



Ashby Hill Top Primary School

Behaviour & Discipline Policy

Signed on behalf of the Governing Body by	
Date	December 2017
Review Date	December 2018

Behaviour Policy: Rewards & Consequences

Policy on Behaviour and Discipline

Aims and objectives

It is a primary aim of Ashby Hill Top Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The School Rules:

<p><i>Hill Top Code</i></p> <p><i>Everyone at Hill Top...</i></p> <ul style="list-style-type: none">• <i>Does as they are told first time</i>• <i>Keeps their hands, feet and unkind words to themselves</i>• <i>Respects people and property</i>

Ashby Hill Top Primary School has the rules stated above as a code, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We have a list of general expectations of behaviour in and around school. Each member of staff has a copy of the list and it is shared with the children. (Appendix 1)

We treat all children fairly and apply this behaviour policy in a consistent way, regular assemblies are held to ensure that a consistent approach is being taken and to demonstrate the importance of how we behave in school'

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

At Ashby Hill Top Primary School, we reward good behaviour, as we believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and consequences for unacceptable behaviours

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children.
- All staff give children merits for good behaviour, manners etc (Appendix 2)
- Each week, we nominate two children from each class to be 'Star of the week'. One is given for elements of "Learning to Learn" and one for elements of "Learning to Be" These nominations will come from the class teacher and Classroom Assistant. Staff write the nominations on the clipboard in the staffroom, with a very brief reason, by Friday playtime. Mrs Pidcock makes certificates which are given out during Friday's assembly
- We use a system of Bronze, Silver and Gold Award certificates to promote both good citizenship & Good attitude to school work (Appendix 3)
- All classes have an opportunity to lead a class assembly where they are able to show examples of their best work.

We employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to follow the expected behaviour in school. If they do not do so in class, they will be given a polite reminder of the expected behaviour. If unacceptable behaviour continues, we ask them either to move to a place nearer the teacher, or to sit on their own for a while. Staff may also put a “minute on the board” which means a child will miss the first minute of break/lunch. This may move to 2 or 3 minutes with repeated unacceptable behaviour or may be erased if the child’s behaviour improves. These sanctions are age appropriate and decided by the class teachers.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the teacher may move the child away from the rest of the class until s/he calms down, and is able to work sensibly again with others. The teacher will make sure the child knows the specific behaviour that is unacceptable and what is expected of the child. This will only be for a very short period of time...usually a couple of minutes. We do not send children to stand outside classrooms (or the hall, etc) unsupervised.
- If behaviour is more serious or persists, the child may be sent to Miss Middleton (If in YF or KS1) or to Mrs McAuliffe (if in KS2) for a short period of time, and subsequently to the Headteacher if the behaviour continues. If the child is sent to a senior member of staff, the teacher ensures the child is sent with an adult and an explanation for their behaviour.
- A child may be “kept in” at playtime or lunchtime due to unacceptable behaviour. This should be for a minimum time. For example, the few minutes at the start of break. We do not deprive a child of break times for several days unless this has been sanctioned by the headteacher. If a child is kept in at break, it is the teacher’s responsibility to supervise the child.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The child will be sent to Miss Middleton or Mrs McAuliffe directly or to Mrs Mullan if the behaviour was serious enough.
- Misbehaviour at lunchtime will be dealt with by the lunchtime staff in the first instance, Serious or repeated behaviour will be brought to the attention of Miss Middleton, Mrs McAuliffe or Mr Garner for further action.
- Minor misbehaviour at lunchtime may result in a child sitting out to the side of the playground for a few minutes, coming off the field (only being allowed to play on the playground) or coming indoors for an agreed amount of time.
- Teachers will ensure the Midday Manager is kept informed of any ongoing behaviour intervention.
- The Midday Manager will ensure teachers are informed of any misbehaviour at lunchtime as it may have an impact on the afternoon’s lessons
- All lunchtime staff keep notes a behaviour book which is monitored alongside class behaviour books.

The class teachers discuss the school rules with each class. In addition to the school rules, each class may have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the staff will discuss these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. At Hill Top, we have a separate anti-bullying policy. A separate anti-bullying policy is in place and published on the website.

All members of staff are aware of the regulations regarding the use of force by teachers. The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions

that we take are in line with government guidelines on the restraint of children. There is a separate policy for the 'Positive handling of pupils' including the recording and reporting of the incidents.

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. If a child misbehaves repeatedly in class, the class teacher will, in consultation with the Headteacher, keep 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 further help and advice from the headteacher. Each class has a "Behaviour Book" where minor incidents of poor behaviour are recorded by a member of staff. The headteacher keeps a behaviour book for incidents of poor behaviour that are brought to her attention. The books are monitored by the headteacher on a regular basis to see if any patterns or concerns are emerging.

For some children, it can be beneficial to keep behaviour cards/books that are shared regularly with parents to encourage good behaviour and reward it accordingly.

The staff at Ashby Hill Top Primary 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 staff treat each child fairly, and enforce the classroom code consistently. The staff treat all children in school with respect and understanding.

The headteacher liaises with external agencies, as necessary, to support and guide the progress of each child. The Headteacher may, for example, discuss the needs of a child with the SENDCo or the LA's behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher, following consultation with the Headteacher, may also contact a parent if there are concerns about the behaviour 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 will, if necessary, meet with parents, on one occasion or a series of occasions, if a child's behaviour is causing disruption. The Headteacher will do her best to support the family and the child to ensure their behaviour improves for the better.

