

Ashmole Primary School



Pupil Behaviour and Discipline Policy

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Written by: Adam Hickman

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1 Introduction

- 1.1 At Ashmole School, we believe in the importance of high expectations of pupil behaviour. We understand that well-ordered classrooms and playground need to be worked for and can be achieved through clear expectations for all pupils and staff.

2 Aims and objectives

- 2.1 To encourage, develop and maintain high standards of behaviour.
- 2.2 To foster good working relations in an atmosphere that promotes learning.
- 2.3 To establish and maintain systems that acknowledge and reward positive behaviour for learning.

3 During the school day in the building

- 3.1 All members of the School Community are expected to greet each other, using names if known.
- 3.2 Children should walk quietly at all times and keep to the left.
- 3.3 Anyone needing to pass through the school building must do so with minimum disturbance to those working in communal spaces.
- 3.4 On the staircases children must walk in single file on the left in the interest of safety. All doors must be opened and closed quietly and with due awareness of those following.
- 3.5 Speak quietly and use kind language at all times.
- 3.6 Be polite and use good manners.
- 3.7 Look out for younger children and be helpful.
- 3.8 Children should follow the expectations for positive behaviour for learning at Ashmole (see appendix 1)
- 3.9 Permission should be asked to use the toilets and staff must ensure that they are used sensibly.
- 3.10 Children are not allowed to enter the building before the morning session, during playtimes and at lunch break without the permission of the teaching or support staff. Coats, etc. required during playtime or lunchtime must be taken with the child at the start of the break. No child is allowed to return to the classroom without permission.

- 3.11 No child is allowed to leave the premises at playtimes or at any other time during the school day unless being collected by an adult.
- 3.12 The Good to be Green System is to be used by teachers when children are in the classroom

4 Playground

- 4.1 During the morning before school starts, school staff are on playground duty and their role is to supervise.
- 4.2 During morning playtime (and afternoon playtime for Key Stage 1) teachers and support staff are on duty and their role is to supervise. Incidents occurring during playtime should be reported to the staff on duty who will then deal with them.
- 4.3 During lunchtimes the midday supervisors are responsible for the care of the children. Incidents that occur are dealt with as at playtime. The same code of conduct applies.
- 4.4 Whilst a certain amount of rough and tumble in the school playground is acceptable as a normal part of the children's development, behaviour likely to endanger the physical or emotional wellbeing of any child will not be tolerated.
- 4.5 Physical aggression is unacceptable and all children involved will be isolated for a 'cooling off' period until they are able to explain their actions calmly.
- 4.5 End of playtime/lunch time procedures
- The bell is rung by an adult on duty.
 - Children stop talking and stand still.
 - The adult gives instructions including the tidying up of equipment and giving reminders to get a drink or use the toilet.
 - Children go to their line.
 - The bell is rung again.
 - Children stop talking and stand still.
 - Children wait in the playground for their class teacher to collect them.
 - The class teacher and/or adults on duty wait until all classes have been collected before coming inside the building.
- 4.6 If it rains while children are in the playground, they should firstly go under the sheltered areas assigned for their class and wait for further instructions.

5 Supervision of children at playtime and lunchtime

- 5.1 Teachers, teaching assistants and midday meals supervisors are expected to:
- Facilitate and organise games

- Teach children to take turns and play fairly
- Anticipate and Intervene before incidents arise to minimise problems
- Encourage and praise appropriate behaviour
- Be role models for the children
- Ensure that children are given their chance to play in timetabled areas: basketball court, football pitch etc.

6 Disputes during playtime and lunchtime

6.1 When a dispute (verbal or physical) arises:

- Remain calm and professional
- Separate those involved from the onlookers and from each other—preferably to somewhere quiet.
- Call or send for assistance if you need it.
- Allow each child to speak—even if the situation appears to be very straightforward. Remind the children not to speak over one another.
- Ask any questions to clarify the situation.
- Resolve the situation if you can and the incident is relatively minor. Ask the children to suggest how the problem can be solved.

6.2 In the case of a more serious incident make a decision, explain it to the children and impose a low level sanction (time out in the assigned area). Make sure that the child understands what they have done wrong and why they are being punished. Do not forget the child and ensure that you tell him/her that they may return to play.

