

Panshanger Primary School

Whole School Behaviour and Discipline Policy

Introduction

This policy lies within the context of the following school aims:

- To create a happy, caring and stimulating learning environment in which children can enjoy, achieve and thrive;
- To realise each child's full potential by promoting healthy lifestyles and by providing a wide range of learning opportunities for academic, social, emotional, moral, spiritual, cultural, and physical development.
- To develop self-discipline and mutual respect for all members of the school and the wider community and encourage a caring, thoughtful attitude towards others;
- To foster a sense of responsibility for the environment and develop skills that the children will need in order to be active citizens able to take their place in the wider world;

Aims

It is the aim of the policy to support the following 5 outcomes for children:

- **Being Healthy** – promoting children's mental health and well being and keeping them free from bullying or oppressive behaviour;
- **Staying Safe** - creating a safe and secure environment so that all learners can achieve their full potential.
- **Enjoying & Achieving** - minimising potential disruption to lessons and school life so that all can take full advantage of the opportunities offered both inside and outside the classroom.
- **Making a Positive Contribution** - encouraging positive behaviour in the community which shows respect for others.
- **Achieving Economic Well Being** - providing children with the preparatory life skills of self-discipline and taking on responsibility for actions to enable independent living and economic well-being.

The development of a happy school environment is of paramount importance, and an essential part of this is the development and extension of good relationships with the children. Self-discipline and mutual respect are fostered through the example set by all those who are in the school, and through praise and encouragement rather than by relying on the exercising of sanctions. Whilst it is acknowledged that some sanctions may be necessary, a sanction laden system is seen as inappropriate in achieving our aims as sanctions inhibit, stunt and repress and therefore are not beneficial to the development of the whole child.

Attitudes and relationships between staff play a major part in setting the context for good behaviour. The positive, encouraging and caring way in which members of staff relate to others in the school and the wider community helps to develop these particular attributes in the children themselves and so lessens the need for sanctions.

Promoting Acceptable Behaviour

Everyone who comes into the school has responsibility for promoting good behaviour by example, showing courtesy, politeness and respect for others. When children are treated fairly and with respect, as opposed to being humiliated or belittled, they respond with respect. Each child should be valued as an individual and points to praise should be looked for rather than points for criticism.

Children need to be taught the difference between right and wrong, and to have a clear framework within which to operate. Part of this framework involves making values explicit and highlighting good behaviour. This is achieved through the awarding of a variety of merits, stickers, awards and certificates, and in weekly sharing assemblies through the public valuing of honesty, helpfulness, care and

consideration for others and similar qualities. Expectations about behaviour, trust, honesty and consideration have to be made clear through discussion and public praise. It should not be assumed that children will just pick these up. Children also need to have an awareness of cause and effect, and realise that they are responsible for their own actions.

Giving children responsibility helps to build up their self-esteem. Older children are given the responsibility of looking after younger ones as buddy group leaders, as Young Sports Leaders at lunch times, as indoor play classroom monitors, as Foundation Stage playground helpers, and as leaders of younger classes in assemblies. Children are also given specific responsibility for jobs around the school, and for helping new children to settle in the class / school.

To promote good behaviour in the classroom, teachers need to plan work carefully to ensure that it is appropriately differentiated, well matched to the needs of the individual and well paced. Work that is too difficult or, conversely, is insufficiently demanding, can lead to disruptive behaviour. Effective classroom management and organisation can also help to minimise the likelihood of inappropriate behaviour. Teachers strive to create an encouraging atmosphere, ensuring that all children succeed and are seen to succeed. It is also important to guard against making adverse comments about a particular group on account of an individual's behaviour and labels are strongly discouraged. Children are very quick to pick up on those who have difficulty making good behaviour choices and tend to blame them for everything. This needs to be avoided by promoting positive images of the child and not dwelling on the negative behaviour. Circle times are used to discuss behaviour issues and to invite the children to help resolve any incidents. Positive, acceptable behaviour is also reinforced through circle time and through the SEAL programme (Social and Emotional Aspects of Learning) and election of weekly 'SEAL Superstars' in every class.

Golden Rules and Golden Time

In order to highlight the value we place on positive behaviour in school, the children have been invited to consider what makes Panshanger a happy place to be and how it can be kept that way. As a result, our Golden Rules have been drawn up and are on display throughout the school:

At our school, both in the building and on the playground, we will try to follow our Golden Rules.

- Always treat others as you would like to be treated yourself.
- Keep your hands and feet to yourself so that fights are avoided.
- Be kind and gentle so that no one gets hurt.
- Be polite - 'Please, excuse me and thank you' words make us feel good, swear words do not.
- Play fairly so that arguments are avoided.
- Sit still in class, listen and don't interrupt or answer back.
- Work hard at school and at home and always try your best
- Look after school equipment so that we can all enjoy using it.
- Keep the building and grounds tidy so that we can all be proud of our school.
- Walk in school in order to avoid accidents.

