

SALMESTONE PRIMARY SCHOOL

Behaviour & Discipline Policy



Mrs. Clarke-Kray
June 2017

Review every year

Our Vision

'Salmestone Primary School aims to provide quality teaching and learning for all our pupils, delivering a curriculum for the development of the whole child and one that is fitting for the 21st century, in a safe, secure, happy, caring and stimulating environment.'

Aims

- To encourage a calm, purposeful and happy atmosphere within the school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued and self-esteem is raised.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school and encourage a school/parental partnership which promotes children's education and maintain standards of behaviour.
- To resolve relationship conflicts and adapt poor behaviour choices through our use of restorative practices.
- For staff to project themselves as good role models, co-operating and supporting one another and treating colleagues and pupils with courtesy, consideration and respect.
- To ensure that behaviour does not inhibit learning or impede potential.

Children's Responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff Responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment both physically and emotionally.
- To use the agreed school rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents and carers so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their (special) needs.

The Parents/Carers Responsibilities are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

Encouraging outstanding behaviour for learning in school

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, through example, good standards of behaviour.
- We praise good behaviour both privately and publicly.

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As children spend a lot of time within the classroom it is essential that well organised and delivered lessons will seek to secure good standards of behaviour. Bearing this in mind teachers should aim to:

- Know their pupils as individuals. This means knowing their names, personalities, interests, friends and any other relevant information.
- Plan and organise both the classroom and lessons to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson.
- Continually observe or 'scan' the behaviour of the class.
- Be aware of, and control their own behaviour, including stance and tone of voice.
- Model the standards of courtesy that they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, condemning the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm.
- Consistently applying school sanctions.

Everyone in the school community is responsible for the behaviour and discipline of its pupils and must ensure that continuity exists between all personnel within the establishment.

In focusing on behaviour and discipline it is important that parental co-operation and support are there within the school in order that the school can move progressively forwards.

Creating the right climate within the school-a philosophy

All the children who attend Salmestone must feel wanted and that they, as individuals, have a part to play at school.

This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school and that other people e.g brothers, sisters, peers,

teachers, parents/guardians, visitors and governors, depend on them to behave in a mature, well-mannered and respectful way. Of course, this is not a one way process and children need to see adults in school as models of outstanding behaviour.

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, carers, visitors, governors, teachers and children must treat each other with a level of mutual respect.

Children, parents and carers should be greeted with a warm welcome each day, setting the right tone for the rest of the day's events.

Good manners cost nothing and children, and grown-ups alike, should use them within the contexts of this school at all times.

Creating the right climate - practical strategies

- Children are greeted each morning outside by a range of school staff. They are encouraged to enter school in a calm and purposeful way.
- Movement around school should be done in a calm and purposeful manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the day, lessons should begin promptly. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed. Children observed behaving appropriately, politely and considerately, for example, holding doors and lining up quietly, should be thanked, praised or rewarded with a 'Smiley'.
- As children leave the classroom to enter assemblies, change rooms, go out to and come in from play, they should follow the lineup code and leave and enter the classroom with a sense of respect for others around them. The teacher and, teaching assistants, should position themselves at the most suitable vantage points. Good behaviour should be reinforced with praise.
- Play times and dinner times should be calm. Salmestone runs an active play and lunchtime. There are a variety of zones which pupils choose to play in. Each zone is supervised by adults. When on duty, staff should take the opportunity to interact with children and promote positive behavior whilst maintaining an overview of the play area and endeavor to spot potential problems before they escalate. Children are not allowed back into school during playtimes unless visiting the toilet. Children are not allowed to remain in the building unsupervised apart from year 6 school prefects who patrol the corridors to ensure no other pupils are inside.
- At the end of the school day all children should be escorted safely and in a calm manner to the playgrounds where they are collected by parents and guardians thus ending the day in the right tone. The Senior Leadership team and middle leaders should be highly visible to ensure that all these procedures are operative.
- A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Rules

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized.

