

# Stanstead Primary School

## Behaviour, Discipline and Exclusion Policy



2018-19

**We are committed to safeguarding and promoting the welfare of our children and expect all staff to share this commitment. Our Safeguarding and PREVENT policies are integral to all other policies and practice and form part of our school life. Our aim is to ensure our children are safe at all times.**

# STANSTEAD NURSERY AND PRIMARY SCHOOL

## BEHAVIOUR POLICY

### Introduction

Behaviour management is an integral part of our work at Stanstead Nursery and Primary school featuring in a number of other policies all aimed at making the school a warm and welcoming place for children and adults to live and learn together in. Where behaviour is good, most children show through their action that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults.

### The aims of this policy are:

- To promote positive attitudes to good behaviour and respect for others.
- To develop in pupils a sense of self-discipline, a proper regard for authority and acceptance of responsibility for their own actions.
- To prevent bullying among pupils
- To create the conditions for an orderly community in which effective learning can take place.
- To establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school.

### Our School Rules and one of our Five R's

- **Follow instructions straight away**
- **Show good manners at all times**
- **Care for everyone and everything**

These rules are displayed in every classroom so all pupils are reminded of them each day.

### Flying High Trust Values

To maintain our high standards of behaviour, we are using the value of the Flying High Trust guide us and support our actions to become better citizens.

**Aspiration** - to want to get better and improve oneself

**Confidence** - to be able to voice opinion and worries and issues that concern us

**Creativity** - to feel free to be an individual and be open to new ideas

**Perseverance** - to never give up easily no matter how hard things get and to ask for help

**Responsibility** - to be aware of one's own actions and responsibility to learning

**Pride** - to feel good about what you do and say and show as your contribution in school

**Enjoyment** - to enjoy learning, new ideas and knowledge to help you understand the world around you

**Look back with pride and forward with confidence**

**Staff responsibilities are:**

- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To teach the values of Stanstead and the Flying High Trust and to understand the reasoning behind them
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rewards and sanctions clearly and consistently so that staff are seen as good role models
- To form a good relationship with parent/carers, so that all children can see that key adults in their lives share a common aim
- to recognise that each child is an individual, and to be aware of their needs
- to offer a framework for social education through the SEAL programme
- to keep a calm and purposeful classroom where noise is minimalised to ensure our SEND children are not anxious

**Children's responsibilities are:**

- To follow the school rules
- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To comply with the instructions of the school staff
- To take care of property and the environment in and out of school
- To cooperate with other children and adults
- To wear full school uniform at all times

**Parent/Carer 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 ensure your child follows the school rules at all times
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations - especially school uniform requirements

## **Behaviour Management Rewards and Sanctions**

It is essential that the idea of collective responsibility for discipline is understood by all members of staff - both teaching and non-teaching.

Maintaining good standards of discipline falls to all adults and is not the duty of any one individual. It is equally important that expectation, both in terms of what we should expect of the children and also the way in which they are treated, are consistent across the whole staff.

Everyone likes to be told they have acted appropriately and have made good choices.

Therefore rewarding good behaviour is a positive way to encourage it.

- ❖ **Giving verbal praise as often as possible**
- ❖ **Individual 'DoJo' points for the ALWAYS children with positive actions**
- ❖ **Awarding VALUES certificates in Celebration Assembly**
- ❖ **Showing good work to other classes**
- ❖ **Pasta pieces as part of a class effort**
- ❖ **Sharing work in Curriculum Weeks**
- ❖ **Giving stickers with specific messages on**
- ❖ **Treating a whole class for a period of good behaviour**
- ❖ **Treating individuals Treating the whole school**
- ❖ **A visit to the Head teacher for good behaviour or good work**
- ❖ **Offering responsible positions in school - Happy Gang, Peer Mediators, Buddies**
- ❖ **Message in Home/School book**
- ❖ **Supporting and helping younger pupils**
- ❖ **DoJo picture sent home - as many a possible**

## Sanctions this is for not following the three school rules and disrupting other children's learning time

### Stage 1

- First steps in dealing with unacceptable behaviour, a quiet verbal warning
- Children will have their name on the board as a warning.

### Stage 2

- Continued unacceptable behaviour in class will result in the child being moved to the edge of the classroom where they can **access learning and the teaching** but cannot disrupt the class. Second name on the board  
(Unacceptable behaviour would be calling out, shouting out, getting out of a seat to disrupt others, refusing to engage in learning )

### Stage 3

Continued unacceptable behaviour will result in the child needing 'Reflection Time'.

