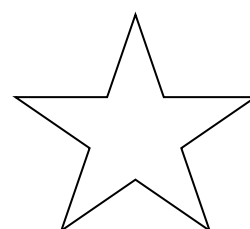
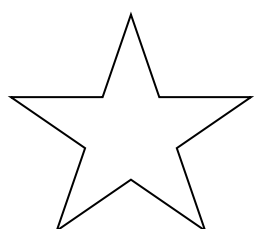




*Peartree Spring Primary School  
Behaviour and Discipline Policy*



## *Policy Review*

<i>Date reviewed</i>	<i>Committee</i>
<i>September 2019</i>	<i>FGB</i>
<i>September 2020</i>	<i>FGB</i>
<i>September 2022</i>	<i>FGB</i>

## Strategic Lead for Behaviour – Miss Anna Giles.

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### **School Aims**

The well-being of our children is paramount and we aim to equip them with the skills needed to be well-balanced, happy, confident and healthy members of British society. We aim to develop understanding of their personal responsibility towards themselves and others so that they flourish as individuals within the community. We strive to provide a nurturing culture in which all children are valued, heard and supported. Our goal is to ensure that our children feel safe and know how to ask for help.

Through the promotion of self-discipline by positive encouragement, we aim to secure within the school, acceptable standards of behaviour, a proper regard for authority and concern for the environment.

Provide an appropriate, safe, secure climate to enable the children to acquire the attitudes, values, knowledge and skills which will enable them to grow up into successful, well informed adults.

Everyone at Peartree Spring Primary School are to be secure in their knowledge of the school guidelines on behaviour, bullying and racial harassment.

### **Definition of discipline**

Discipline is a system of rules for good behaviour and should aim to develop:

- Self-discipline and acceptance of responsibility for one's own actions.
- Conditions for an orderly school community in which effective learning can take place.
- Mutual respect for all members of the school community and a proper concern for the environment.

*Peartree Spring Primary School*  
*Whole School Rights Respecting Schools Charter*  
*Written by the Rights Respecting Steering Group*

***At Peartree Spring:***

- We all have the right to relax and play, (Article 31).
- We all have the right to be safe, (Article 19).
- We all have the right to be healthy, (Article 6, 24).
- We all have the right to an opinion and be listened to, (Article 12).
- We all have the right to meet together and join groups, (Article 15).
- We all have the right to receive information, (Article 13).
- We all have the right to help, support and special care if we need it, (Article 23).
- We all have the right to be the best we can, (Article 29).
- We all have the right to use our own language and follow our own religion, (Article 14, 30).

***At Peartree Spring we all have a responsibility to:***

- Help, respect and welcome each other.
- Ensure that everyone feels safe.
- Behave, be polite and work to the best of our ability.
- Share and look after resources and equipment.
- Listen to each others opinions and ideas.
- Be smart and punctual and prepared for learning.





# HOME /SCHOOL AGREEMENT 2020/2021

Learn, Believe, Achieve

CHILD'S NAME

DATE

## HOME LEARNING POLICY

We have a commitment to the development of independent learning through activities that are appropriate to the age and stage of development of each child

## HEALTH AND SAFETY POLICY

A healthy and safe environment for all users of our schools – staff, pupils, parents, visitors and contractors, is seen as a priority. We will ensure that all users understand that they have a responsibility to maintain a healthy and safe environment for themselves and others

### As a school we will do our best:

- To encourage the children to succeed to the best of their ability (*Rights Respecting Schools - Article 29*)
- To foster a partnership with parents that aims to develop positive attitudes to learning
- To develop in the children a pride in their work and their school
- To make school a happy place for children
- To discuss with parents any problems with attendance and punctuality
- To let the parents know about any concerns or problems that are affecting their child's work or behaviour (*Rights Respecting Schools - Article 29*)
- To encourage the wearing of school uniform (*Rights Respecting Schools - Article 29*)
- To set and monitor home learning (including reading tasks) as appropriate for each child (*Rights Respecting Schools - Article 28*)
- To make clear the school's policies and guidelines on behaviour (*Rights Respecting Schools - Article 29*)
- To develop effective communication through a variety of means, including newsletters and parents' evenings
- To maintain a safe and healthy environment (*Rights Respecting Schools - Article 24*)
- To make clear the school's policy and approach to online safety and the use of other technologies (*Rights Respecting Schools - Article 17*)

