

## **Downs Way School Behaviour (Pupil Discipline) Policy**

The whole school community has been involved in agreeing this behaviour policy.

### **Aims**

- ◆ To value every child as an individual and treat them with consideration and courtesy. We expect similar behaviour in return.
- ◆ To give children the opportunity to take responsibility for, and participate in, establishing their own school rules and assisting in the smooth running of the school.
- ◆ To help children solve their problems through discussion.
- ◆ To place emphasis on rewards, praise and approval whenever possible, rather than on punishment.
- ◆ To have a common policy throughout school.
- ◆ To have close co-operation with parents.

### **To achieve these aims**

- ◆ Children draw up their own list of rules for each school year which is prominently displayed. The needs of the school and of all children are discussed at this time.
- ◆ All staff regularly discuss the aims, rewards and sanctions during meetings with the Headteacher and each other.
- ◆ Children are encouraged to discuss with all staff any problems they have with their own behaviour or that of other children.
- ◆ Parents are invited to discuss more serious difficulties with the class teacher in the first instance and then with the Headteacher if appropriate.
- ◆ In extreme cases outside agencies may be consulted.

### **In the classroom**

- ◆ Good personal relationships are established.
- ◆ Work is carefully planned so it is interesting and appropriate.
- ◆ Clear classroom rules are established.
- ◆ Sensitivity is shown to individuals and groups, especially those with special needs or changing home circumstances such as new baby or new home.
- ◆ Children are helped to understand there is an assumption they will work hard and behave well.
- ◆ Good behaviour and attitudes are praised. Children will be mentioned in Good Work Assembly or sent to the Headteacher for additional praise.
- ◆ Individual's self esteem is improved through success.
- ◆ Children are given responsibility for the smooth running of the class through a rota of tasks and helpers.

## **In the playground**

- ◆ Children are encouraged to take responsibility for their own behaviour through Circle Time discussions, Assembly input and through the School Council. Regular discussions are held to address any issues that arise and solutions presented to the school during Assemblies. A Playtime Buddies rota system allows Year 2 children to help ensure that good behaviour is maintained.
- ◆ Allowances are made for high spirits and youthful boisterousness. We concentrate on potentially dangerous behaviour, bullying and unkindness to other children. Children are told to report the latter, so notice must be taken when they do.
- ◆ We treat each pupil fairly and equally, no matter whom and what we know about their previous behaviour. We let the children know that we will seek confirmation from both sides in a dispute in order to assess the situation and deal with it fairly.
- ◆ We treat each child with respect, never making derogatory remarks about them or using unkind labelling to describe them.

## **Rules for playground equipment**

- ◆ Early Years' equipment under the covered way is out of bounds to all children during playtime.
- ◆ Treat the houses, car, tepee, trees and pergolas with respect, trying not to damage them.
- ◆ The fences and gates that help keep the children safe are well maintained and work efficiently. The gates are locked at 9.05 to allow parents time to leave the premises.

## **Behaviour for Learning**

### Aims

- ◆ To create a secure, stable caring environment in which effective learning can take place.
- ◆ To set high standards of behaviour using positive reinforcement.
- ◆ To have a common consistent policy throughout the school differentiated as necessary to meet the needs of the children so that children know the behaviour expectations are the same in all classrooms.

### In the classroom

- ◆ In order to gain children's attention clapping a rhythm, counting back from 5 or the adult raising their arm for children to copy and then settle may be used.
- ◆ Visual prompts for listening skills displayed in all classrooms (differentiated in Early Years using a simplified version) and referred to when necessary.
- ◆ Visual timetables displayed in all classrooms and referred to as appropriate.
- ◆ Thumbs up will be used instead of hands up.
- ◆ Teachers will use named lolly sticks to select children.

#### For children who find sitting still difficult.

- ◆ They will be seated at the back of the group to discourage distraction for other pupils
- ◆ A 'magic square' (carpet tile) may be used to enable a child to sit where they learn best on the carpet.
- ◆ Feely -fidget toys may be provided.
- ◆ Visual prompt reminder cards will be used if necessary.
- ◆ Good learning behaviour and attitudes will be praised and may be rewarded using - well done tickets, a marble jar, stickers, certificates.

#### Sanctions

1. Name on board under sad face symbol.
2. Tick next to name if behaviour continues.
3. Pupil to sit in another area of the room, where they can still participate in the learning.
4. Time Out within another classroom for specified length of time with work given.  
Use of timer so child can see the time passing.
5. Child to discuss behaviour with Headteacher and find solution to avoiding a recurrence.

#### Monitoring

- ◆ Teachers, including the Headteacher, will keep a record of incidences of sanctions 4 and 5 above on an ABC chart in order to identify any difficulties that may become evident from a pattern of behaviour from a particular child. This information to be collated and used to ensure action is taken to help any children in difficulties.

Reviewed Autumn Term 2017

Review Autumn Term 2020