



# Summerseat Methodist Primary School

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## BEHAVIOUR & POSITIVE DISCIPLINE POLICY October 2012

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

Good behaviour and discipline in schools are essential to successful teaching and learning. The children who attend SMPS are encouraged to adopt a high standard of self-discipline, good behaviour and politeness to fellow pupils. The school will encourage in the children appreciation for the world in which they live and to develop a respect for a wide range of religious beliefs and cultures. The school aims to provide children with a moral framework on which to build.

School values will include:

Telling the truth  
Keeping promises  
Respecting the rights and property of others  
Acting considerately towards others  
Being thoughtful  
Being proud of your school

All persons, staff and children, entering our school have a right to be treated with respect and to be listened to. Everyone has a need to have their achievements recognised, encouraging all to have a sense of worth.

### Core School Rules

The School has 6 main rules, which are displayed in every classroom. This is so that all members of our community are aware of our expectations.

These are discussed with the children and referred to on a regular basis. For the system to work children must have ownership of the rules that are chosen.

1. Work hard
2. Listen
3. Be honest
4. Be calm
5. Be kind

## 6. Look after property

These rules cover all behaviour which is unacceptable and unwanted in our school community.

Children need to be reminded of the rules and when behaving inappropriately need to understand which rules they have broken.

In addition to these rules each class from Class 1 upwards discuss and agree upon a class charter that outlines class expectations. This is linked to the SEAL programme.

At SMPS we use the “Good to be Green” behaviour guide. It is an effective way to promote and reward the majority of our children who always behave well. We can also keep track of those pupils who find it more difficult to meet the school’s high expectations of behaviour.

It works like a traffic light system - if the children remain on green then they will be rewarded with Golden time (See rewards below) Orange indicates a minor discretion and red leads to a consequence detailed below.

Good behaviour can lead to names being moved back into green at the teacher’s discretion.

**The positive aspects of the system i.e. rewards and certificates are the most important parts and must be highlighted.**

For following our school rules we have Positive Rewards

Positive systems of rewards are in place throughout the school to encourage good behaviour and discipline in all children. Children respond to praise and encouragement and an opportunity to gain both verbal and written praise. Our reward systems are as follows:

### General

- Favourable comments can and should be entered on pieces of work
- Children’s work can/should be displayed as much as possible both in the classroom and corridors of the school
- A visit to the Head teacher for commendations
- Specific privileges can be awarded to individuals/groups of children
- Lunchtime pass can be awarded
- Opportunities for giving children greater responsibility in school should be fostered e.g playground pals, School Council etc

### Whole School Reward System: “House points”

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 House points. House points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort

- Displaying good manners
- Displaying a caring attitude towards others
- Staying on task etc

When awarding the House point the member of staff should reinforce the good behaviour e.g. “You can have a House point for waiting so patiently”

### **Once awarded a House Point can never be deducted**

They are intended to help staff focus on positive rather than negative behaviour. E.g if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

A House point can be awarded by any staff member to any child at any time. All staff should give House Points to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

### Well done Certificates

These are presented weekly in assembly to two children per class who, in the teacher’s opinion, have worked or tried especially hard throughout the week. Parents may be invited to the assembly to celebrate the rewards. A copy of the certificate is kept in the child’s record of Achievement file. A photo of the child and certificate is taken and is added to our praise wall displayed in the office.

Children who bring in trophies, awards etc gained outside school will gain recognition in the weekly well done assembly.

### Whole class behaviour points

The class teacher encourages positive behaviour by agreeing with the class and achievable target. Points can be gained for a wide range of sensible/good behaviour and may be awarded by any member of staff. When the target is reached praise is given in assembly in addition to a class treat. This ranges from extra playtime, watching a DVD - this is discussed between class and teacher.

Children who, in the teacher’s opinion, have produced an excellent piece of work will be encouraged to show the Head teacher and be rewarded.

### Praise cards/certificates

Postcards are also used to recognise good work/behaviour and sent home to parents.

