

## **DODFORD FIRST SCHOOL**

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**Every Day, a Learning Journey**

### **Behaviour and Discipline Policy**

#### **Aims:**

- To foster positive, caring and respectful attitudes towards one another and the environment
- To encourage children to learn to take responsibility for their learning and actions
- To encourage self-discipline, in and out of the classroom

#### **Objectives:**

- To engender a calm, purposeful and happy atmosphere throughout the school.
- To provide the children with consistency from all the adults in school in receiving good or bad consequences.
- To provide the children with a framework that will make the school's expectations of them clear.
- To actively acknowledge positive behaviour and positive attitudes through a reward system (see appendix) and be selective about the attention drawn to unacceptable behaviour.
- To help children to grow in understanding the choices they can make; to know that all our actions lead to consequences, whether good or bad.
- To help children to take responsibility for their learning and understand how their actions may affect the learning of others.
- For adults and children to be clear about the sanctions that can be used if children choose unacceptable behaviour.
- To encourage parents to come in to school if they have any concerns about their child's behaviour or unacceptable behaviour towards their child and discuss their concerns with either the class teacher or the head teacher.

#### **WHOLE SCHOOL:**

We believe it is important that we each fulfil our responsibilities whether as pupil, staff or helper with regard to:

- a) Punctuality
- b) Completing tasks to the best of our ability
- c) Taking responsibility for our building and equipment
- d) Co-operation with other school members

## **OUR SCHOOL CODE OF CONDUCT:**

This is the rationale behind the rules in our school. This is displayed in each classroom and is called Our Class Charter.

### Our Class Charter

We have the right to:

Feel safe in our school

Be able to learn

Make friends

To be ourselves

To learn in a clean environment

We have the responsibility to:

Treat others, as we would like treated

Listen to the teacher and try our best to learn

Be kind and open to everyone in our school

Make sure our actions do not harm others

Keep our classroom and our school tidy

## **OUR PLAYGROUND CODE:**

The class charter is also applicable in the playground but a set of playground manners is displayed in the playground, which is a set of rules specifically designed for outside.

### Our Playground Manners

We are caring, kind and considerate

We always show respect

We are always honest

We say please and thank you

We share and take turns

We ask children on their own if they would like to join in our games

We put our litter in the bin

The children are also reminded about listening and doing as they are told by the lunchtime supervisors and to stop playing when the bell rings and on the second bell, under the instruction of an adult to walk into school sensibly and quietly.

## **OTHER CLASS RULES:**

In addition, each class will make its own classroom agreement for rules. This will be a structured framework for the classroom phrased in a positive way. The actual wording will vary but will include elements of the following:

1. to be gentle and kind to everyone
2. to work hard
3. to have a positive attitude to new skills and making mistakes- develop a risk culture
4. to look after property
5. to listen to everyone when they speak – turn-taking
6. to be honest

Also displayed in each classroom is a 'Give Me Five' poster which promotes our behaviour for learning and is a visual clue for children and a verbal prompt for staff, encouraging children to be ready to learn.

### Give Me Five

1. eyes looking...
2. ears listening...
3. lips closed...
4. hands still...
5. brain ready!

## **Consequences:**

All our actions lead to consequences. When we want to show the children we are pleased with what they have done, whether it is behaviour or work, we can:

- give verbal praise
- move them up the Zone Board
- stickers on the reward chart linked to movement up the Zone Board on to silver or gold
- smile
- use positive body language
- smiley faces and comments in their books
- appropriate stickers
- given a raffle ticket for a possible reward at the end of each half term
- Be named in the Star Pupil of the Week book and receive a certificate and star badge to wear for the following week
- send a message home to parents
- tell parents at the end of the day
- send child to the Headteacher for praise
- receive a certificate at the Celebration Assembly at the end of each half term in front of whole school , staff and parents linked to our Values led assembly themes or given a Headteacher's award

Just as there are clear consequences for appropriate behaviour, there are also consequences for inappropriate behaviour. Children need to be aware that if they choose to behave inappropriately, it will bring its own consequence. They will have this explained to them and an opportunity to change their choices or modify their behaviour before the consequence follows. These need to be proportionate to the misdemeanour.

