interruption
- Encouraging children to maintain eye contact with each other
- Giving each child a turn to say:-
 1. What the other(s) have done to upset them
 2. How they feel about it
 3. How they would like them to behave in future
- Not allowing others to interrupt or argue
- Taking turns until everyone has finished

The adult is there as a referee, not as part of the discussion. S/he makes sure that the turns are taken, that children stick to the three steps and that they listen to each other. If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Working with parents

Parents can expect that every effort will be made to ensure that their children learn in a safe and happy environment and that they will be kept informed about their children's progress and involved in their learning.

Parents must be informed *early* about any situations that may be affecting a child's capacity to learn. We establish regular liaisons with parents so that the child is getting a consistent approach. This can be done through personal contact or, if that is not possible, through a home/school book or by telephone.