### Attendance Award

The class with the highest percentage attendance in school are rewarded by being presented the “Oscar” in the Friday assembly and keep it for the week in their classroom. Their achievement is celebrated in the newsletter.

### Golden Time

Every child is given 30 mins Golden Time on a Friday afternoon. If a child goes into orange or red then minutes are deducted. Those children who remain in green receive 30 minutes to choose selected activities. Children who miss part or all of their Golden Time have to remain in class during Golden Time completing work to encourage them to think how their behaviour can improve.

### Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note see also our policy on the use of restraint.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the action and never the child. i.e. "That was a silly thing to do because...." and not "You are a silly boy".

### Sanctions Procedure

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

Professional judgment is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of offence this may include immediate, permanent exclusion. However, as a general rule, for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.**

Breaking of the school rules will have the following actions:

(Classroom teacher) Use normal strategies:

E.g Polite requests, warnings from the teacher or adult in charge and a reminder of the school rule they are breaking.

#### Step 1

Use the agreed phrase "This is your final warning. Do you understand?"

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

#### Step 2 Time out

If behaviour continues - the child's card is turned to orange. This results in a loss of 5 minutes Golden Time. A child can re earn their Green card with improved behaviour but initial sanction must be followed through.

*If behaviour improves return to lesson, if not or if child refuses, move to Step 3.*

**For a regular offender: (A child who is having a significant impact on the learning of others)**

- Record who, when, why, where.
- Possible removal of treats/playtime etc
- Discussion with Team Leader and/or SENCO: consider behaviour intervention.

### **Step 3 (Teacher Colleague) Time out**

- If the behaviour persists this will mean the card is changed to red and the child will be escorted to a designated colleague (See table below) for the rest of the session. Care is needed to avoid siblings. This triggers a loss of Golden Time.

Class	First choice	Second choice
Class 1	Class 2	Class 3
Class 2	Class 3	Class 4
Class 3	Class 4	Class 2
Class 4	Class 2	Class 3

Each class needs to have a time out space prepared. Please be aware of classes that have supply cover on that day and use an alternative classroom.

- Possible removal of treats/playtime
- Child records when, why and is stored in behaviour book
- Behaviour monitoring must be completed for regular red cards - use of behaviour books

*If behaviour improves return to lesson, if not or if child refuses, move to Step 4.*

**For a regular offender:**

- Discussion with Team and/or SENCO: Put on School Action of the Code of Practice & inform other agencies at termly planning meeting
- Begin to monitor/identify areas of concern/possible causes/appropriate targets through report card and other evidence gathered.
- Complete Emotional behavioural Profile
- Parents informed by letter that behaviour is a cause of concern. (Report card letter)
- Parents discuss concerns agree targets/support
- Consider alternative strategies
- Access to extra- curriculum/enrichment activity linked to improvement

### **Step 4 (Deputy Head/Head) Time out**

- Child escorted to Deputy Head/Head
- 1 session to half a day working alone without causing disturbance.
- Record who, when, why and store in Attitude section of progress file.
- Parents informed of isolation by letter sent by DHT/HT.

*If behaviour improves return to lesson, if not or if child refuses, move to Step 5.*

#### **For a regular offender:**

- Discussion with SMT: Consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc. via report card.
- Review Emotional Behaviour Profile and strategies in place
- Parents informed by HT that child's behaviour is causing a serious concern and log in behaviour concerns book.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduces school lday etc.
- Access to extra - curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. PLC/ ED Psych etc.
- Refer to school Pastoral Support Worker

#### **Step 5 (Head/SENCO) Pastoral Support Programme (On PSP Report)**

- Teacher completes behaviour Assessment Profile.
- Involvement of all necessary agencies, i.e. PLC, EP, etc
- Consider CAF
- PSP meeting with parents/child
- Clear/realistic targets for behaviour agreed (maximum of three)
- Clear rewards/consequences identified for success/failure (including possible exclusion)
- Daily feedback to child (x5) weekly feedback to parents.
- PSP to last a minimum of two weeks/a maximum of 12 weeks, and reviewed fortnightly.

