

Hampden Gurney C of E Primary School

Behaviour and Discipline Policy

Our vision:

**“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.”
Matthew 7: 7**

Our school vision is deeply rooted in the theology and Biblical teachings of Matthew 7:7 which speaks of the importance of prayer as a way of developing an enriched life and personal relationship with God as Father, Son and Holy Spirit.

At the heart of our school community is a commitment to prayer and worship. Our curriculum provides children with a thirst for knowledge and wisdom, a high level of challenge and a deep understanding that we are all equal and made in the image of God. Our relationships with each other, our local community and global companions leads us to want to care and serve others.

Hampden Gurney CE Primary School wishes to provide a school environment that is safe and stimulating for all children in our care. This policy has been formulated in accordance with the school's vision statement and outlines set procedures to create a calm, secure and happy working environment for all.

The development of a strong spiritual and moral framework based on Christian values and school vision statement is an essential part of the education that is on offer at Hampden Gurney. Our behaviour policy reflects the overall positive approach we have in our school towards all aspects of children's learning and development. Hampden Gurney wishes to encourage children to coexist peacefully and to get along amicably with one another, being mindful of the knowledge that all are equal and made in the image of God in order to enable all children to achieve their full potential.

Aims:

- To promote a positive, whole school approach towards behaviour and discipline, informed by the school vision statement, providing clear guidelines and establishing procedures for all members of staff, children and carers to follow.
- To encourage good behaviour by establishing a system of praise and reward for children of all ages and abilities.
- To make clear to children the expected behaviour in the school and the consequences that will follow any misbehaviour.

- To teach moral values and attitudes through our Christian vision and the school curriculum in order to promote responsible behaviour, self-discipline and respect for others.
- To motivate children and to help them succeed by developing positive self-esteem.
- To ensure that positive behaviour management strategies enable all pupils to achieve the five outcomes of the former 'Every Child Matters' agenda (Be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being) and reflect the school's six core values.

Golden Rules

The Golden Rules derived from the school vision statement and core values, were devised by the teachers and children as a basis for maintaining a safe, happy and busy school where everyone feels cared for.

- All members of the school community should respect one another.
- Show respect for your own and other people's property.
- Be polite and sensible around the school and in the classroom.
- Be honest and always tell the truth.
- Do your best and be responsible for your own behaviour and work.
- Be attentive and listen carefully during lessons.
- Be kind and helpful toward one another to make Hampden Gurney a friendly and happy school.
- Wear the correct school uniform and have the correct kit for PE.
- Based on the Golden Rules, the following expectations outline how to behave in and around the school.

Expectations around the school:

- To walk through the school sensibly and quietly
- To walk on the left hand side of the stairs sensibly, safely and quietly
- To tell the truth and to be honest and fair
- To take pride in the work displayed around the school
- To respect staff and pupils during lessons and at playtimes
- To be polite towards staff and pupils
- To look after the school building and all equipment with care and respect.
- To not enter the roof without an adult

Expectations in Collective Worship and Mass:

- To attend daily collective worship and weekly Mass (in coordination with collective worship opt out policy)

- To enter and leave the hall quietly and sensibly
- To listen to the content of collective worship and to participate in the discussions.
- To become worship ambassadors if they wish to be more involved in collective worship.

Expectations in the playground:

- To play together amicably
- To include other children in games, especially if they are new to the school
- To use the play equipment sensibly
- To share equipment and take turns whilst playing
- To take time out to reflect on poor behaviour
- To be mindful of the school values when using the playground
- To be open to reconciliation when disputes occur

Expectations at dinner time:

- To listen to the lunch time supervisors
- To eat sensibly using an 'indoor voice' and always displaying good table manners

Expectations with regards to work and learning:

- To be punctual and prepared for lessons
- To raise a hand before contributing to class discussion
- To cooperate with and work collaboratively with others
- To listen attentively to adults in the class
- To attempt, when required, tasks independently
- To try to achieve the highest possible standard in their work
- To attempt any given task without wasting time
- To complete homework tasks within the required time

The School vision, core values and Golden Rules are displayed prominently throughout the school; the expectations of behaviour are displayed around the school in the stairwells. Children are reminded of these rules at the start of the school year and all parents receive a child-friendly leaflet outlining the vision, core values, Golden rules and expectations. Additionally, all classes draw up a list of class rules that are relevant to encourage good behaviour during lesson time.

After school clubs

To ensure the safety and well-being of all children during after-school clubs, the school routinely asks pupils misbehaving to miss a session for part or the whole of the session for that week to provide time for

reflection on their behaviour and strategies implemented to support improvements. If misconduct persists and intervention strategies in place are deemed to be failing, the school may be duty-bound to remove the child attending permanently for that term in order to allow other pupils to continue their learning without disruption.

Encouraging good behaviour

A vital intent of this policy is to encourage children to exhibit good behaviour – this is reinforced with a system of praise and reward for all children.

Hampden Gurney uses a range of different systems to reward children for academic and non-academic achievements, for effort, good work and for behaviour.