- Non-verbal communication such as looks, a shake of the head, or the child just noticing that you are looking at them
- A verbal reminder of the class rules or class charter/playground manners – whichever is appropriate
- A visual reminder by using yellow and red cards ( first warning after a verbal warning and then move down the zone board)
- An explanation of the consequence of continuing with their chosen behaviour (with an opportunity to change their choice without being in any way victimised or humiliated)
- Being moved down the Zone Board and this to be noted in the behaviour book.  
*If a child has a specific need or is deemed as 'vulnerable' then the zone system may be disapplied or adapted to suit that particular child. This will be done in consultation with the Headteacher, parents and class teacher.*
- Being moved a short distance away from the group or activity if they choose to continue with the inappropriate behaviour
- At playtime, they may need 'time out' from the game or toys for a short period of time
- Missing privileges, or larger parts of playtimes or certain playtime activities in order to have time to think about the choices they are making
- Sending to another teacher for some time out from the classroom
- Sending to the Head Teacher who will reinforce the School Code of Conduct
- Sending to the Headteacher if their name is recorded in the behaviour book three times
- The Headteacher will inform parents due to their child's name being in the behaviour book three times or a one off incident if the behaviour is deemed serious

For some children, where they have difficulty with one or more aspects of their behaviour, it may be necessary to help them change their patterns of behaviour by putting them on a behaviour modification programme as part of a Special Needs IEP, which will then give them specific, achievable short term targets to work towards and which will be reviewed at least every term. Other children may be put on a behaviour plan, where their behaviour is closely monitored and reviewed fortnightly by the Headteacher, class teacher and the child's parents. The purpose of such a plan is to provide small, achievable targets and for there to be a consistent approach applied at school and at home. All members of staff who come into contact with this child must be aware of their IEP and be part of the monitoring process.

Extreme cases of poor behaviour may require a positive handling approach to remove a child from a classroom or area of school, if they are deemed a risk to themselves or others – these guidelines and procedures are clearly explained in our positive physical intervention policy.

### **Class Rewards**

At the end of the week all children who have moved to the gold zone will be recorded in a book by the class teacher.

Children who achieve three gold stickers in a given half term, will be rewarded a small prize from the Gold Behaviour Box kept in the Headteacher's office.

### **Zone Board Application**

- ✓ All zone boards are divided into 5 zones, gold, silver, green, yellow and red.
- ✓ All children start every day in the green zone.
- ✓ If a child breaks one of our school rules they receive a verbal warning.
- ✓ If the child then continues to break one of the school rules they move down to the zone below.
- ✓ Children will also move down the zone board if they forget their recorder, outdoor PE kit or library books, as they must learn to follow instructions and look after their equipment.
- ✓ If a child shows extreme kindness, consideration or positive attitude and perseverance beyond that expected of them they receive verbal praise.
- ✓ If they continue to act in this way they move up to the next zone.
- ✓ Choosing to continue to break the school rules will result in a child being placed on the red zone.
- ✓ Choosing to continue to exceed expectations will result in a child being placed in the gold zone.

### **COVID-19 Statement**

Children are expected to follow current rules and procedures in school as instructed by members of staff. Those children with SEND will be helped to understand and follow instructions. Any child unable to follow the agreed protocols will be referred to the Headteacher, who will contact their parents and together school and home will support the child in enabling them to follow the rules and procedures.

***We do not believe it is right to punish a whole class for the behaviour of a few – this negates the efforts being made by the majority.***

**Original Policy written: June 2014**

**Review date: May 2019**

**Agreed by Staff and Governors**

**Review date: July 2020**

**Agreed by Staff and Governors**

**Next review: July 2021**