6.3 Refer very serious incidents to a member of the Senior Management Team. You should complete an incident and concern form at the earliest opportunity. Pass the completed form to the Head of School, Assistant Headteacher or Phase Team Leader.

6.4 At the end of the break you should inform the class teacher of the children involved that there has been an incident and let them know who is dealing with it.

7 Sanctions

7.1 If a child chooses to break a class rule, the Good to be Green system should be used (see appendix 2). Outside of the class or after the Good to be Green system sanctions (point 8.onwards) the following sanctions will apply:-

1. Warning/s - The child should be given the opportunity to express regret / write a sorry letter (as appropriate)
2. Name recorded
3. Classroom time out (with a stated length of time)

4. Loss of playtime (reflection time) – The child should be expected to discuss his/her behaviour with an adult. He/she should not be left unattended.
5. Time out – sent to another class (for a defined length of time.) The receiving teacher is to be informed of name of child and length of time. (Recorded on an incident sheet)
6. Time out—sent to a member of the senior management team (record on an incident sheet)
7. Letter home (the school may implement Behaviour Contract)
8. Refer to Inclusion coordinator. A Behaviour Log may be implemented in discussion with parent, class teacher and the INCO.
9. Internal exclusion (advised by letter to parent)
10. Fixed Term exclusion / sent home (advised by letters to parent, LA and Chair of Governors)
11. Permanent exclusion

8 Communication of Behaviour Expectations

8.1 When dealing with inappropriate and/or unacceptable behaviour, the adults should:

1. Check the intention
2. Remain calm – model appropriate behaviour – take time to investigate the matter.
3. Offer the chance to make amends to all parties (perhaps later on)
4. Carry out an investigation – allow all parties to speak without interruption (however overwhelming the evidence) this will calm the situation and gives thinking time.
5. Don't take the behaviour personally. The child may still be angry – don't let them make a bad situation worse.
6. Disapprove of the *behaviour* but not the child – do not personalise comments.
7. Acknowledge feelings if appropriate
8. Avoid putting children down or making unfavorable comparisons.
9. Try to maintain the relationship even when administering a sanction.

9 Unacceptable Behaviour

9.1 VIOLENCE

Any child involved in fighting or threats of violence will be subject to serious sanctions in accordance with the policy.

9.2 RACIST INCIDENTS

Any form of racist name calling or physical abuse will not be tolerated. Parents of children involved in racist incidents will be informed and positive guidance will be given to facilitate understanding that racist behaviour is unacceptable. Such behaviour will be recorded as a racist incident and the school will comply with its

duty to report the incident and how it was dealt with to the Governing Body and Local Authority.

9.3 BULLYING

Bullying allegations should be taken seriously and the Bullying Incident Procedures should be followed. Records of bullying Incidents / allegations should be kept separately

10 Class Rules

10.1 Each class will have displayed in it the 'Positive behaviour for learning at Ashmole' document (see appendix 1). This is referred to by adults when acknowledging positive behaviour and when challenging unacceptable behaviour.

10.2 Each class will display a set of classroom rules or a classroom code of conduct drawn up by the class teacher together with the children. Where necessary children's attention will be drawn to these.

11 Rewards and praise

11.1 Ashmole acknowledges that praise and reward are an essential part of ensuring that pupils adhere to the school's expectations.

11.2 Any of the following praise or rewards may be given

- A quiet word of encouragement
- A positive written comment on a piece of work
- Stars to add to the Merit Chart
- A visit to another member of staff, or the Head of School
- Praise in front of the group, class or whole school
- Acknowledgment by presentation at an assembly
- Display of work
- Inviting parents / carers in to share good work
- A phone call home to share good news
- A letter home to parents / carers informing them of some action or achievement deserving praise
- Acknowledgement of achievement in the Ashmole Newsletter or Ashmole Argus

11.3 Stars and merit certificates

Children receive stars for their star chart in class for a number of reasons including completing work or homework to a an exceptionally high standard, demonstrating perseverance to overcome challenges, demonstrating exceptional behaviour, representing the school with distinction or showing kindness to others.

