

Harefield Primary School

' Enjoy and Achieve!
Together We Will Succeed''

Behaviour and Discipline Policy

Rationale

To create a caring environment in the school in which each individual is valued.
To create a community in which effective teaching and learning takes place.

Principles

- Children have a right to attend a school in which learning takes place without disruption from other pupils
- Teachers have a right to teach

Values of Our School

- Our school is committed to safe guarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- The child is at the centre of the schools purpose and of those who work within school.
- We will provide a welcoming and open atmosphere and to value the contributions of all members of the school community in an atmosphere of trust.
- All learners will be confident, engaged and involved in their own learning.
- All children will be well rounded, emotionally literate, happy, confident and enthusiastic
- All children will enjoy their learning and achieve their full potential.
- All learners will be supported and challenged at the appropriate level.
- We promote mutual respect between all members of the school community
- To provide a safe and stimulating learning environment.
- We will promote healthy lifestyles for all children and adults

School Rules

1. Follow instructions when asked.
2. Be polite and kind to everyone.
3. Speak and listen respectfully.
4. Look after our school environment.
5. Keep hands, feet and objects to yourself.
6. Walk quietly and sensibly around our school.
7. Respect the property of others.
8. To keep safe only leave the lesson or school with permission.

Our school recognises that encouraging and praising good behaviour will promote a positive ethos and caring atmosphere for all to work in. It is important to provide praise at every possible opportunity.

Response to good behaviour

- Praise from adults
- Stickers and stamps
- Share good work/behaviour in class and in assembly
- Certificates
- Daily recording (e.g. "Daily Dot" in KS1-method t.b.c. in KS2) which will lead to Golden Time-either extra playtime or quiet activities in classroom.
- Harefield Stars-recognising any achievement by children to raise self esteem.
- Roll of Honour in KS2 may be used to reward and recognise good behaviour
- Redemption-any child will have an opportunity to redeem poor behavior (see below)

Consequences of breaking rules:

1. First chance noted on class list or board. Child is spoken to about their behaviour and why it is not acceptable. At this stage the child can redeem him/herself with consistent good behaviour and have their name removed.
2. KS1-sad face/KS2 Second warning noted on class list-may spend ten minutes time out within own classroom.
3. KS1 2 sad faces/KS2 3rd note on list: Fifteen minutes in another class (Time Out)- a chance to get away from the situation in which behaviour is a problem and to think about their actions.
4. KS1 3 sad faces/KS2 4th note on list: Go to Year Leader or senior member of staff and have name recorded. A referral slip will be sent so the adult knows what has happened. The Year Leader will keep the child for a minimum of 30 minutes. The Year Leader may extend this time until the end of the next teaching session (i.e. Break, Lunch or Hometime). This should be a further opportunity for the child to reflect on and change their chosen behaviour) The child will complete a "time out" activity and will then be expected to continue with work set for own class.
5. **Final Consequence** - Go to Head/ Deputy with **referral slip**.
 - Loss of breaktime and or lunchtime may be implemented at any time as a further response to the above , or at the discretion of the teacher for failure to work in class (AT NO TIME SHOULD A CHILD BE LEFT UNSUPERVISED-THIS WILL BE THE RESPONSIBILITY OF THE MEMBER OF STAFF SETTING THE DETENTION)
 - At no time will a child be kept after school by any member of staff

At each stage the teacher will clearly and calmly tell the pupil the school rule they are not meeting and that they are at risk of incurring a "warning". This may be interpreted as a "chance" to alter behaviour.

- The teacher **MUST** make it clear to the child **WHAT** the unacceptable behaviour is when giving a warning.

Response to Final Consequence by Headteacher or Deputy:

- Child to explain reason for being sent and will record reason in own words.
- Child to have time out of class with work supervised by Head or Deputy including loss of break/lunchtime as appropriate.
- Incident recorded in School Record Book and letter sent home or phone call made home.

