



# Layfield Primary School

## Behaviour and Discipline Policy

October, 2018

**Review Date:** October, 2019.  
C. Teasdale

## **Introduction**

We are a Rights Respecting School and this policy is underpinned by the continued work of our commitment to Unicef and the UN Convention of the Rights of the Child. This promotes positive behaviour helping to provide an environment to enable children to develop academically, socially and emotionally.

This policy links directly to the following articles of the UN Convention of the Rights of the child.

- **Article 3** (Best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 12** (Respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- **Article 19** (Protection from all forms of violence) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- **Article 28** (Right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- **Article 29** (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **Aims**

At Layfield we aim to:

- Create and maintain a safe, calm, orderly and caring environment enabling teaching and learning to effectively take place.
- Promote, among pupils, self-discipline and proper regard for authority.
- Encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.
- Secure a standard of behaviour which is acceptable.
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- Regulate the conduct of pupils.
- Develop a firm understanding of the values of our school ethos.
- Encourage good behaviour through positive reinforcement, by means of praise for those children behaving in an appropriate manner.
- Develop children's respect of personal property, the working environment and the value of resources and the need to take care of them.
- Encourage appropriate dress code for school.
- Instil in the children the use of appropriate language, encouraging good manners at all times.
- Create an appropriate class charter in line with the RRSA and for everyone to abide by it.

## **Approach**

- We believe that the most effective way of encouraging good behaviour is by providing the right emotional and physical environment for learning.
- All members of staff are expected to develop strong, supportive relationships with the pupils, and set good examples at all times.
- By providing a high quality environment for learning, we aim to give the message 'You are worth it' to the children in our care.
- We maintain high expectations of behaviour, and will challenge behaviour that is not acceptable.
- All staff use positive approaches to building self-esteem, effective communication, praise, encouragement and strong links with the family.
- Expectations about pupil's behaviour are high, and good behaviour is rewarded.
- All staff should take opportunities to draw attention to children doing well and comment positively.

- We work with parents, other schools, agencies and the LEA to support positive behaviours. We encourage full participation through our Home – School Agreement.
- We provide opportunities for children to take greater responsibility and ownership of their recreational time by providing a range of opportunities and choices for play and activities.
- Various Behaviour Management approaches including the use of Interpersonal Skills, Conflict Resolution and (when absolutely necessary) moderate and caring Physical Intervention Strategies (we use Team Teach) are established to respond to individual needs, class needs, and whole school needs. It is accepted that individual needs and approaches may be different.

### **School Environment**

At Layfield, the school is organised to be as safe as is practically possible. Some of the additional features to encourage appropriate behaviour and support children include:

- An environment that promotes good behaviour and work habits as well as encouraging responsibility and collective ownership.
- Classrooms that are organised with the Health & Safety of the pupils and staff in mind. Children must never be left unsupervised inside a classroom with a closed door.
- Shared areas where individual or small groups of pupils can work or be supported outside their classroom.
- A library with work area and soft seating.
- A Dining Room offering a high quality eating environment that promotes adult-style attitudes and encourages good social interaction during mealtimes.
- Hard-surface outside play areas with a good-sized field.
- Playtime equipment.
- Early-Years multi-purpose play area.
- Main Hall: A good quality PE, Games, Sports and Dance facility.
- A creative curriculum acknowledging and providing for the wide range of learning styles within the school.

### **Rewards**

At Layfield it is our aim to recognise positive behaviour to motivate pupils to behave appropriately. To ensure fairness rewards must be consistently applied. Individual teachers establish reward systems within their own classrooms to recognise and promote good behaviour. These may include stickers, tokens, Dojo points, Golden Time or small prizes.

Good behaviour in the classroom and at lunchtime is monitored through the team points, which are collected on charts on display in each class. The team with the most points are rewarded on a weekly basis with a small prize, as well as the child in each class who has received the most points that week, making it a timely process. The team who has received the most points for a half term is rewarded with a team treat. The child who has received the most overall team points for a half term is rewarded with a £5 gift voucher, to promote positive behaviour.

The assembly on a Friday attended by the whole school celebrates good behaviour. One child from each class is chosen to be 'Pupil of the Week' and receives a certificate detailing the area in which they have excelled. Also two children are selected to receive the 'Head teacher's Award' and are given a certificate explaining their success, this area is linked to a focus for that week. The focus is part of the assembly on a Monday, PSHE, and other learning for that week.

Golden Time happens at Layfield every 4 weeks. This is an hour of activity which each child chooses from a wide range of choices. Children who have not been on the Tracker are able to participate in the full hour of Golden Time. Children who have been on the tracker lose minutes off Golden Time – these are calculated according to the number of times they have been on the tracker and at which level.

Rewards are given by the Lunchtime Supervisors to Year 5 and 6 children who support others, this is in their job roles as a Junior Lunchtime Supervisor or Playground Friends.

### **Sanctions**

Unacceptable behaviours are addressed immediately, with due consideration to all involved, with a range of responses and strategies. Tracking sheets are used to record incidents and provide guidance of consequences to be used. The sheets are analysed every half term to determine whether individual or groups of pupils require additional support or intervention to improve their behaviour.