Those who manage to keep the Golden Rules each week are 'rewarded' with Golden Time every Friday. This is a half-hour session when the children can choose what they would like to do from a range of activities agreed by the School Council each half term. If a child breaks a Golden Rule during the week, they may lose 5-minute intervals from their Golden Time. However, the time can be regained through positive behaviour which has been agreed with the adult imposing the time loss. Children who manage to keep all of their Golden Time for a whole term receive a certificate to celebrate their achievement!

Unacceptable Behaviour

Unacceptable behaviour falls into four main categories – bullying, fighting, using bad language and lack of respect. Examples of each follow.

- **Bullying** - this includes name-calling, ganging up, hurting others physically or emotionally, ostracising an individual and racial and sexual harassment, which take place in person or online over a period of time. See Anti-Bullying policy for further details.
- **Fighting** - this includes play fighting, kicking, punching, pushing, spitting, biting, throwing sticks and stones, karate, judo and other martial arts.
- **Using bad language** - this includes swearing, using insults and unpleasant colloquialisms.
- **Lack of respect** - this includes being rude, answering back, disrupting lessons, taking from another child or the school and damaging property.

Steps for Dealing with Unacceptable Behaviour

All children need to understand that everyone has a right to learn and to be safe and secure in school, and no one has the right to deny this to others. Therefore, unacceptable behaviour will never be ignored. It will always be dealt with. However, it must be understood that it is the behaviour that is intolerable, not the child, and the child should be given every opportunity to improve and to make amends for the unacceptable behaviour.

In order to prevent bullying and fighting, children need to know that their best course of action is to tell an adult immediately an intimidating incident arises. It can then be dealt with promptly, before it builds up. Adults have a duty to investigate every allegation, and all incidents should be reported to the Headteacher. Any allegations of bullying will be formally recorded, together with the steps taken to resolve the matter. (See end of policy for specific procedures to deal with bullying.)

Children who have difficulty in controlling their tempers need to be given clear channels for their aggression. It is unrealistic to expect these children never to lose their tempers, but it is unacceptable justification for hitting someone. The children need to know that if they are beginning to lose control, then they should seek help immediately. Talking things through with a sympathetic adult or just having some time alone can often diffuse the situation. Any child who does manage to seek help before taking out temper on another child should be given a lot of praise and encouragement in order to reinforce the positive action taken.

Depending on the nature of the unacceptable behaviour, one or more of the following steps could be taken, with the aim of stopping the unacceptable behaviour becoming worse, and trying to prevent it from happening again.

- A non-verbal reprimand such as 'look', raised eyebrow etc.
- A verbal reprimand ranging from a quiet word in order to calm the situation and to try to establish the cause, to appealing to a child's better nature, to a precise formal command.
- Moving a child to sit/work alone.
- Loss of break and/or lunch time to do work in the library.
- Sent to work in another class for a set period of time.
- Sent to work in the Deputy Headteacher's classroom.
- Sent to work outside the Headteacher's room.
- Sent to the Deputy Headteacher for reprimand.
- Sent to the Headteacher for reprimand.

(In the event of a child's non co-operation when asked to leave the classroom or playground, another child should be sent to fetch the Headteacher. The adult involved should stay put and stay calm.)

- Parents sent for to discuss problem and to help with its resolution.
- Setting up a home-school contact diary in which behaviour is monitored.
- Internal exclusion - child working within the school, but away from peers, for up to three days.
- Temporary exclusion from school - involving parents, governors and L.E.A.
- Permanent exclusion from school - involving parents, governors and L.E.A.

If a child is being reprimanded frequently, then parents should be invited in to try and resolve matters before the more serious sanctions are used. Permanent exclusion is normally seen as the very last resort, something that has not, to date, happened at Panshanger.

Procedure for Dealing with Bullying

Refer to Anti-Bullying Policy for procedures

Success of the Policy

The success of the policy can be measured using the following criteria;

- The majority of children achieving Golden Time certificates at the end of each term.
- Pupil satisfaction scores in the school's annual pupil survey.
- Good attendance

Definition

Bullying may be physical, verbal or emotional in nature. Bullying behaviour is deliberately hurtful and repeated over a period of time. It is difficult for those being bullied to defend themselves.

Steps to Prevent Bullying

The following will be used to enhance children's self-esteem and to reinforce messages about our values and the unacceptability of bullying.

- Regular reminders about and discussion of our Golden Rules.
- Weekly Circle Times where issues can be explored and solutions suggested by peers.
- Assemblies where explicit messages are given about how we value kindness, thoughtfulness, friendship and other positive behaviours.
- Receptive and responsive adults who are willing to listen and to help.
- Developing skills and strategies for dealing with potentially difficult situations through our work on personal, social and health education. (PSHE)
- Giving children the confidence to clearly state when another's actions are causing distress.
- Encouraging parents and children to discuss any concerns at an early stage rather than waiting for incidents to escalate.

Action in Response to an Incident

If an incident is reported, members of staff will:

- Listen.
- Investigate by talking to all those involved.
- Inform the Headteacher.
- Agree a course of action.
- If appropriate, record the incident and the agreed action in the incident book.
- Inform parents of the children involved.
- Regularly review the situation.

Governors' School Effectiveness Committee

Reviewed and slight amendment: January 2017

Next Review: January 2018