The headteacher keeps records of all reported serious incidents of misbehaviour. This includes racist incidents.

The headteacher has the responsibility for giving fixed-term exclusions 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.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If the concern is not resolved at this stage, parents should follow the school Complaints Policy. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

At Ashby Hill Top Primary School, we do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance. Ashby Hill Top Primary School follows the most recent guidelines from the Government when dealing with an exclusion. The Exclusion policy is available on request.

Drug- and alcohol-related incidents

It is the policy of Ashby Hill Top Primary School that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other member of staff and recorded in the medicine book in the Medical Room.

Ashby Hill Top Primary School will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion, or a permanent exclusion if it is warranted. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion and the police will be informed immediately. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the child may be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Senior Management Team monitor class behaviour books termly

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Behaviour we expect to see at Hill Top.....

In the Classroom

- Children ready to learn quickly -
- No talking during register (or moving around room)
- When the adult is talking _ eye contact, no “fiddling” or low-level chat
- Respond to instruction first time and quickly
- Noise levels are low
- All 4 legs of the chair on the floor
- Respect for property – stationery, displays, books etc
- Respect for each other
- Toys, cards etc always in bags/ drawers etc, NEVER out during lessons

In the Lunch Hall

- Good table manners
- Tidy up after yourself.
- Don't call out for rubbish to be collected ~ leave it tidily until the collector comes to your table and then offer it to them
- Call the Lunchtime staff by their names
- Always walk
- Make sure you have washed your hands before your lunch

Assembly

- Walk in quietly and sensibly, hands out of your pockets, silence
- Sit cross legged on the floor, arms folded or hands on your lap
- Look at the person at the front
- Stand up silently when it is your class's turn to leave
- Remain quiet until you have reached your classroom (or playground, if you are in a mobile)
- Clap sensibly & with respect
- Staff not chatting!
- Order in which children sit should be appropriate
- Respect - during prayers, singing, announcements, awards

Playground

- No bad contact
- Care for anyone who has fallen or who has no one to play with
- Apologise if you bump into someone accidentally
- Always ask an adult on duty before you go to the toilet.
- Share with each other
- Stand absolutely still when the bell goes, walk into class quietly.
- Always walk around the paths ~ never on the slope or wall (it is dangerous!)

Around School

- Walk at all times
- Hold the door open for an adult who is coming through (do not try to go through before them/ at the same time) The adult will do the same for a child, if they need to (eg if child carrying something)
- Speak politely to everyone
- Always remember your good manners , especially: please, thank you & excuse me
- When walking in a line, it must be single file, unless you have been told otherwise by the adult
- Be responsible for your own possessions – make sure everything you own has your name clearly on it!
- Treat all people & property with respect

Merits

- Each child will be in a merit team ~ red, yellow, blue, green
- Children will receive a merit from ANY member of staff for appropriate behaviour
- The merit will be added to the class merit charts
- On Friday mornings, children from each class will be responsible for informing Mrs Pidcock how well their class has done at getting merits that week. Mrs Pidcock keeps a running total of the scores and put a note of that week's total in the register for Friday afternoon
- On Friday afternoon, the team with the most points will get their reward in the form of ten minutes extra playtime (usually from 2:40pm – 2:50pm). This will mean that children from Foundation to Year 6, all from one colour team, will be out playing together. A set of toys and games is provided for this reward time
- Assembly themes may have a designated behaviour to concentrate on. So, for example, we might have a "Good Manners Week" or a good tables manners, or being kind, or being helpful etc etc. Monday assemblies will take this theme and PSCH lessons may do so too.
- At the end of the year, we would like to reward the merit team with the most overall points with a trip to the cinema. This can be funded from School Fund.

Bronze; Silver & Gold Awards

- These are to be given sparingly. They must **really** be deserved!!!
- They can only be given by the class teacher (support staff may well have an input in discussion with the teacher here)
- There are two strands that the children will work on. The details of the strands are in the boxes below. A child must get 3 “stars” (or ticks or whatever each class chooses to do) on each strand to earn a bronze award; 5 stars gives a silver award; 7 stars gives a gold award and 10 more than a gold award will receive a diamond award.
- We expect almost all children to receive a bronze award each year; 50% to achieve a silver award; 25% to achieve a gold award and the very best 2 – 3 % to receive a diamond award.
- Along with a certificate, a letter will go home to parents congratulating the child and outlining what they received the award for.
- To allocate the award and ensure we are encouraging children to be rounded individuals, each child will have a list of what the awards are for. A star (or tick or whatever) is put next to the statement that matches what the award is given for. If it is being given for something not on the list, but nevertheless richly deserved, staff will add a statement to the bottom of the list. This way, we will ensure children don’t just receive awards for being “good” at one aspect

Learning to Be

**Showing resilience
Kindness and consideration
Listening and Communication
Honesty and integrity
Showing mutual respect
Taking responsibility
Cooperation and teamwork
Volunteering
Self-belief and confidence
Being a good role model to others
Representing Hill Top**

Learning to Learn

**Reasoning and questioning
Emulating learning or behavior
Perseverance
Exceeding expectations
Showing initiative
Problem solving
Being imaginative or creative
Showing inquisitiveness
Making links in learning
Concentration
Revising and improving
Independent learning
Passion for learning
Courage and Risk Taking in learning**

These are subject to additions if we are encouraging particular behaviours.