Severe Misconduct: (this by passes chances)

1. Causing deliberate physical injury to somebody (including serious fighting)
2. To use serious threatening behaviour
3. Total refusal to follow instructions and do what is asked.
4. Swearing (including offensive hand gestures) at a member of staff
5. Theft or deliberate damage to property.

Key stage 1 may use red card for assistance from Head/Deputy

Response to Severe Clause by Headteacher or Deputy:

1. Child's name entered into School Record Book.
2. Parents informed via a letter or a phone call, of the incident and asked to go through the school's discipline policy with the child at home.
3. Child to explain reasons for actions. Write a letter of apology where appropriate.
4. Child to have time out of class with work to be supervised by Head/Deputy. Breaktime and Lunchtime will automatically be lost.
5. For break time/ lunch incidents, child will return to class, but will stay in an allocated place for the next break time to write an apology letter and at lunch time to work
6. In appropriate cases parents will be contacted to collect child.

Response to Entries in School Record Book

The schools response to a child entered into the Record Book will be dependent on the number of entries he/she has had in any given half term. Each half term is a fresh start.

First Entry:

- Letter sent home to parents with a copy of Discipline Policy asking them to talk to their child

Second Entry:

- As above, but in addition the parent will be asked to see the Head .

Third Entry:

- Interview with parents to consider exclusion. Exclusions may range from short term, to long term, internal, lunch times or permanent.
- Once a child receives an exclusion then they make a fresh start in the Record Book

Break and Lunch Time

Caution:

For some inappropriate behaviour, especially at playtimes, (e.g. "play fighting") the Senior Staff may give a "Caution". This is entered in the **School Record Book** as a "C". If a child receives two such cautions in a half term, the school will treat it as a **Severe Clause** and write to the parents.

Response by Lunch Time Staff to Incidents:

Minor incidents:

- Talking to the child about their behaviour and providing time out.
- *Writing a behaviour slip and handing it to the class teacher who will keep a record. Any child receiving a behaviour slip will miss out on Golden time.*
- Staff may refer children to the Head or Deputy who will take action as appropriate. This may result in a lunchtime detention.

Major incidents:

- The child is referred to the Head or Deputy who will agree on the course of action for this child within the parameters of our **whole discipline policy**.
- *Each referral will be recorded in a **Lunchtime Behaviour Book** and a copy sent to the class teacher.*
- Most referrals will result in **at least** a lunchtime detention. The length of which will be dependent on the nature of the referral.

Response to Entries in Lunchtime Behaviour Book

- On the third entry in the Lunchtime Behaviour Book parents will be contacted to discuss their child's behaviour at lunch times.
- Each half term is a fresh start.
- In some situations parents will be asked to make arrangements for the child to go home for lunch either on a short term or long term basis.
- In serious cases of misconduct parents will be contacted before the third entry in the behaviour book.

The Head teacher may choose to consider exclusion without going through any of the stages outlined in our policy depending on the severity of the situation.

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Rewards

- Daily Dot /Star-
- Redemption Factor: Peer Mediators may be used
- Golden time - Daily Dot = 5 mins. Held Friday afternoon KS1 10 mins extra play and KS2 quiet activities in classroom. Circle time with children who have lost daily dot/star. 1 teacher to run this.
- Attendance Oscar and 95 and 100% certificates in KS2 to continue. (FS & KS1 to do work on educating parents' about the importance of good attendance.
- Harefield Stars to continue. This recognises (any) achievement by children. This in turn raises self esteem.
- Sticker charts continue to use present systems in KS1 and KS2. KS1: weekly smiley face for gaining dot each day. Certificate presented after 4 weeks stickers gained. KS2: sticker charts awarding work, effort, behaviour and attitude.
- Roll of Honour - continue in books in KS2 and sharing significant pieces of work with other teachers in KS1.

Date Agreed 26 January 2011

Review Date January 2014

Signed -----Andy Mills (Chair of Governors)

Referral Slip

Childs Name:	Date:	Class:
Incident (s)		
1.		
2.		
3.		
4.		
5.		
Signature:		

