

Glebe Primary School

PUPIL BEHAVIOUR / DISCIPLINE POLICY



Policy review: Autumn 2023

Introduction

This document is a statement of the aims, objectives, principles and strategies for developing and supporting positive behaviour at Glebe Primary School.

DfE guidelines have been taken into consideration in the formulation of this Policy. It should be read in conjunction with the SEN and the Anti-bullying and Child Protection Policies.

This document provides a framework for the creation of a happy, secure and respectful environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school.

Aims

- To encourage a rights respecting culture throughout the school.
- To ensure positive behaviour and language throughout the school.
- To value and praise children's achievements in work and behaviour.
- To provide a school environment in which effective learning and teaching can take place.
- To ensure a whole school approach to discipline which is used and approved by all staff in the school - teaching and non-teaching.
- To ensure parents are informed and aware of disciplinary procedures and understand their responsibilities.
- To provide a system of rewards to encourage good behaviour and to try to reverse continuous and repeated inappropriate behaviour by using a range of assertive discipline techniques.
- To ensure a safe, caring and happy school for all.
- To develop the necessary skills to promote good citizenship.
- To promote self discipline, allowing children to understand that correct choices can be made
- To prevent bullying.
- To provide children with the skills to enable them to manage their own behaviour in order to understand the consequences of their own actions.

Glebe Golden Rules

A list of golden rules, accepted by staff and displayed across the school specifically relate to the whole school reward system. Staff have agreed to abide by them.

Behaviour Education

- All staff promote and encourage positive behaviour and a rights-respecting ethos through focused PSHE and SMSC activities.
- High expectations are consistent throughout the school.
- Children are expected to take responsibility for their own choices and the consequences of their own behaviour.
- Parents and pupils are aware of their responsibilities and rights with regards to pupil behaviour.
- Parents are expected to work with the school in order to promote appropriate behaviour.
- Good behaviour is rewarded and celebrated within our school community.

Working with Parents

Active partnership with parents aids promotion of good behaviour.

Some strategies include:

- discussion of behaviour, education and expectations at the first parents meeting;
- individual discussion between parent, teacher and child about good, as well as inappropriate behaviour, when necessary;
- individual discussion between parent and Headteacher involving parents in any behaviour strategies and action plans;

- involving parents in the school, e.g. helping in the classroom and on outings, etc after appropriate child protection checks have been carried out;
- reminders in newsletters about expectations;
- celebrations in the *Glebe Gazette* regarding good behaviour;
- use of home/school link book or star charts, where appropriate.

Involving parents is essential when pupils are experiencing difficulty in managing appropriate behaviour.

- A daily/weekly reporting system can be used to keep parents informed and to make the child aware that parents and teachers are working together.
- It is important to inform parents of the positives, as well as the areas for development.
- All goals must be small, manageable, attainable, realistic and set within a short time span.
- Behaviour charts, negotiated with the child, can be used to reward positive behaviour in specific areas.

Positive behaviour is celebrated in our school by:

- praising good work, behaviour, effort, responsible action, common sense and thinking of others;
- rewarding desirable behaviour or work with praise, stickers, rewards and team points, where appropriate;
- showing work to class and teacher explaining why this is good work;
- talking about how appropriate/inappropriate behaviour affects other children's learning;
- discussing strategies on how to help those who find it difficult to conform;
- giving Headteacher's awards;
- by children and teachers sharing good behaviour with the Headteacher, previous teachers and parents;
- use of PSHE and SMSC activities for the class to discuss issues and concerns regarding behaviour and to promote emotional literacy;
- rewarding good behaviour at lunchtime, against the *Glebe Golden Rules*, with stickers and from Midday Assistants.

Bullying

Bullying in any form is unacceptable and this must be made clear to all members of the school community. Complaints will be investigated seriously by talking to children and adults about any incidents. These incidents are recorded.

Strategies for dealing with complaints:

- alerting all supervisory adults;
- unobtrusively mounting an observation of alleged bully and victim in all areas of the school;
- assuring victim of immediate adult protection when requested;
- talking to individual or in a group/class situation to promote peer group support for victim;
- giving safe haven to victim;
- ask for explanation from bully and attempt appropriate reparation;
- putting good behaviour reporting system in place for the bully;
- talking to parents of the bully and enlisting their help;
- setting an exclusion zone;
- ensuring that the bully is aware of the measures that will be taken to protect the victim and any further instances will be dealt with firmly;
- withdrawal of privileges;
- as a very last resort, fixed term exclusion may be necessary.

All incidents which cause concern must be reported to the Headteacher and, if necessary, to all other staff.