11.4 Merit Certificates

25 Stars = 1 Merit Certificate which is presented in a whole school assembly (all children should have received their first merit certificate by the end of the second term (Christmas))

11.5 Star of the Week

During Friday assemblies, pupils from each class will be nominated by the class teacher to receive a Star of the Week Certificate in recognition of outstanding work and/or behaviour during the week.

12 Bullying Incident Procedures

12.1 All alleged incidents of bullying must be investigated by SMT. When a pupil or parent reports bullying please follow these steps:

1. Speak to the child as soon as possible on the same day (reassure them that their complaint will be investigated)
2. Record the pupils' account of events on incident sheets (all children, including witnesses) *Children to write if possible or adult to scribe key events.*
3. Inform the Head of School and/or the Assistant headteachers of the allegation immediately
4. Attach child written accounts to incident forms.
5. This should be done the same day and reported to the Head of School and/or the Assistant headteachers
6. SMT to inform the class teacher and phase leader at this stage.
7. Avoid speaking to parents about the incident but please direct them to a member of SMT
8. Monitor situation closely and repeat flow chart steps for any repeated instances.
9. SMT to keep a record of incident sheets in the Reported Bullying Incidents File and report to a member of the behaviour team, to share.

12.2 Paper trails are vital to establish patterns of behaviours and to ensure situations are resolved.

Appendix 1 Positive Behaviour for Learning at Ashmole

Appendix 2 It's Good To Be Green overview

Appendix 3 Home/School Agreement

Appendix 1 Positive Behaviour for Learning at Ashmole

<p>This is the behaviour we expect from all Ashmole pupils</p>	<p>This behaviour is not acceptable at Ashmole</p>
<ul style="list-style-type: none"> ✓ Focus upon the task set and to work to the best of your ability. ✓ Avoid disturbing people who are working. ✓ Share resources and responsibilities. ✓ Talk to each other and adults politely. ✓ Respond appropriately to all adults. ✓ Avoid taking part in disagreements and arguments and refer to an adult for help. ✓ 'Walking not talking' when moving around the building. ✓ Accept responsibility for your own behaviour – and apologise if necessary. ✓ Show respect for others. ✓ Respect your own and each other's property and personal belongings. ✓ Look after the school building and equipment. 	<ul style="list-style-type: none"> ✗ Stopping others from working or interfering with others' work. ✗ Not completing work to an acceptable standard. ✗ Refusing to follow a reasonable instruction. ✗ Name calling/verbal abuse of any kind or using inappropriate language. ✗ Deliberate acts of disrespect (e.g. kissing teeth, rolling eyes, negative and intimidating body language). ✗ Fighting or deliberate acts of violence. ✗ Stealing or damaging property. ✗ Bullying (a series of deliberate acts to upset or harm another person). ✗ Leaving the classroom, building or school grounds without permission.

Appendix 2 It's Good To Be Green overview

All children deserve to learn in a calm environment without others disrupting the teaching and learning. Most children behave extremely well in and out of school and are a credit to you, their parents and to the school, and we will do all we can to help and encourage those few children who find it more challenging to behave in an acceptable way.

To support pupils to meet our high expectations, a new visual behaviour system, "Good to be Green" is being introduced into classrooms in key Stages 1 and 2. It is important that we have a fair and transparent system that all pupils can understand. The behaviour expectations will be clear in every classroom and explained to pupils in different ways depending on their age and their level of need.

"Good to be Green" Card System

Each child in the class has a named pocket with 5 coloured cards. The first card is green and is displayed at the beginning of each day.

If a pupil's behaviour needs to change they will be reminded of the expectations and what behaviour they need to demonstrate.

If they do not respond appropriately to the verbal reminders, they will need to change the colour of their card. This will have a consequence. The card system is explained in more detail overleaf.



At the beginning of every day all children will start on a green card. The cards are only used for behaviour in the classroom.


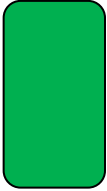




If a pupil is struggling with their behavioural choices then s/he will receive two verbal warnings if they are in classes in KS 1 and 1 verbal warning in KS2. The next warning will require the green card to be turned sideways as a visual reminder that the next step will involve changing the colour of their card.