### As a parent I will do my best:

- To encourage my child to succeed to the best of his/her ability (*Rights Respecting Schools - Article 29*)
- To foster a partnership with school that helps to develop positive attitudes to learning (*Rights Respecting Schools - Article 28*)
- To support the school in developing in my child a pride in his/her work and the school
- To encourage my child to enjoy coming to school
- To see that my child comes to school regularly and on time every day, reporting absences before 08.45am
- To let the school know about any concerns or problems that may affect my child's learning or behaviour
- To ensure my child wears our compulsory school uniform (*Rights Respecting Schools - Article 29*)
- To support my child with his/her reading and other opportunities for home learning (*Rights Respecting Schools - Article 28*)
- To support the school's policies and guidelines on behaviour (*Rights Respecting Schools - Article 29*)
- To check with my child that I am receiving all communications sent from school
- To be aware that when I am in school I have a responsibility for health and safety (*Rights Respecting Schools - Article 24*)
- To support the school's approach to online safety and not deliberately upload or add any images, sounds or text, that could upset or offend any member of the school community or contravene our safeguarding duty. This includes not sharing any photographs/ videos with members of the public and also refers to all social media sites. (*Rights Respecting Schools - Articles 16 and 20*)
- To conduct myself in an appropriate manner as to not cause distress or upset to any members of the school community.

### As a child I will do my best:

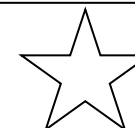
- To ensure my home learning is completed (*Rights Respecting Schools - Article 28*)
- To have a good attitude to my learning
- To be proud of myself, my work and my school
- To like school
- To co-operate in the morning so that I am in school on time (*Rights Respecting Schools - Article 29*)
- To let an adult know if I am worried about anything
- To wear my uniform with pride (*Rights Respecting Schools - Article 29*)
- To follow the school rules (*Rights Respecting Schools - Article 29*)
- To make sure that I always take home any letters from school
- To keep myself and others safe at school, including whilst using the computer and other technologies (*Rights Respecting Schools - Article 16*)

HEADTEACHER

T Skeggs

PARENT/GUARDIAN

CHILD



We praise and reward positive behaviour by:

- Giving praise in the classroom
- Sending a child to other adults for praise
- Behaviour and effort stickers
- Team points
- Headteachers / Deputy Headteachers stickers
- Star of the week, published in the school newsletter
- Celebration assemblies
- Peartree Star Child stationery set rewards
- Golden Time

These rewards are given to reinforce and encourage further good behaviour. The whole school community provides these incentives and rewards. Rewards may be given to an individual, group or whole classes working together.

## **USEFUL STRATEGIES FOR THE PROMOTION OF GOOD BEHAVIOUR**

### ***Public praise and private criticism***

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid being on one side of the classroom and telling the child off on the other side.

The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off too'.

Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done.

Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

### ***Three positives before a negative***

This can apply to individuals as well as to classes. Before criticising a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

### ***Acknowledge feelings***

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

### ***Give them a choice***

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

### ***Being consistent***

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely for events to trigger off bad behaviour.

### ***Model desired behaviour***

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

### ***Scan the classroom***

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

### ***Listen to children***

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

### ***Maintain frequent contact***

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives contact between the child and teacher.

### ***Pre-empt disruptive behaviour***

If a child is off-task, the important tactic is to return their attention to the task, before they actually become disruptive.

### ***Be aware of yourself***

When dealing with disruptive incidents, consider the following

- Your position in the class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

### ***Catch them being good***

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything in the direction that the adult wants the child to take, will encourage and reinforce that movement.

### **THINGS TO 'CATCH THEM BEING GOOD' AT:**

- Coming into the classroom quickly and quietly
- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked to listen
- Starting work quickly
- Following an instruction the first time asked
- Keeping books and possessions tidy
- Keeping physical appearance tidy
- Being polite
- Moving from one task to another without teacher reminders
- Tidying and cleaning up
- Getting all equipment needed for a task without being told
- Working hard on a piece of work
- Telling the truth
- Holding the door open for someone
- Listening quietly, looking at the speaker, paying attention
- Handing homework in on time
- Lining up quickly and quietly
- Catching up with unfinished work or work missed due to absence
- Being a good friend
- Saying please and thank you
- Willing to answer questions and make a contribution to group discussions
- Asking for help when they need it
- Remaining calm in a difficult situation
- Walking quietly around school
- Sharing equipment or activity with a classmate
- Listening well in assembly
- Taking a lot of care or putting thought into a piece of work
- Working well with a group of classmates
- Finding something appropriate to do when they have finished work early
- Listening to another's point of view

- Speaking well in front of a large group
- Telling an adult of a problem in the playground rather than fighting
- Being willing to try something new or difficult
- Letting an adult know if someone is bullying another pupil
- Asking before they borrow something
- Carrying out a classroom job willingly and doing it well
- Taking a visitor to their destination rather than just directing them
- Offering to help without being asked
- Bringing appropriate books and equipment to the lesson
- Taking turns and waiting for others

### ***Circle Time, Golden Time, Time in Room and School Council***

#### ***Circle Time***

Each class has a circle time meeting once a week. The purpose of these meetings is to make each child feel a more valued and committed member of the class. Through shared discussion and co-operative games / activities, each child has the chance to contribute and should feel listened to.

