

Roberttown CE (c) J&I School Policy for Behaviour and Discipline

C.A.R.E.

Consideration Affection Respect for Everyone and Everything

This is the Code of Behaviour within our school

As a church school Roberttown seeks to promote the Christian values of forgiveness, reconciliation and harmony. The Governors are mindful of the responsibility of Section 175 of the Education Act 2002 which requires governing bodies to “exercise their functions with a view to safeguarding and promoting the welfare of children”.

We aim to develop within each child a personal code of behaviour, where consideration for others (of whatever ability, sex, colour, race or creed), sensitivity, truthfulness and integrity are firmly valued.

The maintenance of discipline within the school is the responsibility of the Headteacher. Daily behaviour management is the responsibility of all school staff within the framework of this policy.

It is important to us that children, parents and staff at Roberttown School work together, within our code of CARE, to ensure that our school is a place where children are able to learn and teachers are able to teach.

We have a whole school, team approach to ensure good behaviour and discipline. Children and *staff* are encouraged to praise and support each other, working together with the Senior Leadership Team to deal quickly, positively, sensitively and discreetly with behaviour issues keeping in mind the dignity and welfare of all concerned, having particular regard to the use of raised voices and the number of adults involved.

We encourage and help the children to take an increasing responsibility for their own behaviour and actions.

Pupils are expected to show a high standard of behaviour when:

- travelling to and from school
- taking part in any school-organised or school-related activity
- wearing school uniform
- they are in some way identifiable as a pupil at the school

Whenever school property is damaged as a result of poor behaviour, some reimbursement to the school will be necessary.

All school staff are role models and can maintain good discipline and consequently good behaviour by ensuring that the following aspects are included within the classroom:

- make sure that the children know what they are meant to be doing and that activities motivate and extend
- make sure that your classroom is arranged appropriately for the task you have set and facilitates self servicing

- help children to make and keep a few simple positive rules, as shown in our Classroom Code
- look out for good behaviour and work, and acknowledge it
- try not to spend too much time criticising bad behaviour
- try to praise specifically, quickly and consistently
- remember to praise the behaviour as well as the child, reinforcing the Classroom Code
- make sure the child knows exactly what he/she is being praised for
- build rewards into your teaching as rewards for good behaviour
- all staff will be ready to begin each session on time
- create and sustain a positive, supportive and secure environment which is attractive, clean and tidy
- prepare stimulating lessons, which generate good behaviour and promote respect
- mark work promptly and constructively, in line with the whole school marking policy
- welcome the praise given to your class by other adults in school, and share this with the children and parents

It is agreed that each class and staff will negotiate and agree a class vision and code which includes staff promises. These will be prominently displayed in the classroom. The promises should be referred to regularly and reviewed with the children when necessary. The promises made in each class will be displayed in the Hall together with a copy of the Code of Behaviour - C.A.R.E.

In addition to our policy of rewards and stepped sanctions it is also important that we note changes in a child's behaviour. The changes may take a variety of forms. If we are concerned about a child it is important that we:

- liaise with the parent/carer as soon as possible
- inform the Headteacher
- inform the Rascals/Breakfast Club Leader
- monitor and record details of the child's behaviour
there may also be implications for the Anti-Bullying Policy and Safeguarding Procedures

Whole School Reward System

As a school we focus positively on Behaviour and consequently Table Points are not removed.

The following rewards are used frequently throughout the school

- class systems using table points
- praise
- a Playtime/Lunchtime sticker system operated by all Staff
- a 'special Key Stage class of the week' based on the number of lunchtime and playtime stickers earned
- a 'special character' in the Reception class
- displaying work
- earning Treasure
- telling parents personally/notes to parents written in the Home/School Reading Record Book/Planner
- Praise Padz sent home for super homework, hard work
- opportunity to tell other Staff, the Headteacher or Deputy Headteacher about good work or behaviour

- Wet Lunchtime Class Award from the Lunchtime Supervisors
- Lunchtime Helper of the Week award from the Lunchtime Supervisors
- Befriender of the Week
- Lunchtime Behaviour Awards from the Lunchtime Supervisors

Weather System- Foundation/KS1 Classes

All classes in school use a 'Weather System' or 'Space System' to support behaviour and learning.

Each class in Foundation/KS1 has a pot of gold, rainbow, sun, cloud and thunder and lightning symbol displayed and each child has a named peg which is placed on the sun symbol at the beginning of the day.

- Children who behave as they should are placed on the sun.
- Children who work and behave consistently well are placed on the rainbow.
- Children who behave **exceptionally well** are placed on the pot of gold.
- Children who are not working/behaving appropriately are placed on the cloud.
- At the end of the day children who are on the rainbow symbol are given a rainbow sticker and children on the pot of gold receive a gold sticker.
- The pegs are returned to the sun symbol at the end of the day.
- Movement from the rainbow to the pot of gold is not progressive. If the child is already on the rainbow they can receive an extra reward.
- The cloud is for poor behaviour/attitude and movement to the thundercloud is not progressive. Children should not be placed on the thundercloud for minor misdemeanours.
- Each half term teaching staff note the names of children who have never been on the cloud or thundercloud and these are recorded as part of the child's individual record. For the children in the Reception year group this will begin from the summer term.

