



Stanwell Fields C of E Primary School  
Behaviour and Discipline Policy

Date Adopted: Updated September 2015  
Reviewed 1<sup>st</sup> September 2016

A handwritten signature in red ink, which appears to read 'Paul Hope', is enclosed in a light grey rectangular box.

School Mission Statement:

To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community.

Purpose

This policy is owned and implemented by the whole school community to ensure that we offer a fair and consistent school experience for every child.

While we recognise that children have a variety of experiences and discipline outside school, within Stanwell Fields we strive to offer an established, disciplined atmosphere in which children can feel safe, valued and happy. We encourage children to learn how to behave in a caring and respectful way to everybody. Every child has the right to learn and teachers have the right to teach in a well ordered atmosphere. We also involve parents, carers and other appropriate agencies, particularly if there is an ongoing problem with a child's behaviour.

We know that good practice in our school is evident and supports the following basic principles:

- That we support teachers to become skilled and confident in managing behaviour
- That class teachers take time to negotiate and formulate rules with their class
- Teaching is planned to be interesting and well paced
- Teachers implement the policy fairly and consistently and children know this
- Rewards and praise are used regularly (every child every day)
- Children are told clearly when their behaviour needs to improve and are supported to do so
- Sanctions are used only after proper attention and support is given to children who misbehave
- Children know that we expect their best and want them to achieve well in school
- Be explicit and praise good behaviour

Implementation

At Stanwell Fields we have an Assertive Discipline Behaviour Policy which lays down very clearly for each class the behaviour which is expected and the rewards which will be given for it. If, however, the expectations of behaviour are not realised then there are very clear sanctions (see appendix 1 & 2). The most important values underlying this are the use of positive praise. Every child, every day and being fair and consistent.

At the beginning of the year the classteacher, in line with this Behaviour policy, negotiates and agrees class rules with the children and uses them regularly until they become an embedded part of class life (see appendix 3). At the beginning of each term parents will be provided with the class code of behaviour for

their child to read and to support the classteacher. Every class will have a reward and sanction board in their classroom for the children to have ownership over.

All staff, including the Headteacher and senior leadership team are responsible for dealing with the children throughout the school at any time: when moving around the school, in worship, during playtimes and so on. We strive to be consistent at all times ensuring that all children follow the Schools Code of Conduct (see appendix 3)

We are all role models to our children and must be seen to be good ones in our implementation of rules and the language that we use to children. Many children are also good role models and behave well all the time; they also deserve recognition and praise.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

#### We respect each other

We will teach and encourage children to do the following:

- Maintain a positive attitude
- Listen without interrupting or 'back-chat'
- Make eye contact with other people
- Use the other person's name
- Try and empathise –for example: 'how do you think the other person is feeling' or 'what would you feel like if someone did that to you?'
- Remember their good manners
- Take their hands out of their pockets
- Not to shrug when being reprimanded

#### We help each other to be safe

We will teach and encourage children to do the following:

- Not to engage in 'rough play' in the playground
- Report any concerns to an adult of their choice
- Behave as ambassadors for the academy when on educational trips or at other venues, for example swimming lessons and sporting events.

#### Staff are expected to:

- Monitor playground behaviour and be proactive rather than reactive
- Be endlessly vigilant and take preventative measures, for example monitoring 'trouble spots.
- Use their emotional intelligence and remember that little things can become big things-it's important to pay attention to details and to take responsibility for following EVERY incident up-children's personal development and well-being is paramount. Remember ... each child is your responsibility
- Be punctual and ensure that lessons begin on time
- Dismiss children at the end of the day in a calm and orderly manner ensuring that each child has his/her belongings (coat, book bag, bag, PE kit) and is handed over to a responsible adult
- Monitor children for behavioural changes in line with Child Protection guidelines
- Brief accompanying adults on educational visits

#### We listen carefully

We will teach and encourage children to do the following:

- To look directly at the person speaking to them
- To listen closely and without interrupting
- To keep their hands and feet still when speaking to an adult
- To think carefully about what has been said before responding

### We work hard

We will teach and encourage children to do the following:

- To complete their work within a set time
- To concentrate within a given time
- To send unfinished work home with parental agreement
- To be proud of their learning
- To understand that presentation is important

### Staff are expected to:

- Have high expectations for each child
- Explain to children the positive consequences of making good progress

### We look after things

We will teach and encourage children to do the following:

- Pick up coats
- Put lunch boxes away
- Put away play equipment
- Look after their books i.e. no graffiti
- Look after their book bags and PE kit
- Leave valuables such as jewellery and mobile 'phones at home
- Clear up in the hall
- Behave sensibly in the toilets
- Take belongings home at the end of the day