#### ***Golden Time***

This is a time of special choice that takes place once a week in each class. It lasts for 25 minutes. Children are encouraged to choose from a variety of planned activities and games. Some classes opt to use the ICT resources, the hall, or the playground. Each child begins the week with 25 minutes of Golden Time. Pupils may lose Golden Time for breaking the Charter of Rights and responsibilities, but can earn Golden Time back by turning round their behaviour. Children who repeatedly and wilfully break the Charter of Rights and Responsibilities will lose an amount of Golden Time and their behaviour will be recorded in the class behaviour log. Loss of Golden Time will be visibly measured using a timer. Children may join Golden Time once their lost time has passed. Every child has a safeguarded 5 minutes in order that they get a taste of how special Golden Time can be.

#### ***School Council***

This is an opportunity for children to raise school issues and to have a voice in the running of the school. The elected members of the School Council meet fortnightly with a lead teacher to raise concerns, discuss issues and thank others.

#### ***Time in Room***

The 'Time in Room' can be used as a pre-emptive approach to supporting pupils and/or as a 'reward choice' for positive behaviour.

#### ***Playtime and Lunchtime Behaviour***

Following our Charter of Rights and Responsibilities, we expect our children to behave well at all times – both in the building and at playtimes.

We believe that it is important to see that playtime behaviour also plays a part in our behaviour policy. Children who are helpful and kind in the playground have stickers given to them by the staff on duty to reward them.

Every week the MSAs will nominate a child from each class that has shown outstanding behaviour.

## ***Procedure to Follow if Rules are Broken in the Classroom and on the Playground.***

The Strategic Lead for Behaviour is Anna Giles, who provides specialist behavioural support to children and staff.

Teachers have the right to teach and pupils have the right to learn. Children who break our school rules stop teachers from teaching and stop themselves and others from learning.

There are times in every classroom when children disrupt others. School procedure begins when a child has been given a chance to correct their behaviour and has chosen not to do so. A record of any persistent disruption is kept on CPOMS by class teachers so that over time, improvements can be seen. If initial behaviour strategies are not working we then employ the levels below:

### **LEVEL 1**

Strategies developed in the classroom.

Examples of things to say or to do include:

Using directed language:

**[Child's name] you are [state behaviour and give instruction]**

The key element of this is that the adult must give the child direction and be very specific as to what behaviour they must cease. This should not be a request, but a direction.

Eg. **Bradley, stop banging the table, you are disturbing others. Thank You**

Adult must then state that this is the child's first warning

### **PLAYGROUND LEVEL 1**

Use the same technique as above and state that this is the first warning and that the child's behaviour is being monitored

### **LEVEL 2**

The child is directed to time out by the adult in charge/year group leader and told what behaviour the adult considers to be unacceptable. This should be a timed period and the time should be visually displayed using a timer / sand timer etc. It should be no longer than 15 minutes.

Child should be **directed** to time out using the same style of language as above.

Once the child returns to the lesson, should a further reminder need to be given, it will result in the loss of Golden Time. **Should a further reminder be needed, the child will be moved to Level 3.**

### **PLAYGROUND LEVEL 2**

The Child is taken to the teacher on duty. The child is told what behaviour they are displaying and what about it is unacceptable. The child is told that it is a level 2 warning. After 10 minutes, represented visually by a timer, the child should be given the opportunity to return to the playground, with a reminder of what behaviour is expected.

### **LEVEL 3**

*If a child displays behaviour which is deemed to be unacceptable such as physical or verbal aggression, the class teacher/ teacher on duty will request support from a member of the SLT. If the behaviour is deemed to be a Level 3 a phone call will be made to the parents to inform them of the inappropriate behaviour. The child will be sent to their foster class to complete their learning. The child should not return to their normal class for at least 1 session. A member of SLT will issue a Level 3 letter that states that the child has had to spend a period of time out of the classroom during that day.*

*Persistent Level 3 behaviour may result in a suspension. This does not affect the Headteacher's right to take immediate action in the case of any serious incident.*

**Appendix 1 – letter to parents**



Date .....

Name/Address .....

Dear.....

It is with regret that I have to inform you that .....

has been involved in an incident today during.....

It involved.....

As per our Behaviour Policy, this is regarded as a level ..... behaviour and as such your child has been.....

This is the ..... time that I have had to write to inform you about ..... behaviour.

Should you wish to discuss this further please feel free to make an appointment with either myself or my Deputy Head.