These include:

- Playground buddies working with KS1 and EYFS
- The school's mentor programme
- The school council
- Class monitors
- House points for good behaviour
- Well done cards and stickers for good work in class
- Certificates for academic or behaviour achievement given in a weekly collective worship
- Notes homes celebrating good behaviour or good work
- Weekly celebration of awards and birthdays
- Annual awards day where children's good behaviour is recognised
- Attendance and punctuality certificates for classes
- Verbal praise
- School expectations and class rules on display
- Individual class rewards (e.g. pasta jar, stickers, class bear)

Discouraging unacceptable behaviour

There will be times when children behave unacceptably. The following sets out clearly, what the school agrees are appropriate sanctions and consequences to secure effective behaviour.

- All members of staff need to deal with unacceptable behaviour immediately.
- Approach the issue in a least intrusive way.
- Discuss the issue with the children involved reminding children of the school vision and core values
- Children should be able to reflect on and make amends for their conduct.

- Children should be encouraged to forgive.
- Balance correction with encouragement and support and aim to re-establish relationships.
- All classes to display and use school system of traffic lights to maintain good behaviour – children are able to move down the traffic lights.
- If the unacceptable behaviour continues after a note has been sent home, the class teacher and senior management may organise a behaviour chart or an after school detention as necessary.
- Demerits should be used as a sanction for bad behaviour.
- If bad behaviour continues, children should be sent to another classroom, with the teacher receiving that child informed by phone.
- The class and playground incident books should be used for recording poor behaviour, accidents and incidents of bullying or racism.
- Aim to hold a class circle time once a week or when it is felt to be necessary.
- Set a good personal example for children to follow.
- If at any time, the safety of the child or other children is threatened, the Head teacher or Assistant Head teachers should be involved.

Unacceptable behaviour consequence

Type of incident	Action
Disruption in class - time wasting, disturbing others, calling out	Children move along class traffic lights: verbal warning, cool down time, miss play, time out, moved to another classroom (with the receiving teacher informed by phone). If consistent disruption occurs, then teacher to send child to Headteacher or Assistant Headteacher.
Disruption on the playground or in the dinner hall - ignoring instructions, talking back	Children to receive a verbal warning. If behaviour continues, to go to time out area for 5 minutes. Record in incident book. TAs to deal with behaviour and refer to lunchtime supervisor before sending to Headteacher or Assistant Headteacher.
Disrespectful language or gestures - swearing, taunting	A reminder that these actions or words go against school rules. Ensure that apologies are exchanged. Obscene language to be sent immediately to Headteacher or Assistant headteacher.

Verbal or physical aggression - threats, punching, fighting, kicking	Record in incident book. Allow cool down time before addressing. If serious, children to write a letter of apology to the child that was involved. If there is a physical threat to child/ren, child needs to be sent immediately to Headteacher or Assistant Headteacher.
Bullying - verbal, physical, emotional	Record in incident book. Bring to the attention of class teacher and Learning Mentor.
Bullying - racist, homophobic, religious	Record in incident book and inform SMT. Class teacher to investigate and inform parents.
Not lining up properly after play	Individual children to be removed from line and placed on wall –receive a demerit. If the whole class is not lining up – whole class practises lining up at next play.
Vandalising school property - graffiti, breaking property or equipment with intent	Record in incident book. Consequence will depend on severity of vandalism – from missing play time for minor offences to exclusion for severe offences.

If there are repeated incidents of unacceptable behaviour, this should be brought to the Head teacher or deputy head teachers' attention. The child can be placed on a daily report card or a home/school communication book could be used.

It is vital that parents are involved where pupils display repeated examples of poor behaviour. Class teachers need to communicate regularly via notes home, phone calls, meetings or by sending the behaviour report card home with comments recorded.

Behaviour IEPs, in consultation with the SENCO, can also be used to target unacceptable behaviour.

Cool down time will occur in class but away from children's activity. Child will use egg timer (5 mins) to cool down and reflect on behaviour.

Time out during class will be held in the class in closest proximity (i.e. Year 3 → Year 4; Year 5 → Year 6).

Children sent to time out will take work to complete and will remain in partner class until the end of the lesson or when invited back by class teacher.

Pupils that need to miss play as a result of the traffic lights will do so for the specified time on the play decks.

Exclusion

The decision whether or not to exclude a child rests solely with the Head teacher, or the next in command, in her absence.

Reasons for exclusion:

- There is considered to be a risk to the emotional, moral or physical welfare of the pupil or any member of the school community.
- There is considered to be a significant detrimental effect on the educational welfare of the pupil or others in the school.
- There is a breakdown or failure of other strategies, e.g. removal from class, withdrawal of privileges, internal exclusion, detention, home/school communication books, meetings with parents or other strategies to improve behaviour.
- There is a risk of serious disruption.
- There is considered to be a risk of serious damage to or loss of school property.

Lunchtime exclusion:

Children may be excluded from school during the lunch break when their behaviour persistently causes concern at this time. This does not mean that they will miss eating their lunch.

Fixed-term exclusion:

- A pupil may be excluded from school for a fixed number of days.
- For an exclusion of 1-4 days, the Head teacher will notify the parents in writing promptly.
- For an exclusion of 5 days or more, the parent will be informed, as will the Governing body and the LA.

Permanent exclusion:

- This will be used as a last resort when all the above avenues have been exhausted.

A range of additional policies supports this Behaviour and discipline policy:

- Anti-bullying policy
- House system document
- Equal opportunities, multiculturalism and anti-racism policy
- School council document

Policy reviewed by the Governors: November 2020