Space System- KS2 Classes

All classes in KS2 use a 'Space System' and 'Golden Time' to support behaviour and work.

Each class has a shooting star, star, earth, moon and asteroid belt symbol displayed and each child has a named peg which is placed on the earth symbol at the beginning of the week.

- Children who work and behave well are placed on the star.
- Children who work and behave **exceptionally well** are placed on the shooting star.
- Movement from the star to the shooting star is not progressive. If the child is already on the star they can receive a star sticker as an extra reward.
- Children who are not working/behaving appropriately are placed on the moon.
- The moon is for poor behaviour/attitude and movement to the asteroid belt is not progressive. Children should not be placed on the asteroid belt for minor misdemeanours.
- Children who are regularly or consistently on the moon should be referred to a senior member of staff.
- Each half term teaching staff note the names of children who have never been on the moon or asteroid belt and these are recorded as part of the child's individual record.

Golden Time

- Children who have been put on the earth or above during the week will be awarded 25 minutes 'free choice' which is called 'Golden Time'.
- Children who have been placed on the shooting star receive a special prize.
- Children who have been on the moon symbol have to spend some of their golden time in time out writing a letter of apology and will then be awarded 10 minutes 'free choice' 'Golden Time'.
- Children who have been on the asteroid belt symbol will not be awarded 'free choice' 'Golden Time'.

At the end of the half term pupils who have been well behaved consistently throughout the half term and have never been placed on the moon or asteroid symbol get an additional half an hour reward session which they get to vote for. These sessions can range from watching a video, extra playtime, disco etc.

Foundation Stage/Key Stage 1 Class Rewards

- In the Reception class the following rewards are given:
- Praise with positive body language
- Smiley faces on an individual basis
- A 'special' character is taken home

Year 1 and 2 – Treasure System

The children in Years 1 and 2 use a 'Treasure' collection system to promote and reward good behaviour. Each class has a collection pot and 'Treasure' is awarded for good work, behaviour and attitudes and following the Class Code. When the class Treasure pot is full the class receive a reward. Treasure is a positive behaviour reinforcement and is not removed.

Key Stage 2 Class Rewards

Each class operates a table point system. Children are put into mixed groups for Table Points at the beginning of the year. Table points are awarded for good work, behaviour and following the Class Code. Each group within a class will try to achieve 30 points. The teacher records when a group have reached their target and the children receive a sticker. The group achieving the most 'wins' at the end of each half term will be given an additional playtime during the last week of the half term. Table points are a positive behaviour reinforcement and are not removed.

NB. specific individual or class targets can be used by the teacher when focussing on an aspect of behaviour management for a fixed period of time. The reward will be selected by the class.

Lunchtime and Playtime Rewards

All staff and children at Roberttown School have agreed a 'Playtime & Lunchtime Code' (Appendix 1) where children and adults have both made promises about how they will behave and treat each other at lunchtimes and playtimes. A 'sticker' system is used at playtimes and lunchtimes which focuses on children's good behaviour, appropriate play and following the 'Playtime & Lunchtime Code'.

Each Lunchtime Supervisor awards a minimum of ten tokens during lunchtime and each

member of staff on playground duty awards five stickers. All stickers are counted each Wednesday. A special character is presented to the winning class in each Key Stage during Celebration Collective Worship. The winning class in each Key Stage also has an additional 10 minute playtime supervised by the Classteacher.

At lunchtimes children in KS2 help by undertaking small jobs. We believe that this is an important way to build confidence and accustom children to taking responsibility. A rota is set up by the Senior Lunchtime Supervisor and is filled in by the class teachers. Each Wednesday the Lunchtime Supervisors select one child as 'Lunchtime Helper of the Week'. A special sticker is awarded to this child in Celebration Collective Worship.

Wet Playtimes and Wet Lunchtimes

Good behaviour is expected during indoor playtime and lunchtime. Games and activities are provided in each classroom. Scissors, glue, computers, sand, water, felt pens, whiteboards, Smartboards, construction kits and guillotines are not available for use. Tokens for good behaviour will be given by Lunchtime Supervisors and other staff supervising children. The class with the best behaviour during a wet lunchtime is presented with an award in Celebration Collective Worship.

Breakfast/Rascals Out of School Club

Good behaviour is expected when children are attending Breakfast Club and Rascals, the Out Of School Club. A variety of games and activities are provided for the children. Activities such as scissors, glue, computers, sand, water, construction kits are available, children will only be able to access these with adult supervision. All elements of the school CARE code should be followed and if a child demonstrates behaviour which is deemed unacceptable the Senior Play leader and parents will be notified.

