



Providing the keys to success for every child

Whole School Policy on:

Behaviour & Discipline

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Kent County Council

Document Title:	Policy – Behaviour & Discipline
Document Number:	PBS-P-B&D-2014-Feb
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Governing Body Acceptance Date:	20 March 2014
Date for Next Review:	Spring Term 4, 2015



Contents

Contents	1
1 Introduction.....	1
1.1 Rationale	1
1.2 Aim of the Policy.....	1
1.3 Statutory Duty of the School	1
2 Implementation of the Policy	2
2.1 Good Practice	2
2.2 Stages of Solving/ Improving Behaviour Problems	3
3 Policy Review.....	6
4 Appendices	6
Appendix A – Discipline by Design	7



1 Introduction

The member of staff with responsibility for this policy is: Mr M Cowell

1.1 Rationale

The aim of the Palm Bay *Behaviour and Discipline Policy* is to determine the boundaries of acceptable and unacceptable behaviours, the hierarchy of rewards and sanctions and how they will be fairly, but firmly and consistently applied.

Our school policy on behaviour and discipline is based on respect and co-operation and is deeply rooted in our caring ethos and sense of good citizenship. We value children as individuals and we believe that learning to live within the school community is an intrinsic part of all learning that takes place in school.

We recognise that children's behaviour can be affected by many and various internal and external factors. We will endeavour to engender and nurture tolerance and a caring attitude towards everyone we come into contact with, but it needs to be known that we will also tackle all incidents of bullying and racism should it occur within the school environment. Liaison with and between staff, parents/carers and Governors is crucial to this whole school approach.

To enable quality teaching and learning to take place is the most crucial theme when promoting good behaviour, as it makes it possible to forge ahead with initiatives and the continual raising of standards, without distractions or disturbances and within a happy and contented environment. It is therefore of paramount importance that discipline is positively maintained and good behaviour promoted.

1.2 Aim of the Policy

- Ensure that all children share an inclusive educational experience within common boundaries of socially acceptable behaviour.
- Promote self-discipline and respectful regard for authority and rules amongst the children, through all staff being consistent in their use of sanctions and rewards.
- Encourage tolerance and respect for others and prevent all forms of bullying or harassment among pupils, through the continuing promotion of a caring ethos, which is itself based on tolerance and mutual respect and the unalienable right of every child to learn in a happy environment.
- Regulate children's conduct by having clearly defined expectations of behaviour.

1.3 Statutory Duty of the School

The Governing Body and Head teacher are responsible for promoting good behaviour and discipline in the school. The Head teacher should make this policy known to staff and parents/carers and ensure the children are aware of its contents.



2 Implementation of the Policy

2.1 Good Practice

We believe that adhering to these principles of good practice will encourage appropriate and socially acceptable behaviour.

- **Setting good habits and examples early:** children need to establish regular and punctual attendance and behaviour from the moment they start school and we need parents' support to do this. The Family Liaison Officer (FLO) will discuss any concerns of attendance or patterns of unpunctuality with parents/carers and if necessary, the Educational Welfare Officer (EWO).
- **Early intervention:** prompt intervention is often the key to managing and changing negative or bad behaviour, but, again, parents/carers play a crucial role here and it is hoped they will support the school and work in partnership, in order that their child experiences a positive and inclusive education at Palm Bay. Poor behaviour, continual indiscipline or unexplained absences will not be tolerated and action will be taken.
- **Rewarding achievements:** positive recognition of individual children, groups or even whole classes in good attendance and behaviour will be celebrated in class circle times, through PSHE and citizenship lessons, through the Friday Celebration Assembly, via certificates, stickers and house-points and through visits to the Head teacher, Deputy Head teacher or other senior teachers and liaison with parents/carers.
- **Supporting behaviour management:** behaviour management techniques through such means as Circle Time, PSHE and Citizenship learning opportunities and through good adult and peer role modelling, can help enhance and improve high standards of behaviour and discipline. Every member of staff has a responsibility to help maintain such standards throughout the school, not just within the confines of their classroom.
- **Identifying underlying causes:** unacceptable behaviour, anywhere in the school environment, may be linked to one or more of the following features:
 - poor understanding of the lesson
 - comprehension /language processing difficulties
 - poor visual or auditory processing skills
 - developmental difficulties
 - motor control or co-ordination difficulties
 - best learning style not known or differentiated for
 - poor level of on-task behaviour/poor motivation
 - low-level distractions from other children
 - poor literacy or numerical skills and understanding
 - poor attendance resulting in missed lessons on a regular basis