Our Listening Code - SHOW ME 5

When I am asked for my attention I:

Stop what I am doing
Look at the speaker & Listen
Empty my hands
Stay Still
Stay Quiet

Our Line up Code

When I am asked to line up I:

Walk to the end of the line
Leave a person space
Keep my hands and feet to myself
Keep quiet and still
Listen to instructions

Rewards and Praise

At Salmestone we recognise that a great emphasis should be placed upon praise and reward in recognition of pupils' good efforts. We believe that pupils will achieve more, have increased motivation and improved behaviour when staff praise and reward their successes.

Salmestone whole school praise and rewards include:

General Rewards	
Verbal praise and encouragement	This is given by all staff members both in and out of lessons.
Stickers	Any member of staff can award a sticker as a reward for good or improved work, behaviour and attitude.
Recognition of success outside of school	This can be given for success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards.
Children's work on display	We aim to display pupil work both in the classroom and corridors of the school.
A visit to a Senior Leadership Team member	This may be to share good work or in recognition of good behaviour.
Positions of greater responsibility	These may include: Prefects, School Councilors and Team Captains. Towards the end of every year, children from years 1, 3 and 5 are nominated by their class teachers to become a prefect based on their demonstration of our core values and school rules throughout the year. These children attend a presentation evening in July and receive special jumpers which can be worn during the year ahead.
Whole School Rewards	
Good to be Green Smilies	As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Smilies. They are intended to help staff focus on positive rather than negative behaviour. Once awarded, a smiley can never be deducted.

Smiley certificates	These are awarded in celebration assemblies. BRONZE – 100 Smilies, SILVER – 200 Smilies, GOLD – 300 Smilies, PLATINUM – 400 Smilies.
Attitude and Achievement certificates	1 child from each class will be nominated for each of these awards by their class teacher. These will be awarded in weekly Key Stage celebration assemblies.
Core values wrist bands	All staff are able to nominate pupils for a core values wristband if they have demonstrated one of our core values. They are awarded during our weekly Core Value assemblies.
Pupils who remain green for behaviour	The pupils who remain green all term will receive a reward which may include: a film, a sporty or a creative afternoon.
Classes who achieve 97% or above attendance in a week	These classes receive an attendance certificate which is displayed outside of their classroom for all to see. They will also be permitted to wear non-school uniform on the following Friday.
Individual rewards for achieving 97% or above attendance	These children will receive a termly certificate awarded to them in assembly time.
Classes who achieve 100% attendance in a week	These classes receive a class reward to be agreed with the class.

Sanctions

Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour.

Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially during teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, Senior Leaders, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

Children are familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the incident this may include immediate, permanent exclusion however this is rare.

As a general rule the following sequence should be adhered to, with steps 1 and 2 being compulsory:

Step 1

Give a warning. Move green card sideways.

At the earliest opportunity the adult will initiate a restorative conversation and get an agreement on how behaviour will now change from the child; this allows the child to take responsibility for their actions. *

Step 2

Give a yellow card.

A yellow card slip will be completed by the adult.

At the earliest opportunity the adult will initiate a restorative conversation and get an agreement on how behaviour will now change from the child; this allows the child to take responsibility for their actions. Children should be fully aware that this means they have now lost the next available playtime. At playtime the child is escorted to the detention area. The yellow slip needs to be given to the member of staff on duty.

At this stage a decision may be made to reposition, separate or move the child to encourage improved behaviour if required. *

Step 3

Give a red card

A red card slip will be completed by the adult

At the earliest opportunity the adult will initiate a restorative conversation and get an agreement on how behaviour will now change from the child. This allows the child to take responsibility for their actions.

Children should be fully aware that this means they have now lost the next available lunchtime. At lunchtime the child is escorted to the detention area. Their red slip needs to be given to the member of the staff on duty.

A phone call/text home takes place that afternoon or by the end of the following day. On return to class the child's name is written on the board and their card is put back to green.

Step 4

If a child receives a second Red Card in the same day a second red card slip will be completed by the adult.

The child needs to meet with the Senior Leader/behavior lead on duty straight away. The Senior Leader/behavior lead will initiate a restorative conversation and get an agreement on how behaviour will now change from the child. This allows the child to take responsibility for their actions. A phone call is made to home and the Senior Leader and the child will talk to the parent /carer.

If required a cool off time is given to the child. The child will remain out of class until they are 'ready' to return to learning with the rest of the class. At times the child may continue their learning while they are 'cooling off' with the Senior Leader. The child is informed that they will miss the next lunchtime. On return to class the child's name is written on the board for a second time and their card is put back to green.