*If targets are achieved remove from PSP. If PSP failed move to Step 6*

#### **Step 6 (Headteacher) Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child **must** uphold to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly
- Parents, Chair of Governors, PLC informed
- Complete a CAF.

*If behaviour improves return to PSP if not inform HT*

**Serious incidents need to be treated on an individual basis and the circumstances investigated. At the discretion of the HT the following may be used:**

### **(Headteacher) internal exclusion**

- Parents, chair of Pupil Discipline Committee, LA informed by letter.
- Child has no contact with own class or classmates
- No access to playground, extra-curricular or enrichment activity

Following latest government guidance

### **(Headteacher) Fixed Short term Exclusion**

Follow current Bury LA guidelines.

### **(Headteacher) Fixed Long term Exclusion (up to 45 days per year)**

- Follow current Bury LA guidelines.
- Upon return to school, child stays on Contract or PSP for a minimum of four weeks.

### **(pupil discipline Committee) Permanent Exclusion**

Follow current Bury LA guidelines.

In exceptional circumstances permanent exclusion may be considered for a first or “one off” offence.

These may include:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon
- e) Serious deliberate damage to school property.

It is important that all cases giving cause of concern are recorded on a behaviour form and that it is stored in the serious incident and repeated incident log book. This is kept in the Head teacher’s office.

### **Physical harm**

If a member of staff finds a child, either deliberately hurting or fighting with another child or group of children this will result in their card changing to red and are sent to the Head teacher. This is logged as step 3.

This is logged at Step 4 if during lunchtime and is treated as a red card incident. Child is escorted into school supervised by DHT/HT.

The children will be reminded of what is acceptable behaviour in our school.

## At lunchtime

Mid-Day supervisors are employed over the lunchtime period. On taking up appointment the Head teacher ensures an appropriate induction is in place so that they are fully aware of their duties and procedures.

Breaking the school rules at lunchtime will result in the following action:

1. A verbal warning from the adult in charge.
2. Loss of a privilege; eg. time out, right to play with equipment removed - move to step 2 child's card is turned to orange (5 mins Golden time is lost)
3. Their teacher will be informed of their behaviour at the end of lunchtime by writing names of children on a orange/red card. This can be placed on the teacher's desk to avoid disrupting the lesson. The teacher, at a convenient time, can add the information to their records.
4. Shortened playtimes [supervised indoors]
5. Playground exclusions [supervised indoors]

Persistently poor behaviour may result in lunchtime exclusion for a fixed period.

## Racial Incidents Recording

Any racial incident must be reported to a member of the management team and will be recorded on the incident form. This will be dealt with in accordance with the agreed procedure. The number and nature of these incidents will be reported to the Governing body in the Head Teacher's report.

## Bullying - See Anti bullying policy

### **The role of the class teacher**

**It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.**

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, including their Attitude & behaviour, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### Parental Involvement

#### Stage 1.

At every stage it is important that parents are informed of their child's poor behaviour. This should be initially by the class teacher having a word at the end of the day.

**This discussion must be noted.**

#### Stage 2

If the behaviour does not improve then an appointment will be made for the parent to come in and talk to the class teacher.

At this point the teacher will take advice from the SMT to agree possible actions to take place e.g. sanctions at home, daily contact with parents, home/school record.

The teacher and parent will agree another meeting to review behaviour. Usually one/two weeks later in order to celebrate an improvement.

**This discussion must be recorded**

Staff must ensure that a member of the management team is aware of the meeting, the time and the place in order to ensure safety.

#### Stage 3

If inappropriate behaviour continues then a meeting with parent, teacher and or SENCo/Key stage leader. Actions agreed, review arranged and if necessary outside agency consulted.

**Notes will be taken**

Stage 4

Meeting with parent, teacher and or SENCo/KS leader and Head teacher or the head may meet the parent alone with information received from all parties and evidence collected regarding behaviour, action taken and results of these interventions.

**Notes will be taken**

Mr S Ollis

November 2012