- attention-seeking to mask inability to do the work or admitting to not being able to do/understand it
- low self-esteem
- ADHD / ADD symptoms
- Social Communication difficulties
- Poor emotional literacy
- Asperger's Syndrome / Autistic tendencies
- Dyslexia, Dyspraxia, Dyscalculia difficulties
- Peer-bonding difficulties / peer pressures
- Problems or concerns at home / anxiety about a situation
- Physical, sensory or medical problems
- Inappropriate / bad peer influences from outside

If a teacher or parent/carer recognises any of these features, they need to be flagged up to the Inclusion Manager as soon as possible.

- **Pupil Involvement:** involving children can often help reinforce the school Behaviour Policy by active involvement in such things as the school's Anti-bullying Policy and contributing ideas through the School Council and in class circle times and assemblies.
- **Parental Involvement:** the school regards parents/carers as vital partners in ensuring good attendance and positive behaviour. We value greatly this partnership, as parents/carers know their children better than anyone and we place a high value on the role they play in and out of school. This partnership is promoted through newsletters, the Home-School Agreement, our 'open door' policy, parental consultations (informal and formal), positive behaviour home-book and through liaison with outside agencies. We believe that parents/carers should be informed of behaviour (good and bad) so that they can be part of the on-going process to commend good behaviour and eradicate unacceptable behaviour. We want the children to want to come to school, knowing they will be learning and playing in a safe and happy environment. We need to know from parents/carers of any concerns, either in school or at home. We ask parents'/carers' support with homework and in ensuring their children come to school with the appropriate equipment for all lessons, especially PE. It is important that parents/carers feel an active member of the Palm Bay School Community.
- **Monitoring, Evaluation and Review:** the Governing Body will review this policy regularly and is available to parents/carers.

2.2 Stages of Solving/ Improving Behaviour Problems

A fair and consistent set of rules can only minimise disruption; it will not necessarily eradicate or prevent unacceptable behaviour. There has to be a whole school hierarchy of behaviour management, promoted and reinforced by all staff in all areas of the school environment.



Children need to be aware that inappropriate behaviour will not be accepted or tolerated. They need to be aware of the consequences of their actions. They must know that if they do certain things i.e., break the school rules, then action will be taken in a consistent way. Parents/carers also need to be aware of this.

This hierarchy of sanctions is progressive and at each level the child should be reminded of the choices open to him/her and the consequences of those choices. Throughout the process a Restorative Approach will be adopted, whereby the individuals involved will have the opportunity to discuss what has happened, and be able to take responsibility for their actions, and agree on what needs to happen to repair the relationship.

Peer mediators are available during Junior breaks to help solve minor playground disputes.

2.2.1 Stage 1

At this level of disruption, one person (usually the teacher) is directly involved and will deal with the incident. The teacher will:

- Talk to the child alone and make him / her aware of why the behaviour is unsociable / inappropriate.
- Make it clear to the child that the teacher disapproves.
- Use the sanction of a verbal warning or of 'Time Out'.
- Use PSHE / that week's class assembly to talk about the behaviour and how / why it should be avoided / will not be tolerated and what should have been done instead.
- Log the incident: date, time, place it occurred and nature of the incident. This record should be available to the Head / Deputy Head, should a similar or another incident occur involving the same child.
- Monitor the child's behaviour, informing the Head / Deputy Head of any recurrence, any deterioration or any improvement.
- The Inclusion Manager also needs to be informed, as there may be a need for him/her to monitor and assess and initiate a programme of support if the behaviour continues or deteriorates.