An open exchange of information is essential to keep everyone - parents, teachers and support staff - informed of the current situation.

Violent behaviour, theft, racial or sexual harassment

These are totally unacceptable and all instances must be reported to the relevant senior leader or Headteacher.

Evaluation

- Parental, informal discussions obtain parental views.
- Pupil's views are sought through circle times, assembly times and class discussions.
- As part of our staff development programme, teachers and support staff work together in selected classroom contexts and observe good practice, providing feedback and areas for development where appropriate.
- As part of our rights respecting approach the School Council are involved with discussing arising issues.

Playground

Morning Playtime

- children must be regularly reminded of our golden rules, which they have created;
- playground toys and apparatus are brought out and taken in by the LSAs, assisted by some of the children;
- PALS are trained to help support children when playing.

Supervision

- Headteacher is visible outside between 8:35 and 8:50am.
- Teacher on duty must be in the playground for break times.
- Toys and apparatus should also go out at lunchtimes.
- Duty staff should be based in particular areas to ensure supervision.
- Teacher on duty will move around to monitor behaviour.
- Play pals are trained and encouraged to promote safe and fun play on the playground.

Lunch Time Behaviour

Weather permitting, the use of the playground at lunchtime should be the same as during the morning playtime.

It is important that children and mid-day meal supervisors have a good working relationship.

- If pupils are collected by supervisors, teachers should ensure that pupils are ready.
- Teachers should greet the supervisor and encourage children to do the same.
- In the playground, supervisors must site themselves to ensure good observation of children.
- When the bell is rung at the end of lunchtime, teachers will collect the children from their lining up positions.
- Supervisors will inform teachers of any inappropriate behaviour at lunchtime, this may be recorded in their MDA observation book.
- Supervisors will inform teachers of positive behaviour at lunchtime.
- Children are encouraged to play by the play pals.
- A member of the Senior Team are out on the playground at lunchtime.

Sanctions in the Playground

- When a child misbehaves a warning must be given.
- After five minutes the child is warned that if their bad behaviour continues, they will stand out again and the class teacher will be informed. They must complete a 4/5Ws and this is discussed with the pupil.

- When appropriate, parents will be informed, by a member of staff, of their child's lunchtime behaviour.
- If behaviour continues to be a cause for concern, the Headteacher may ask to see the parents and more serious sanctions may be implemented, e.g. exclusion from playground.
- For more serious incidents, e.g. aggressive behaviour, the child must be brought straight into school. They should complete a 4/5w's sheet. The class teacher, Assistant Heads or Headteacher may then be involved.

Moving Around the School

- Children must walk around the school, remembering that other people may be around the corner or coming the other way.
- Walking around the school in single file will help ensure all movement is quiet, controlled and orderly.
- If possible, pupils should keep to the left.
- Doors are to be held open by the first child.
- Noise must be kept to a minimum.

APPENDIX 1

The reward system is the same across the whole school. Each class share in the ownership of the *Glebe Golden Rules* and these are endorsed across all areas of teaching and learning.

Glebe Behaviour System

- Each class has a behaviour chart.
- Each child begins on 'Ready To Learn' at the start of each academic day.
- If a child is seen as making the right choices, they will move up to 'Glebe Golden Choice'. A child may be moved onto this level for:
 - Following the *Golden Rules*
 - Outstanding work or behaviour
 - Being a strong role model for the class.The class teacher manages the rewards for each pupil who has reached the *Golden Choices* by the end of the day, FOR EYFS, KS1 and Year 3 and by the end of the week for Year 4 - 6.
- If a child has chosen not follow the rules they will be given a verbal warning.
- If a child continues to demonstrate patterns of behaviour not in-line with the *Golden Rules*, the child will be moved onto 'Stop and Think'. They will then be given time out to consider their negative behaviour. A child may be moved onto this section if they:
 - Refuse to listen to instructions
 - Confront an adult or child in a verbally aggressive manner
 - Show low-level disruptive behaviours
- If a child moves onto 'Stop and Think', the incident will be recorded by the class teacher. These are collated by the class teacher, so that patterns of behaviour can be monitored.
- If the behaviour continues to be unproductive, the child will be moved to an alternate classroom for time out. This may be referred to a member of the SMT, if the behaviour does not improve.
- For more serious incidents, the SMT will be informed immediately. These may include:
 - Swearing
 - Threatening behaviour
 - Deliberating injuring another personThe SMT will inform parents and a decision will be made as to whether it warrants internal or external exclusion. It is vital that parents work with the school in addressing the issue and supporting behaviour improvements.
- To raise the profile of respect across the school, 'Catch Me' cards were introduced in June 2021. This reward system is on a pilot scheme at present.