

Willerby Carr Lane

Primary School



Behaviour and Discipline Policy

Covid 19 update

POLICY MANAGEMENT

Approved by	Full Governing Body
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Aims

Our School aims to provide a caring, safe, secure and happy environment in which every child can achieve his or her highest standards both socially and academically.

Objectives

Children will only achieve their full potential within a well-ordered environment both in and around the classroom.

It is important to maintain an atmosphere, both in and around school, which supports the school's aim to provide a high quality education. This can only be achieved where there is a commitment from all staff, both teaching and non-teaching, to achieve this, and where:

- there is consistency
- standards of behaviour are discussed with pupils regularly
- it is clear to all what is expected
- rules are discussed with all those concerned, including the children
- there is an effective system of rewards and sanctions throughout the school
- children are encouraged to become responsible for their own behaviour

The Headteacher is responsible for maintaining discipline in the school.

It is the duty of all teachers to establish and maintain good order and discipline within the teaching situation and in the school environment. In order to achieve this, it will be necessary to have clear expectations. Classroom rules should be kept to a minimum and will be more effective if they are agreed by the children and then clearly displayed.

The Senior Lunchtime Supervisor and her assistants are responsible for maintaining discipline during the midday break.

Covid 19 related additional expectations

Children are expected to:

- follow the altered routines for arrival or departure including arriving punctually at the correct drop off point at the designated time; leaving the site promptly; maintaining social distancing
- follow school instructions on hygiene, such as handwashing and sanitising. Instructions will be displayed in classrooms, toilets and around school. They will be regularly reminded by teaching staff.
- follow instructions on who pupils can socialise with at school. Remaining in their designated 'bubble' and avoiding, as much as possible, any contact with children from another bubble
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, entry exit points, demarcated play areas)

- adhere to expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus
- follow rules about sharing any equipment or other items including drinking bottles
- make use of toilets as directed including: washing hands thoroughly following guidance; not lingering in toilets; maintaining 2m spacing outside toilet whilst waiting;
- when accessing online education (e.g. Google classrooms), pupils are expected to maintain good standards of conduct and behaviour and continue to show respect to their teachers. They must only post acceptable comments and material online.

Rewards and Sanctions

Most behaviour is learned. If a behaviour is followed by a rewarding consequence that behaviour is likely to be repeated. Rewarding good behaviour is more likely to be beneficial in the long term than punishments or negative reinforcements.

Sanctions are not as effective as rewards in the long term for establishing good behaviour but are effective where an immediate impact is required.

The following is a list of rewards and sanctions that might be appropriate:

Rewards

- Praise
- Merit marks
- A personal reward (based on knowledge of the child)
- Communication with parents by letter or telephone
- Posting good work on social media e.g. Twitter

Sanctions

- Non-verbal admonishments
- Verbal admonishments
- Use of the traffic light system (staff to move names on traffic lights – not children)
- ~~Making the child move seats or stand or sending them to another class~~
- ~~Withdrawal of privileges e.g. playtime/ clubs/ finishing off work under supervision during break time~~
- Serious or persistent misbehaviour must be brought to the attention of the Headteacher or other senior member of staff
- Communication with parents by letter or telephone
- ~~Home/school behaviour book~~
- Individual Behaviour Plan
- Exclusion in accordance with national guidance

Merit Marks

Merit marks are an important part of the tradition of the School. They should be given to reward all types of desirable behaviour whether social or academic. They should be awarded by all members of staff, both teaching and non-teaching.

All children are placed in one of four "houses":

- Blue - St Andrew's
- Green - St Patrick's
- Red - St George's
- Yellow - St David's

All merit marks are added to weekly totals. A cup is awarded to the winning team each week.

In addition to merit marks adding to the "house" weekly total individuals should keep on-going totals which will be acknowledged in the following way:

- 100 points - bronze certificate
- 200 points - silver certificate
- 300 points - blue certificate
- 400 points - gold certificate + prize

Friday Award Assembly

~~Two children from each KS1 class, and one from each KS2 class, are awarded a Growth Mindset Certificate for their attitude to work at the end of week in the Friday Award Assembly.~~

CPOMS Behaviour Log

A whole school behaviour log is maintained on-line. Significant incidents of misbehaviour are recorded in the CPOMS system – i.e. any misbehaviour that would equate to moving to 'red' on the traffic light system (e.g. defiance, disruptive behaviour, insolence, assault, fighting, damage to property, verbal abuse, bullying, racism and so on).

The Behaviour Log is monitored by the Headteacher and Senior Leadership Team on a regular basis. Parents may be invited to come and discuss their child's behaviour with the class teacher and/or the Headteacher.