2.2.2 Stage 2

A teacher will be concerned that a child's attitude and behaviour is not responding to any steps taken at Stage 1 and that there is persistent inappropriate behaviour. The teacher will:

- Inform the Head / Deputy Head / Inclusion Manager that the child has not responded to Stage 1 action.
- Outline the child's behaviour and produce a log/record to illustrate it.
- This record should contain several examples of incidents and how they were dealt with.



- Further sanctions can be used, including:
 - Sending of the child to the Head/Deputy Head/Inclusion Manager
 - Letters of apology
 - Working during playtimes / lunchtimes
(if the incident related to off-task or lack of work behaviour)
 - Liaison with parents/carers
 - Inviting parents/carers in to discuss the child's behaviour and work on improving it together
 - Home-school behaviour book

2.2.3 Stage 3

This is a serious stage to have reached, as it means the child is continuing to cause major problems with his/her behaviour and no sanctions or strategies so far tried are proving successful in improving the behaviour. More serious and far-reaching action needs to now be considered. This is the Stage at which the Special Educational Needs Code of Practice is looked at in greater detail. It may be that the child who is not responding to any of the sanctions or strategies at the previous levels may have serious underlying causes for his/her behaviour.

- All sanctions at Stages 1 and 2 will have been used and will continue to be used.
- Very focused records/logs will have been kept, describing the behaviour and sanctions used, along with dates of the incidents.
- The Head / Deputy head / Inclusion Manager / teachers will be involved in observing the child's behaviour in the classroom and outside in the playground and will be involved in appointments with parents/carers.
- Various strategies, so far unemployed, may be initiated (e.g. Peer Buddy System in the playground and Friendship Groups).
- The child - his or her behaviour may be discussed at the Local Inclusion Forum Team (LIFT) meeting, to which any or all of the above agencies may be invited. Parents/carers will be informed of this Review and its outcome.
- Support may be offered to the school from behaviour outreach. Parents/carers are fully informed of the decisions of the Local Inclusion Forum Team (LIFT) and are key in successful outcomes being achieved for the child.

2.2.4 Stage 4

This is the stage when exclusion is considered. The previous high level of support has not worked and the child has become so disruptive that he/she is hindering the education of other pupils, leaving no alternative but to be excluded from the school, either for a fixed time (three days to fifteen days in any one term) or permanently. The latter is the last



resort of course. The exclusion for a fixed time can be if something happens suddenly (for example, if a child violently attacks and/or injures another child or an adult; if drugs are involved; if obscenely foul language is consistently used).

All incidents of racism, bullying, harassment or an assault on another child or adult should be reported to the Head/Deputy Head who will initiate the appropriate procedures. Our message is clear and unequivocal. Racism and bullying will never be tolerated at Palm Bay.

3 Policy Review

This policy is to be reviewed annually.

The next review is due: Spring Term4, 2015.

4 Appendices

Appendix A – Discipline by Design



4.1 APPENDIX A - DISCIPLINE BY DESIGN

1 Monitoring

The key to this technique is to circulate. Don't spend the lesson sitting at your desk, waiting for the children to finish and line up to seek your approval crocodile lines breed indiscipline and noise anyway - get up and get around the room - sit at a group's table, but keep an eye on their progress 'make the rounds'. If you don't, you are enabling your 'easily off-task' children to stay off task and the rest of the class are then continually distracted and disturbed - not as much learning taking place as could be! By moving around, the different tables are kept guessing as to when it's going to be their turn for your visit to check their progress and work output - and off-task children can be refocused sooner rather than later because they can see you coming around to them! Keep reiterating your expectations of on-task behaviour, level of conversation, if any, and presentation and content of work, as you move around. Keep reminding them of anything specific you're focusing on, e.g. punctuation and adventurous vocabulary in a piece of creative writing. An effective teacher will be able to make a pass at every group throughout the room within five minutes of starting them off; to see they have all started, that the date / title is on the page and underlined etc. It's then possible to see who needs reminding immediately of these things, instead of waiting till the end. You can also see if several / many children are having difficulties with any aspect of the task and deal with it immediately, gaining the focus of everyone of course, so they're all listening and all benefiting from your teaching. Always use a quiet voice, the point you are making shouldn't be a criticism but a teaching point, so you don't need a harsh voice.