Step 5

Internal exclusion

If a child receives a third Red Card in the same day a third red card slip will be completed by the adult.

The child needs to meet with the Senior Leader/behavior lead on duty straight away. The Senior Leader/behavior lead will initiate a restorative conversation and get an agreement on how behaviour will now change from the child. This allows the child to take responsibility for their actions. A phone call is made to home and the Senior Leader and the child will talk to the parent /carer. The parent/carer will now be informed that their child will now serve an internal exclusion. If an internal exclusion is served the pupil will not have contact with other pupils in their class.

Step 6

If a child receives **5 red** cards in a term a **Learning Support Plan** will be created and all stakeholders will be informed.

LSPs will run for a minimum of 2 weeks.

A Learning Support Plan conversation with parents is organised. During the conversation the possible causes, alternative strategies, and the possible consequences or continued poor behaviour will be discussed. The Learning Support Plan will be shared with all stakeholders. This will include: clear/realistic 'SMART' targets as well as clear rewards and consequences being identified. Weekly feedback will be given to parents/carers. At the weekly Safeguarding Team meeting a decision will be made as to whether the child remains on the Learning Support Plan or not. The Learning Support Plan is to be scored with a smiley face if the child has stayed on Green. They receive a straight face if the child has received a yellow card and if they have been given a red card a sad face is recorded. This Learning Support Plan may be extended if the child requires it as an incentive. When a child comes off of the LSP they will be congratulated and rewarded with a certificate in the certificate assembly for their Key Stage.

Step 7

If Behaviour does not improve as a result of being on an LSP or there is a significant need identified, then the child will be placed on a **Pastoral Support Programme**. All stakeholders are informed of the PSP. **Pastoral Support Programmes document the support the school will give to the child to adhere to this policy.**

A Pastoral Support Plan meeting with parents is organised to create and agree a Pastoral Support Programme. PSPs will run for a minimum of 6 weeks. PSPs will include: Clear/realistic 'SMART' targets, pupil strengths and progress, Weaknesses and areas of difficulty, what success will look like for the individual pupil, school support and strategies, support from outside agencies (if appropriate), parent support and agreed sanctions.

At the weekly Safeguarding Team meeting, all pupils on PSPs will be discussed, progress monitored and next steps identified as appropriate. When a child comes off of the PSP they will be congratulated and rewarded with a certificate in the certificate assembly for their Key Stage.

If the Pastoral Support Plan is unsuccessful after a minimum of 6 weeks the following avenues need to be explored:

Consultation with outside agencies to consider provision and support that they can provide for example: Enterprise Learning Alliance (ELA) and Kent Mentoring Scheme (KMS).

Review all/any SEN avenues for support. The possibility of EHN support will be considered at this stage.

Calm down

Once a child has received a red card adults must ensure that there is sufficient opportunity for the child to calm down before issuing further card turns.

Earn back a turn back *

At Salmestone we recognise the need for second chances. For this reason all pupils are able to earn back either a warning card (sideways turned green card) or a yellow card once per day. A turn back must be earned via improved behaviour over a period of time deemed suitable by the pupil's class teacher. Once a turn back has occurred a green counter will be placed into the child's pocket on the class good to be green chart as a record that a second chance has been given.

Fixed term and permanent exclusions

Exclusion is used only for very serious incidents when other methods of support have not been effective. Only the headteacher has the authority to exclude a child from the school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. If the headteacher excludes a pupil for a fixed term the parents/carers are informed immediately and asked to collect their child. They will be given the reasons for the exclusion as well as a date and time for a reintegration meeting on the day the child comes back to school. The headteacher informs the LEA and the governing body about any exclusions. The headteacher may also exclude a pupil permanently.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Physical assault against another pupil or a member of staff
- Verbal abuse or threatening behaviour against another pupil or member of staff
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Carrying an offensive weapon
- Serious deliberate damage to property
- Theft
- Persistent disruptive behaviour

A serious incident form must be completed when a child has been excluded.

Playtime and Lunchtime Supervision

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

Sanctions

Step 1

Child is given a verbal warning.