### We are honest

We will teach and encourage children to do the following:

- Explain the part they have played in an incident
- Acknowledge the part they have played in an incident
- Accept responsibility for the part they have played in an incident
- To apologise and make amends

### We walk quietly and calmly around the building

We will teach and encourage children to do the following:

- Line up one behind the other
- Move around the building in a safe and controlled way which enables children with a range of needs to cope with their surroundings

### Staff are expected to:

- Look up and down the lines
- Make eye contact with each child

### Acceptable Behaviour

The list of acceptable behaviours could be endless, but within a school context the following broader categories apply. Children should:

- Be able to show respectful attitudes to all adults and peers
- Respect property and resources including not wasting time
- Obey school rules, especially to follow instructions given by adults

- Develop the ability to manage their own behaviour
- Be prepared for school, bringing the correct resources and attitude
- Take pride in their school which is evident by their good behaviour

### Unacceptable behaviour

Adults need to distinguish between low-level disruptive behavior; that which interferes with teaching and learning or normal day-to-day running of the school and that which is extreme.

Most low-level disruptive behaviour can be dealt with by the classteacher with reference to classroom rules and routines. There are also techniques such as proximity praise and talking quietly which allow a child to be brought back on task without needing to drop far down the consequences in class.

Marked disruptive behaviour should be dealt with in the same way, with rules and consequences being fairly and consistently applied. All children need to know what will happen if they continue with poor behaviour and have the opportunity to change and resume a good behaviour pattern.

If a child continues to be disruptive or is not complying with rules they may then reach the final consequence and need to be sent to a member of the senior leadership team or headteacher. In these cases it is most important that this is done in a consistent way and that good information is passed on regarding the behaviour. As soon as it is practicable, teachers should send a member of the class support team to verbally report on the behaviour or send a note from the class teacher with the pupil or another child. Work should also be sent for the child wherever possible.

### Procedures for Dealing with Major Breaches of Discipline

For extreme cases, where a child is suddenly violent, or refuses to comply with instructions which will lead to putting the child or others at risk, all normal rules are supported and a 'drop down' approach is used. This means that the Headteacher (or Senior Leadership Team member if this is not possible) is immediately involved. The Headteacher reserves the right to exclude a child whose behaviour is wholly unacceptable in the school.

### Behaviour modification strategies

There are occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

### Anti-Bullying (See Anti-Bullying Policy)

All schools now need to acknowledge that they cannot guarantee that there will never be bullying. However, in this policy we agree our approach to dealing with this and monitor our routines and practices to minimise the opportunities for bullying to occur. Bullying may be verbal threats or physical abuse and may even be stylised to signs by gesture or expression. Cyberbullying may also take place. Some bullying may occur in a single or few instances. These should be dealt with as promptly as any other.

Bullying can be subtle and not immediately noticeable, for instance, to those on playground duties. All adults in school should report any information regarding this on a need to know basis. This may be something heard, information passed on by a child or parent and the names of those known. All children reporting bullying must be listened to and not told to 'go away and play elsewhere'. Children who are victims should be given our full support and their bullies should be made to confront and admit their

behaviour and make reparations. This then needs to be monitored to ensure that it is not simply driven underground.

All children should be encouraged to tell adults in the knowledge that they will be listened to and incidents will be properly dealt with. This includes those children who witness but do not report. An open reporting system is the best way to ensure that bullying is not a part of our school culture.

Bullying, as behaviour that is against our school Behaviour and Discipline Policy, will be dealt with in the same way as other behaviours. Similarly, this sort of behaviour around school or during playtimes is dealt with by reference to normal practice.

All staff need to make a professional judgement on whether any bullying behaviour, even a first instance, is serious enough to involve sending the child to the Headteacher or member of the SLT. Our school believes that it is better to act than not to act and senior members of staff are always available to advise.

### Prejudice related incidents

At times bullying may be of a prejudicial nature e.g. SEND, sexist, racist, cultural, transgender, homophobic.. As a school we have a duty to record such incidents and report them annually. All such prejudice related incidents must therefore be recorded, dated and signed by any staff who dealt with it and a copy handed to the Headteacher. (see Anti bullying policy for the form) We do not tolerate these incidents of bullying at Stanwell Fields but recognise that some children will have poor role models outside school. We are committed to educating our children in order to develop them into responsible members of a multi diverse society.

### Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the academy rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with the academy
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively
- By recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- By NOT dealing directly with other children and parents and allowing the academy to deal with them
- By speaking directly to the class teacher

### Links with other Stanwell Fields Policies:

Anti-Bullying

Anti-Radicalisation

Communicating With Us

Equalities

E-Safety

Internet use

Policy for Touch and the Use of Restrictive Physical Intervention

Safe working Practice Agreement

Safeguarding

School Code of conduct for Parents and Visitors

## Appendix 1

### Stay On The Sun” - A Whole School Behaviour Management System

#### Aims

- To provide a calm, stable and secure environment that encourages children to learn.
- To help children develop as responsible caring citizens and allow them to take advantage of the opportunities available to them.

#### Key Elements of ‘Stay On The Sun’

- A behavioural system that promotes self control and co-operation
- Heavily weighted towards positive reinforcement of good behaviour
- Encourages children to take responsibility of their own behaviour
- A clear and transparent system of praise and sanctions
- Linked to the school’s ethos and agreed rules.
- Used by all staff members

#### How it Works

- Each class displays a ‘Stay On The Sun’ chart
- Each day every child starts on the sun
- They move up or down the weather symbols dependent on their behaviour (see next section)
- Children can move up and down quite quickly thus positive behaviour is reinforced and undesirable behaviour is acted upon instantly.
- So that the children’s responsibility for their own behaviour is reinforced they generally work the chart themselves (so they are aware of their progression up and down)
- All the children are made aware of the steps up and down the chart
- The system is carried out consistently within each class and across the whole school
- Each day all pupils start on the sun so there is a fresh start and an opportunity to do well

#### Positive Behaviour and Learning Reinforcement Steps

- Sun– where all children begin and the minimum expectation for the end of the day
- Rainbow– the first step to reward exceptional behaviour, effort or work – a rainbow certificate is awarded
- Rainbow Star– the second step to reward exceptional behaviour, effort or work. Children who end the day on this go to the Headteacher on Friday at 2.30pm for a sticker and a special certificate. The child’s name is also entered into the ‘The Rainbow Star Book’. If a child’s name is entered in the ‘The Rainbow Star Book’ three times in a term they are presented with a prize and a letter goes home to their family.

#### Extra rewards

- Positive messages home to parents – Praise Pads and Parentmail
- Class stars are earned for good class behaviour, 10 stars earned equals 10 minutes free time or fun class activity.
- Send to Assistant Head for praise and a special sticker.
- Send to Deputy Head for praise and a special sticker.

#### House Tokens

- Each token = 1 team point.
- The tokens will be counted by class monitors on a fortnightly basis and they will be totaled across the year group and not just the class
- Rewards will be negotiated with the year groups

- Teachers to keep a record of the winning 'House' when counted.
- Each house has Year 6 leaders which are voted for by the members of that house through an election process

### Sanction Steps

- Sun- where all children begin and the minimum expectation for the end of the day
- White Cloud – First warning
- Grey Cloud–Child sent for time out in designated area in class or partner class
- Thunder Cloud – Teacher's own consequence (loss of responsibility, repeat work, apology letter)
- Thunder Bolt – Break Time Detention, teacher to log on Sims and call parents

### Consequences of negative behaviour

1. If a child receives 3 detentions the Deputy Head will arrange a meeting with both the parents and the child
2. If a child receives a 4<sup>th</sup> detention the child will have an internal exclusion for ½ a day.
3. If a child receives a 5<sup>th</sup> the child will miss lunch and break times for the week.
4. If a child receives a 6<sup>th</sup> detention they will be put on a report card and report daily to the Headteacher.

### Further Consequences for all year groups

1. Lunchtime Exclusion
2. Time out with Deputy Headteacher.
3. Time out with Headteacher.
4. Internal exclusion
5. Exclusion.

## Appendix 2

### Lunchtime Behaviour Management

#### Rewards

1. Stickers
2. Praise Pads
3. Golden ticket (given out each week during Celebration Assembly)
4. Lunchtime Monitors
5. Certificates

#### Consequences

1. Verbal warning
2. Time out
3. Minutes lost from Lunchtime play
4. Send to Senior Midday Supervisor
5. Send to Headteacher / Deputy Head
6. Lunchtime exclusion
7. Inform parents

Mid Day Supervisors must deal with any incidents that arise during the lunch break and record it on the incident record sheets and give them to the class teacher at the end of each lunch break.

Incidents can be referred onto the Senior Mid Day Supervisor and, in serious cases, to the Head teacher or Deputy Head Teacher.

## Appendix 3

Stanwell Fields C of E Primary School

Our School Code of Conduct

In Autumn Term 2015 the school adopted RESPECT as their school rules.

RESPECT for .....

Each Other

The Staff

The Children

The School Vision and Values

The School Rules

The School Building and grounds

The School Equipment

The Community

People's Feelings

British Values

Diversity

Religion

Different Opinions