- In EYFS, children are always given explanations of the expectations and routines which form the ethos of the unit. When 'Reflection Time' is necessary, this is always done orally and 1:1. In cases of more serious misbehaviour, children have 'Time Out' either in a quiet part of their own classroom or with the other unit teacher (as appropriate).
- Year 1 and 2 children will be supervised within their own setting.
- Year 3-6 will have their Reflection time in the quiet area of the class if appropriate or outside the classroom away from the rest of the class. The child will continue to work.  
At this point the child will lose 15 minutes at break/lunchtime.
- Parents will be informed by the class teacher.

### Stage 4 (Fast Track)

Children are sent to the Headteacher/Deputy Head for:

- Persistent high level disruption in class.
- Not following instructions straight away and causing a Health and Safety risk to others and themselves. The parent will be called into school.
- Violent behaviour (Verbal or physical) and/or damage to property. The parent/carer will be informed and a monitoring system put in place immediately.

All of the above could lead to an exclusion from school.

## Additional information for parents

- Teachers in Foundation speak to parents directly and will inform the Assistant Head teacher if behaviour is causing a concern.
- Teachers in Key Stage 1 and 2 will speak directly to parents or will phone home.
- **If a child DOES NOT stick to following the rules in school, the school cannot and will not take the risk to the child, or the rest of the class, to take the child out of school.**

Each class in Year 3,4,5 and 6 hold a termly discussion with the Headteacher regarding issues and concerns they have at school. Each class gives Mrs Vladev a list of behaviour concerns they have where then vote on the sanctions that should be given. Therefore they take ownership of their own actions. Pupils decide the sanctions not staff.

## Exclusion

**Two kinds of exclusion - Internal or External**

**At Stanstead Primary exclusion is seen as the last resort - after all other attempts to modify behaviour have failed. Exclusion serves several purposes, including:**

- To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour.
- To maintain high standards of behaviour in school and with offsite activities.
- To secure the wellbeing and entitlement of other children and staff in school.

**Reasons for Exclusion - lunch time or half days or full days -any one of these**

1. **Direct verbal aggression - staff or child**
2. **Direct physical aggression -staff or child**
3. **Consistent low disruption in class (Calling out, getting out of seat walking around disturbing others, making people lose concentration, refusing to work, throwing things,**
4. **Abuse towards a member of staff or child.**
5. **Clear evidence of cyber bullying - see Anti - Cyber bullying Advice/Guidance**
6. **Where parents blame the school for their child's behaviour and do not engage with the school in a positive manner**
7. **Where parents refuse outside agency support when all else has failed.**

### Good Manners

Teachers and support staff are expected to look out for good role models and to use these children/adults to teach children about what constitutes good manners. Class teachers are encouraged to celebrate children's good manners through the section on rewards.

### Movement around the school

Children are expected to walk quietly and sensibly around the school at all times. There is an expectation of mutual respect between children and adults opening doors and letting each other through. It is expected that children will hold open the doors for adults (and adults for children) the first child in the line will hold open the door when the whole class is moving around the school. The adults on duty will ensure that this is happening and praise the children for their politeness.

### 'Please and Thank You'

Staff are expected to lead by example so that children are taught about good manners and that is expected from them at all times. This is in the classroom and moving around the school for example:

- A 'Thank You' to a child who has held open a door, or a child who has helped in the classroom.
- To use in all sentences the word 'please' when asking children to carry out a task.

Staff are expected to lead by example and therefore will expect children to follow suit. Staff must remind children of their manners and take time to explain what is expected.

### Bad manners or rudeness

- If a child is displaying a lack of respect to another child or to an adult (interrupting when the adult is speaking) this must not be ignored but dealt with by the person who has witnessed it. **All staff have a responsibility to teach children what is expected and what constitutes good manners.**
- If the incident is left then the school is not carrying out its responsibility and this is not acceptable at Stanstead Nursery and Primary School.
- Incidents of rude behaviour must be reported to the class teacher who will keep a record in their class behaviour log and it will be dealt with accordingly through the staged approach for sanctions.

### Morning arrival

The children in Year 1, 2, 3, 4, 5 and 6 are allowed into school from 8.45am where the class teacher is waiting for them. They have work waiting on their desk where they get settled and started straight away. There is also an opportunity to have a chat to friend, sort water bottles and trays and hand in diaries. Unacceptable behaviour would mean any child has to wait until 8.55am when school officially starts.

### Cycling and scooters

Children are allowed to bring scooters and bicycles to school. We encourage all children to take the Bikability test, which emphasises wearing a helmet. Children must walk the bike/scooter through the school playground at all times. If the child breaks the rules they will have one reminder. If the rule is broken again their parent/carer will be informed and the child will be banned from using their bikes/scooter for an agreed period of time.

**Review date: Autumn 2019**