Step 2

If the behaviour persists, the child takes appropriate time out in the playground.

Step 3

If the child has had time out twice in one playtime or continues to break the rules referral is made to the play leader.

Step 4

Continued inappropriate behaviour or behaviour which is in the form of deliberately hurting, swearing, damaging property, inappropriate language, racism or homophobia then children will receive an immediate red card, be taken to the Senior Leader on duty, the pupil will serve a lunch detention and contact with parents made.

Pupil Support Systems

School based support is available to pupils who sometimes require additional guidance to maintain good behaviour. This manifests itself in a number of guises:

- An HLTA who focuses on behaviour support. This includes: daily visits to pupils who have been identified as requiring additional support to manage their behaviour; liaison with parents, staff and child about different strategies which may be employed to support good behaviour as well as running small behaviour interventions.
- The counselling service Place2B supports a number of pupils who require additional support with behaviour and any parent with concerns.
- Members of SLT who have link children whom they 'touch base' with a number of times per day to ensure they are 'on track' with their behaviour.
- We work alongside external support agencies. These include Educational Learning Alliance (ELA), Kent Mentoring Service (KMS) and Specialist Teaching and Learning Service (STLS) who offer individual support for these pupils.

Managing pupil transition

We appreciate that for children who sometimes struggle to manage their behaviour, transition into a new class, year group or school can be daunting. We ensure that all behaviour records and plans are passed onto the next teacher or school as well as organizing a variety of activities to ensure the smoothest transition possible.

School Trips

Our expectation is for all of our pupils to behave the 'Salmestone Way' across all aspects of school life. To be off site, on a school trip, the expectation is even greater. The children are representing our school and it is expected they follow the high standard of behaviour set whilst they are in school. The staff leading the trip must be confident that the children understand the importance of following our rules and routines. Therefore, behaviour leading up to trips must remain at the expected level.

We have in place a 3 Strikes Policy using our Red Cards as a means to measure 'unacceptable behaviour', any child receiving 2 red cards in one week will be given a 'verbal warning' as strike 1 and parents will be informed. Should the negative behaviour continue, with a child ending a week for the second time with 2 red cards, then the 2nd strike will be issued and parents will receive a letter notifying them of this. If, unfortunately, the child continues to exhibit unacceptable behaviour and ends a week with 2 red cards for the third time, then the final strike will be issued. This will result in their place on the school trip being withdrawn. For the health and safety of all our pupils and staff, behaviour not of an acceptable standard cannot be allowed for an offsite visit.

Exceptional circumstances

If a child absconds from school, staff will take steps to keep the child in view and will alert other staff to assist. A member of the SLT should be informed immediately and lessons returned to normal as quickly as possible. Parents will be informed immediately and if deemed necessary the police will be contacted.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in de-escalation techniques.

No child should ever be 'sent to the Head or Senior Leaders' as a sanction, as there is no guarantee that the child will arrive or that the SLT will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, a member of the Senior Leadership

Team or SENCO should be sent for (In the first instance an AHT, then the DHT and finally the HT. Where a child has a pastoral support plan the SENCO should be the first senior member of staff to be contacted.)

Additional Provision

The school acknowledges that a small minority of children need additional provision within school to enable them to have full access to their learning. In these circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as feedback to the child regarding progress is essential.

Children who are on the SEN Register or who are identified as requiring additional support will have reasonable adjustments made to the Behaviour and Discipline Policy if required, taking into account their individual needs. This provision will be planned by the SENCO/pastoral/behaviour team, in discussion with the child and parents and will take into account the advice of specialist outside agencies. Reasonable adjustments will include a Pastoral Support Plan which will offer a range of strategies to support them in managing their behaviour successfully. Children with a Pastoral Support Plan in place have provision reviewed at least six times a year to reflect their changing needs. Children who need reasonable adjustments will have their Pastoral Support Plan updated more frequently.

Examples of reasonable adjustments may include:

- Additional time from support staff.
- Separate seating arrangements within the classroom.
- Use of time out cards or timelines.
- Additional support from named members of the SLT.
- Use of Incentive charts.
- Use of timers employed when asked to comply with a request.

Quality Assurance

We continue to reflect on the effectiveness of our provision and this policy. Individual plans for children will be reviewed termly.