Yours Sincerely

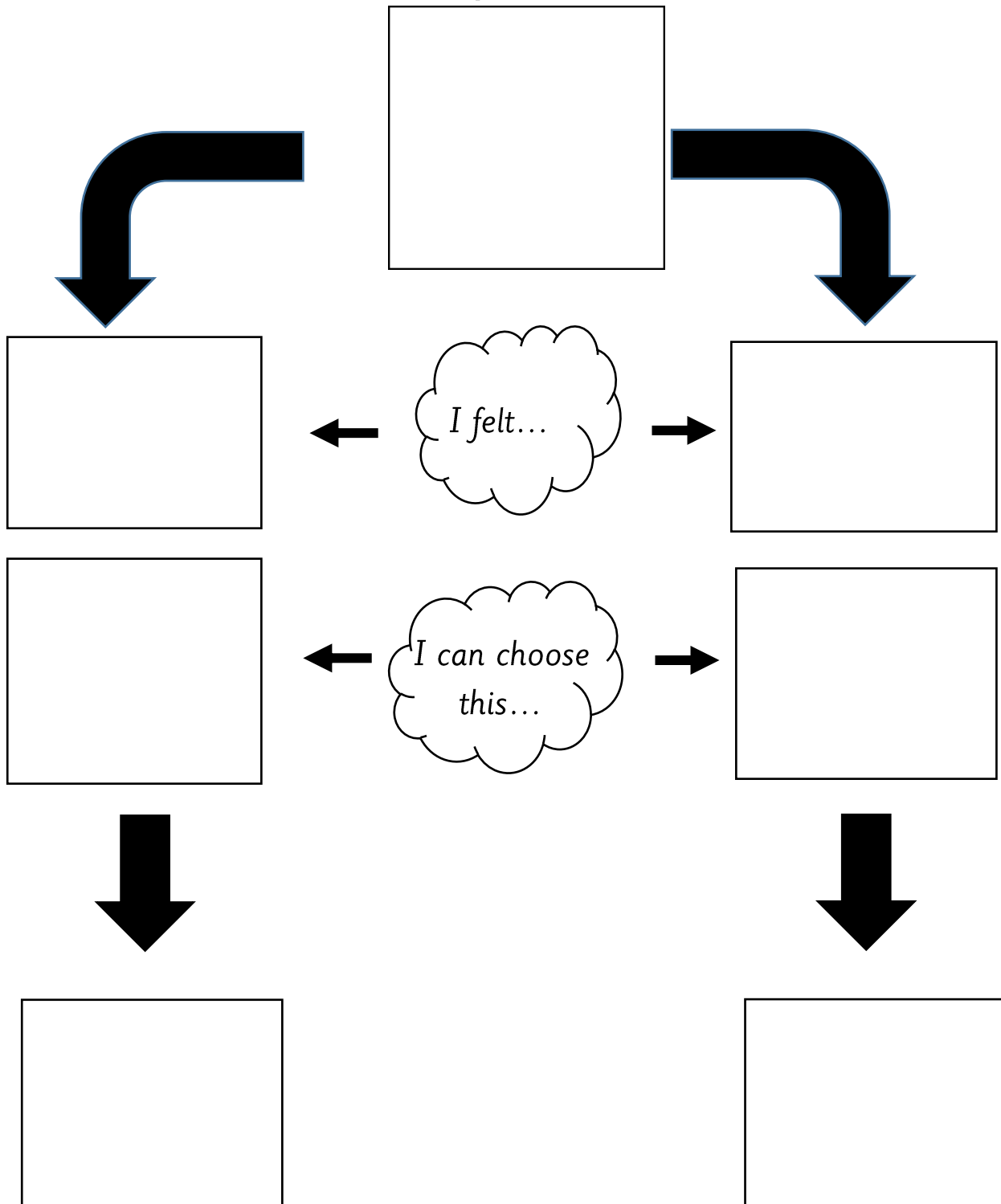
Headteacher



Name:.....

Date: .....

## My Choice







# Reflection Log

<b>Name:</b>	<b>Date:</b>
<i>Today I have been given a Level 3. I think this because...</i>	
<i>Comic strip conversation if appropriate</i>	
<i>Next week I am going to make sure I earn my time by...</i> •	
<i>I may need these things to help me...</i> •	
<b>Revisit</b> <i>How did it go?</i>	<b>Date:</b>



### KS1 Loss of Golden Time Record

..... (name) in .....Class has lost ..... minutes of Golden Time this week ending ..... (date)

I lost Golden Time because...	.
I will improve my behaviour by...	
People who can help me are...	

Please acknowledge receipt of this letter by replying to this email. If you have any questions or queries about this please feel free to contact me.

Yours sincerely

Class Teacher.



### KS2 Loss of Golden Time Record

..... (name) in .....Class has lost ..... minutes of Golden Time this week ending ..... (date)

I lost Golden Time because...	
I will improve my behaviour by...	
People who can help me are...	

Please acknowledge receipt of this letter by replying to this email. If you have any questions or queries about this please feel free to contact me.

Yours sincerely

Class Teacher.