Celebration Collective Worship

Each week a Celebration Collective Worship is held to which parents are invited. Each week the class teacher chooses some children to be entered into the Celebration Book. Lunchtime Supervisors and support staff are also encouraged to put children into the Book. Children are put into the Celebration Book for work, attitude, behaviour and effort.

In Celebration Collective Worship Class teachers share the children's achievements and a special sticker is awarded. Children are also invited to bring in certificates and badges from their out-of-school activities and share their accomplishments, and again stickers are awarded.

A Lunchtime Supervisor usually attends each week to present the Playtime/Lunchtime tokens award to the winning class in KS1 and the winning class in KS2. The Lunchtime Supervisors also each choose a child who they have noticed displaying particularly good Lunchtime behaviour and these 5 children are awarded a behaviour sticker in Collective Worship.

Half Term Superstars

The last Celebration Collective Worship of each half term is reserved to celebrate the achievement of children who have displayed a consistently high level of behaviour, work and attitude to work during the half term. There will be approximately 4 children each class each half term. This award will be given purely on merit and it may be that a child is selected on more than one occasion. The names of these children will be put in the weekly

Newsletter. Their names will be celebrated on the Achievement board. The children will be selected at the end of the penultimate week and will be given a slip to take home to inform parents (a text will also be sent.) The children will be given a certificate in Celebration Collective Worship and this is recorded on the child's individual record.

How we discourage poor behaviour

All staff discourage poor behaviour in a variety of ways and are mindful of child and staff dignity and well-being when dealing with an issue. We encourage the use of low key cues to prevent the escalation of poor behaviour. It is expected that the following cues will be used frequently by adults working in the classroom:

- Tactical ignoring
- Proximity praise
- A look
- A non verbal sign
- Moving closer to the pupil
- Use of distraction
- A humorous comment
- Reminding the whole class of the rule or expected behaviour

Stepped Sanctions

On occasions it will be necessary to use a series of stepped sanctions for persistently poor behaviour. The following steps will be used in the Reception Class:

- A rule reminder for the child
- A quiet warning (using this word) so that the child knows what will happen and why
- Time out
- Withdrawal completely from the area
- Withdrawal to the Headteacher/Deputy Headteacher/Teacher in charge

Key Stage 1 and 2 will use the following steps:

- A verbal reprimand will be given to remind the child of the rule
- A quiet warning (using this word) so that the child knows what will happen and why
- The pupil is moved within the classroom or within 'view' with their work
- Timeout for a period of 2 - 5 minutes, depending on age, without work, but within the classroom.
- Pupil sent to another class (usually Key Stage Co-ordinator) with work (approx 15-30 minutes)

Whenever the above steps are used regularly for a particular child, the Headteacher must be informed, and the class teacher will need to discuss aspects of the child's behaviour on an informal basis with the parent. Liaison with parents must take place.

The next step will be:

- Loss of privilege e.g. playtime or dinnertime (children must be supervised)
- Sent to the KS1 Leader, Deputy Headteacher or Headteacher

NB The following serious behaviour will result in steps being jumped.

1. **A verbal or physical assault on anyone.**
2. **The refusal to follow instructions given by an adult.**

Playtime and Lunchtime Behaviour

The Staff/Lunchtime Supervisors will use steps 1 and 2 followed by:

- The child staying with the supervisor/member of staff for up to 15 minutes depending on age and then returned to the play area
- Refer to the Senior Lunchtime Supervisor/Class teacher
- Seek support from the KS1 Leader, Deputy Headteacher or Headteacher
- If a child is referred to the Headteacher for repeated poor behaviour then this is recorded as part of the child's individual record

Breakfast Club/Rascals Behaviour

The playleaders will use steps 1 and 2 followed by:

- The child staying with the play leader for up to 15 minutes depending on age and then returned to the play activities or their tea.
- Refer to the Senior Play leader.
- A significant or persistent behaviour incident should be dealt with via the class teacher.

Special Circumstances Involving Parents

We will help your child achieve good behaviour by:

- Inviting the parents to discuss their child's behaviour with the Class Teacher and/or the Headteacher
- Drawing up an Individual Behaviour Programme where progress is monitored and rewarded

Whenever it is necessary to discuss aspects of behaviour with a parent, the class teacher will record the date and the nature of the discussion on our electronic based system CPOMS. Comments are also recorded at Parents' Evening.

In addition each half term classteachers record (using our Management Information System Integris) as part of the child's individual record:

- children who have been Half Term Superstars
- who have not been on the cloud/thundercloud or the moon/asteroid belt
- children who have been sent to the Headteacher for persistent inappropriate behaviour.

Recording information using Cpoms and Integris enables us to monitor incidents at a whole school, class and individual level. The Headteacher and Leadership Team can then review data and liaise with classteachers/parents as appropriate in order to address any issues arising.

Monitoring and Review

Each term an opportunity will be given to staff to discuss issues arising from the operation of the policy. The Headteacher will monitor the policy in practice. The policy will be reviewed as part of our rolling programme of policy review.

A report will be given to the Governing Body annually.