

Panshanger Primary School

Whole School Behaviour and Discipline Policy

Developing positive relationships

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 positive behaviour and attitudes

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

Children also need to have an awareness of cause and effect and to realise that they are responsible for their own actions. 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 stickers, awards and certificates, and in weekly assemblies through the public valuing of honesty, helpfulness, care and consideration for others and similar qualities. Children may also see the Head or Deputy Head in order to receive praise and a sticker. Expectations about behaviour, trust, honesty and consideration have to be made clear through discussion and public praise. Giving children responsibility helps to build self-esteem. Older children are given the responsibility of looking after younger ones in a range of ways including as buddy group leaders, as Sports Leaders at lunch times, 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 into the class / school.

To promote good behaviour in the classroom all children need to be able to access learning activities. Teachers 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 also helps to minimise the likelihood of inappropriate behaviour. Teachers strive to create an encouraging atmosphere, ensuring that all children succeed. It is also important to guard against making adverse comments about a particular group because of an individual's behaviour. 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, therefore reinforcing positive behaviour.

School Expectations

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

At our school, both in the building and on the playground, we will try to follow our School Expectations:

- be prepared
- be positive and have a go
- be kind and thoughtful
- be hardworking
- be respectful

Unacceptable Behaviour

Unacceptable behaviour falls into four main categories:

- **Bullying** - this includes name-calling, ganging up, hurting others physically or emotionally, ostracising an individual and racial and sexual harassment, which take place over a period of time. (See Anti-Bullying policy for further details.)
- **Fighting** - this includes play fighting, kicking, punching, pushing, spitting, biting, throwing things, 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 items 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 not be ignored and will always be dealt with. However, it must be understood that it is the behaviour that is unacceptable, not the child, and the child should be given every opportunity to improve and to make amends for the behaviour.

In order to prevent bullying and fighting, children need to know that their best course of action is to tell an adult immediately if an intimidating incident arises; in this way the incident can be dealt with promptly, before it builds up. Adults will investigate every allegation, and all incidents should be reported to the Headteacher / Deputy 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.) CPOMs is most commonly used to record this.

Children who have difficulty in controlling their tempers need to be given clear channels for their aggression. The children need to know that if they are beginning to lose control, then they should seek help immediately. Talking things through with a trusted adult or just having some time alone can often diffuse the situation. Any child who seeks help in this situation should be given a lot of praise in order to reinforce the positive action they have taken. Work through our PSHE curriculum (Jigsaw) and the use of Zones of Regulation supports this.

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

- A non-verbal reprimand such as a 'look', raised eyebrow etc.
- A verbal reprimand ranging from a quiet word in order to calm the situation, to appealing to a child's better nature and to a precise formal command.
- Moving a child to sit/work alone.
- Loss of break and/or lunch time to do work in the hall.
- 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.)

- Discussion with parents about the problem and 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 seen as the very last resort.

Success of the Policy

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

- Good attendance
- Range of rewards regularly used
- All children aware of the School Expectations

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 School Expectations.
- 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 and invite them into school to discuss the incident, as appropriate
- Regularly review the situation.