If a pupil is still struggling with their behavioural choices then s/he has to turn a card, moving the front one to the back of the stack, exposing the next colour in the sequence. The pupil will physically change the card for negative behaviour, so that they recognise the effect of this. Refusal to turn a card ensures that the teacher will turn two cards.

At the end of the day the colour of card at the front of the pack is recorded and the cards are all returned to green. The Senior Leadership Team will monitor the charts regularly to check on possible behaviour issues and patterns. This information will support the planning of interventions and to ensure that pupils are rewarded appropriately.

We are confident that the children at Ashmole will respond well to this system and it will support the school in establishing a more positive learning environment in all classes and ensure that every pupil does as well as they can and leaves Ashmole well prepared for life at secondary school and beyond.

Good To Be Green Card System

	<p style="text-align: center;">Green Card</p> <p>This is a visual reminder that the pupil is demonstrating the expected behaviour for learning.</p> <p>Pupils that stay green all day will be praised and receive house points. Pupils that stay green all week will receive a sticker and be praised during our weekly Achievement Assembly. Pupils that stay green for a whole half term or a set number of weeks will receive additional rewards such as a lucky dip prize, an invite to the Good To Be Green Disco or other rewards for exemplifying outstanding behaviour in class.</p>
	<p style="text-align: center;">Green Card (sideways)</p> <p>After a first verbal warning (second verbal warning in key stage 1) the green card is turned sideways. This is a visual reminder for pupils that they need to demonstrate the expected behaviour for learning.</p>
	<p style="text-align: center;">White Card</p> <p>If the pupil's behaviour does not change the card is changed to white. This is an additional visual reminder.</p>
	<p style="text-align: center;">Blue Card</p> <p>If the pupil's behaviour does not change the card is changed to blue. There is an additional consequence of missed playtime.</p>
	<p style="text-align: center;">Yellow Card</p> <p>If the pupil's behaviour does not change the card is changed to yellow. The pupil will have time out of class and will be spoken to about their behaviour by the phase team leader or a senior leader. There will be additional missed playtime.</p>
	<p style="text-align: center;">Red Card</p> <p>If the pupil's behaviour does not change the card is changed to red. The pupil will be spoken to by a senior leader and there will be additional sanctions. A letter will be sent home to parents.</p>



Appendix 3 Home/School Agreement

Home-School Agreement

Child's Name: _____

This is the Ashmole Home- School agreement which forms the basis of our relationship as a school community.

At Ashmole School we have high expectations of all our pupils encouraging them to always do their best regardless of their gender, ethnicity, background or beliefs. A set of Core Values guides the work of staff and pupils at Ashmole. They are: Respect one another, be supportive, be honest, be fair and try your best.

As a School we will:

- Care for your child's safety and happiness and treat them with respect;
- Encourage your child to do their best in all aspects of school life and follow the Core Values
- Give your family the opportunity to meet with us when required and communicate effectively with you;
- Provide you with a half termly newsletters and three meetings over the course of a year;
- Provide a balanced, relevant curriculum that meets the needs of your child;
- Offer targeted work and extra support for those children with specific educational needs and those who are gifted, able and talented;
- Base our decisions and actions on our Core values;
- Offer opportunities for home learning e.g. loan of a library book weekly and a reading book, reading record and homework.

Signed:

As a Parent/ Carer I will:

- Make sure my child attends school, starting the day at 9.00am;
- Provide my child with the Ashmole school uniform which includes a PE Kit and a book bag;
- Notify the school on the first day of absence if my child is unable to attend and provide a note of explanation when they return;
- Understand that extended leave can only be authorised in exceptional circumstances and must be requested as guidelines need to be followed;
- Support my child in their home learning by reading with them and supporting them completing their homework;
- Support the school's guidance and policy on behaviour, setting a good example to my own and other children when on school premises;
- Approach the teachers and other staff, parents and pupils in a respectful manner and follow the Ashmole Parent/Carer and Visitor Code of Conduct
- Follow the Complaints Procedure if any issues arise that I feel are not being dealt with adequately by the relevant member of school staff
- Attend parent's evenings and discussions about my child's progress.

Signed:.....

As a Pupil I will:

- Follow the Core Values;
- Try to organise myself so that I am ready to learn;
- Take full part in school life and see myself as part of Ashmole Primary School;

Signed:.....