2 Modelling

There are some who say 'values are caught, not taught'. It is totally a matter of personal opinion. Teachers who are courteous, polite, enthusiastic, in control, patient, and organised provide vitally important examples to children through their own behaviour and role model. Your body language, tone of voice, gestures, eye contact, humour and caring attitude send a very positive message to children, who are quick to emulate because they want to be in your good books it usually means praise and reward. If you want quiet voices in your classroom you use a quiet voice. If you want good manners, you reinforce them when you say please and thank-you.

3 Non-Verbal Cuing

Only crusty oldies like moi will remember the classroom of the 50's with 'the bell', this was not only the big hand-bell rung, usually by the Head, to signal the end of lessons and the start of playtime, but the little bell that many teachers had on their desk one shake and the teacher had the whole class's attention! Teachers have shown immense ingenuity ever since in making use of non-verbal cues in the classroom: clapping, fingers to lips, hand up in the air, a red traffic signal to denote 'stop everything' clickers in pockets, standing in front of the board and saying 'ok, let's have good sitting and good listening' etc. etc. Non-verbal



cues can also be facial expressions, body posture, hand signals - always a useful technique - but make sure you use only one and make sure the whole class KNOW what it is and what it means.

4 Assertive Discipline

This is traditional limit-setting authoritarianism. When executed, it will include a good mix of praise. This is high profile discipline. The teacher is the boss and no child has the right to disturb or interfere with the learning of other children. Clear rules are laid out and consistently enforced. There are times when this is necessary, but it needs to be juxtaposed with other techniques.

5 Assertive 'I' Messages

This technique is a component of Assertive Discipline. 'I' messages are statements that a teacher uses when confronting a child who is misbehaving. They are intended to be clear descriptions to the offending child of what the teacher expects. It can be a very useful tool to refocus a child's attention on the behaviour you want and not the bad behaviour that you don't want. 'I want you to...', 'I need you to...', 'I expect you to...'.

Don't say, 'I don't want you to...' because this often actually triggers the confrontation and denial process of the child, it focuses on the misbehaviour and you don't want to do that, you will get a swift retort or 'it wasn't me...', 'he kept on...', blaming anyone but themselves, and the escalation has begun.

6 Humanistic 'I' Messages

These messages are expressions of our feelings. If you use them, structure them in three parts. First, include a description of the child's behaviour, e.g. 'When you talk while I am talking...'. Secondly, relate the effect of this behaviour on the rest of the class: 'it is impossible for everyone to hear and understand what I am saying and so I have to repeat it and we all waste valuable learning time...'. Thirdly, let the child know the feeling it generates in the teacher: 'and this makes me both sad and angry and is not something I can tolerate...'. Tell him / her that this is not acceptable to you or the rest of the class and perhaps he / she would like to explain to you (and the class) what you or they have done to deserve this lack of respect and caring for their learning. I shall be most surprised if this does not curtail his misbehaviour for a while.

7 Positive Discipline

Use classroom/school rules that describe and accentuate the positive behaviours you want instead of listing the things the children cannot do. Instead of 'no running' use 'walk everywhere please'. Instead of 'stop talking when the teacher is talking' use, 'please show good manners and courtesy by listening when the teacher is talking', etc. This tells them exactly what you expect and not what you don't expect!