Children who have been on the tracker lose minutes off Golden Time – these are calculated according to the number of times they have been on the tracker and at which level. Children missing minutes off Golden Time are supervised by a member of staff and are sent to join their activity after losing their time.

The tracking sheets are analysed and points allocated for each behaviour and the frequency that children of a particular class have been allocated that number on the tracker. This allows a more visual way to show staff on how their class is doing every half term in relation to the school, how many incidents are being recorded and how many

children are on the tracker which gives a measure of behaviour across school. This information is shared with staff appropriately.

### **The Team System**

We have an established Team System at Layfield. The children belong to either Ruby, Sapphire, Emerald or Diamond and earn team points for themselves and their team through behaving appropriately around school.

### **Behaviour at Break times**

The aim at Layfield is that break times are positive experiences for all our pupils.

### **In the playground**

Playground equipment is provided at lunchtimes and pupils are expected to play sensibly and share space and equipment responsibly. Pupils are expected to ask permission before they enter the building during break times. At the end of playtime the whistle is blown rang twice: Children stand still and listen, children are asked to walk to their class lines, and then children will line up in their class lines. Incidents of unacceptable playground behaviour should be reported to the class teacher as soon as possible. The behaviour class tracker or lunch time tracker are used to record the incidents. The children should walk into school in a quiet, orderly manner.

### **At Lunchtime**

Pupils are expected to be polite and cooperative with one another and with the lunchtime supervisors and cooks. They should move around the hall in a quiet, orderly fashion and observe the lunchtime rules. At the table the pupils should be well mannered and ensure that they have finished the food in their mouths before leaving the table. They are expected to keep the conversation to their own table and to clear away their trays etc. on leaving the table.

### **Wet Playtimes**

Pupils are expected to engage in a quiet activity (wet playtime equipment is available in each class). Class teachers should ensure that pupils are clear about the rules for wet playtimes in the classroom area and what activities are appropriate.

- Pupils should stay in their classroom.
- Pupils should remain seated as much as possible. Any movement around the classroom should be calm and orderly.
- No scissors, tools or glue should be used.
- Pupils should not write on the board.
- Pupils should clear away when asked to do so by staff.

### **Behaviour outside school**

Trips and visits out of school and activities involving visitors to school are available to all children who agree to follow the schools code of conduct. If a child cannot be trusted and is providing a risk to themselves or others then that child will not engage in that particular activity. When on trips and visits pupils are expected to behave in a manner that reflects the school's values and ethos.

Before setting out on a trip the pupils should be reminded to:

- Thank any adult who has helped;
- Be aware of other groups and visitors and respect their needs;
- Be sensible, quiet and polite;
- Move in a calm, orderly manner at all times;
- Keep to their group and do as their leader asks them.

### **Physical Intervention**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

- We believe this should be a last resort and following every possible de-escalation technique. We believe that all but the most severe of the challenging behaviours within our school can be resolved through other means.

- Any physical intervention is graded and offers appropriate opportunities for de-escalation throughout. All staff are trained and rehearsed in managing conflict and aggressive behaviour, including physical intervention where absolutely necessary. Training is provided on a regular basis. Approaches will be reviewed in the light of Government & LEA recommendations and amended where appropriate.

- Only staff who have received appropriate training are allowed to use physical intervention and such intervention must be within the guidelines. The Head teacher will exercise discretion in nominating people (other than Teachers) who are allowed to use physical intervention.

- Additional guidance on Physical Intervention is given to every member of staff who has completed the Team Teach training.

- Following every Physical Intervention a SERIOUS INCIDENT REPORT must be completed (see above).

### **Emergency Classroom Support**

Where a situation escalates to the extent that further support is required, the options are:

- To send for any adult from a nearby classroom or the Head teacher
- To move the rest of the class or group out and into another area.

### **Exclusion**

At Layfield we do not consider exclusion as an appropriate tool for supporting children, their families and the LA. However, where there is a serious breach of the School Rules, or where the Health & Safety of pupils or staff is at risk, then the Head teacher may decide to use exclusion when all other avenues have been explored.

Should behaviour reach beyond acceptable and operable levels we work closely with the family and other professional to support the child towards learning more acceptable behaviours.

As a last resort (such as where behaviours constitute a Health & Safety risk) this may be managed as follows:

1. The child concerned will work in isolation under the supervision of an adult for a fixed period (Internal Exclusion), or in more extreme cases,
2. The child concerned will be sent or taken home as soon as is practically possible after the incident (Fixed Term Exclusion). This can only be agreed by the Head teacher, or in their absence, the next most senior teacher.
3. A fixed-term exclusion must be reported to the local authority.
4. The child will be invited back into school the following morning (or after the period of exclusion) with his/her parents.
5. A meeting will take place with the family and the Head teacher.

### **Power to search pupils without consent**

Teachers can use such force as is reasonable given the circumstances to conduct a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for items banned under the school rules.