Outside Behaviour

Most outside behaviour can be controlled by the staff moving around the playground and intervening promptly when difficulties are developing. Class teachers should be informed of poor behaviour at breaktimes and the CPOMS Behaviour Log updated appropriately.

Traffic Light System

All classrooms work on the principle of a traffic light system, using Green, Amber and Red Circles.

All pupils have a laminated name label which starts on Green each day.

Any pupil behaving inappropriately will be given verbal warnings.

Continued poor behaviour will result in the pupil being moved to Amber. They should be given a clear choice to demonstrate improved behaviour within a specified short time. ~~Pupils should be asked to move their own name where appropriate.~~ Staff will move their name card where appropriate. If they make the right choices, then their name should be moved back to Green.

If they continue to make poor choices, then it will result in that pupil being moved onto Red. At this stage the incident will be recorded in the whole school Behaviour Log.

A child can be moved straight to red if the seriousness of their behaviour merits it.

A child moved to Red will miss their morning or afternoon playtime – **by standing at a designated point on the playground.**

Each half term pupils who have not been in the Behaviour Log will be awarded 5 merit points for Good Behaviour.

Restorative Approach

Staff follow principles of restorative justice in trying to “make things right”. The restorative approach is based on the belief that the people best placed to resolve a conflict, or a problem, are the people directly involved. We encourage children to think for themselves so that their behaviour is not motivated simply by avoidance of punishment. The guiding principles are:

Foster awareness in the pupil of how others have been affected.

Involve the student actively by asking them to speak and to listen to those who have been affected by their inappropriate behaviour.

Separate the deed from the doer. Recognise a pupil’s worth, their virtues and accomplishments while disapproving of their wrongdoing.

Recognise that incidents of poor behaviour can be used as an opportunity for learning.

The following questions may be used to scaffold a discussion:

1. What happened?
2. How did it happen?
3. What was your part in it?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

The child is actively involved in the process. In some cases, the perpetrator and the 'victim' may be present at the same interview. Restorative approaches can be used individually, with groups or with whole classes. They can be used as standalone sessions or as part of circle time and PSHCE.

Individual Behaviour Programmes

For persistent poor behaviour, parents will be contacted and the pupil will be put on an individual behaviour programme ~~with an accompanying target and monitoring sheet which may go home at the end of each day/week~~. Targets should be designed in line with whole school behaviour expectations whilst also maximising the chances of success. Free playtimes or unsupervised times may need to be reduced and gradually built back up as the child learns to regulate their behaviour.

Individual behaviour programmes (IBPs) should be drawn up jointly by the classteacher and inclusion manager and, where possible, involve the child and parent/carer(s).

~~Parents will be informed by telephone of the child's progress against their targets at regular intervals.~~

Serious Breaches of School Rules

All members of the school community have a right to expect that the school is a safe place in which to work and learn. There is no place for violence, threatening behaviour or abuse against any member of this community. In all such cases, the Headteacher, or in his/her absence the most senior member of staff, will follow the guidance as set out in *Exclusion from maintained schools, academies and pupil referral units in England* (DFE September 2017) and *Keeping Children Safe in Education* (DfE 2018).

Serious breaches of the school's behaviour policy could result in either fixed term or permanent exclusion.

Serious breaches of the school's behaviour policy would include:

- ~~Deliberately coughing or spitting at, or towards, any other person (child or adult)~~
- physical assault against a pupil or adult
- verbal abuse or threatening behaviour, including bringing to school dangerous items or offensive weapons
- bullying
- racist abuse
- sexual misconduct
- drug & alcohol related offences
- damage to school or personal property
- theft
- persistent disruptive behaviour.

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In cases of serious breaches of the school's behaviour policy and the identification of safeguarding concerns, it may be necessary to follow the school's Child Protection and Safeguarding policy (2017).

Alternative strategies may be tried by the lead teacher to avoid exclusion, such as:

- restorative justice
- SEN intervention
- mediator
- internal seclusion
- managed move

The following measures to reduce the number of pupils at risk of exclusion will include:

- regular staff training on managing behaviour
- engaging with parents
- support from the school counsellor for the pupil and/or parents
- referral to East Riding behaviour support service

Disability discrimination

The school will not treat disabled pupils less favourably than their non-disabled peers and will make reasonable adjustments to ensure that disabled pupils are not put at a substantial disadvantage compared to non-disabled pupils.

Race relations

The school will endeavour to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people of different racial groups. Racial incidents are monitored by the school.