

Five Ways Primary School



Behaviour and Discipline Policy

September 2017

The Governors and Staff of Five Ways Primary School believe that good quality, professional interpersonal relationships between all members of the school community is essential if the school is to provide an effective learning environment. Pupils, parents, Governors and all staff must work together and take responsibility for the development of a school community that is calm, quiet, ordered and structured, and which supports a sense of purpose, pride, achievement and positive self-image for all.

It is the aim of all concerned to create a school atmosphere where misbehaviour is unacceptable to other pupils, rather than a source of peer group popularity.

The following document attempts to place "Behaviour and Discipline" in the context of the school situation and to outline the staff and Governors philosophy concerning this important aspect of school ethos.

"The general behaviour of all children from the time they come into school to the time they leave is the responsibility of everyone employed at the school. In the eyes of the child, for a teacher or other adult to ignore poor behaviour signals that it is condoned. It is the duty of everyone at all times to uphold the behaviour policies of the school."

Organisation and Procedure Document
Five Ways County Primary School

BEHAVIOUR & DISCIPLINE

The promotion of good behaviour and discipline at Five Ways School has the following functions:

1. It fulfils teachers' statutory professional duties (School Pay & Conditions 2008 75.7).
2. It is essential for the achievement of the general school aims by:
 - (a) allowing pupils to learn effectively through a happy, secure and comfortable environment
 - (b) allowing pupils the opportunity to develop a sense of responsibility for their own decisions and actions, and an acceptance of the ensuing consequences (self-discipline)
 - (c) helping to ensure the safety and well-being of all pupils and staff.

Definitions:

'Good Behaviour' - that which conforms to the reasonable expectations and requirements of the school, and is based upon mutual respect for the needs and aspirations of all in the school and upon care for the environment.

'Discipline' - part of the school ethos which serves to encourage 'good behaviour'.

Practical Examples of Good Behaviour

(a) **Examples of general school rules.** These must be encouraged at all times by everyone, and rewarded as and when appropriate.

- Showing generally acceptable behaviour to all people at all times
- Walking (not running) whilst in the building - in corridors, classrooms, halls etc. **Key Stage 2 children should walk on the left-hand side of the corridor.**
- Talking in a quiet and civilised manner.
- Being polite and courteous to all.
- Co-operating with others when required
- Looking after their own and other people's property.
- Obeying all reasonable requests from adults in authority.
- Keeping the buildings and grounds clean and tidy.
- Entering into and waiting in Assembly in silence.
- Walking on the left hand side in corridors.
- When required, waiting outside classrooms with the minimum of noise.

(b) **Examples of KS2 general classroom rules:**

(To be displayed in KS2 classrooms - discussed in Class Assembly Time on a regular basis)

- Moving around in an orderly manner
- Keeping noise to a minimum
- Listening to instructions given
- Looking at the person to whom you are talking and who is talking to you
- When listening, sitting still
- Following instructions as quickly as possible (e.g.. "put down your pens")
- Unless told otherwise, raising hands when asking a question
- Take care of pens, pencils and other classroom items and equipment.

(A simplified version of the school rules should be displayed in all KS1 classrooms and should be discussed in Class Assembly Time on a regular basis.)

Examples of KS1 general classroom rules:

- Walk sensibly around the classroom
- Sit quietly on the carpet
- Always listen carefully to the teacher
- Put up your hand if you have got something to say
- Take care of classroom equipment.

Practical Examples of Unacceptable Behaviour - which must be discouraged at all times by everyone and sanctions given as and when appropriate.

- Bullying - all types of abuse; peer group exclusions, racism
- General disruptive behaviour
- Aggression of any kind
- Disregard for property
- Lying
- Constantly complaining
- Disregarding instructions given
- Using foul and abusive language
- Rudeness and general lack of courtesy
- Stealing
- Spitting
- Disobeying Health and Safety rules e.g. Design and Technology, P.E.

BREAKTIME RULES

(a) Reception Playground

Staff are requested to supervise the children to and from the playground. Children must never be allowed on the playground unsupervised. All staff must escort their own class to the playground. Members of staff who are not "on duty" must ensure that all children vacate the base area and the cloakrooms/toilets.

Staff who are not "on duty" must return to the playground immediately after the internal bell rings signalling the end of the break period. All staff who are not "on duty" are responsible for the supervision of the children coming in from the playground and in the cloakroom areas. The members of staff "on duty" must ensure that no children are left on the playground.

The children should not:

- be allowed back into the school once they have been sent out. If they need the toilet they return to the building supervised fully.
- go on the grass next to the playground.
- climb on the fences.
- go behind fencing.
- go down the paths.
- go on the trim trail without adult supervision.
- adhere to safety rules when using playing equipment on the playground

(b) Y1/Y2/Y5/Y6 Playground

Children must go out of the building and come into the building in a quiet and orderly manner. Staff are requested to supervise the children before they go onto the yard i.e. staff **must** supervise children in the corridor whilst they put their coat on and get their snack if they are in Y5/6.

At the end of break, the teacher on duty will blow a whistle PROMPTLY after the sounding of the internal bell. All staff will collect their class/group from the playground. A duty monitor, from Year 6, will alert staff in the mobiles that the internal bell has sounded.

Pupils are allowed to take a book to read in the pavilion.

Y1 and Y2 children are collected from the playground by all the staff in those teams.

2 members of staff supervise children on the playground during Y1 and Y2 break.

2 members of staff supervise the children on the playground during Y5 and Y6 break. At the end of break the children are collected by teaching staff. The staff should integrate amongst the pupils once the whistle has gone, in order to maintain good behaviour whilst the children leave the yard.

During all mid-session breaks the grass areas are "out of bounds". Children should only be allowed on the grass surrounding the playground to redeem footballs etc. Children should not play around the mobile classrooms, on the paths or among the trees.

They should not attempt to go into the Environmental Area to retrieve a ball during any break time. The ball may be collected from that area by one person at the end of break. Year 5/6 children can collect the ball once they have gained permission from the duty teacher.

"Airflow" balls are the only type that the children are allowed to use on the yard. These are on sale from the school at an appropriate charge. "Airflow" balls should be played with in the bottom section of the yard. No "Airflow" balls should be taped to prevent them from breaking or to repair them because they become a Health and Safety risk once tape has been applied.

Skipping ropes may be used, but they should not be swung around from the handle by the child.

The traditional game of "conkers" may be played by Key Stage 2 pupils during the appropriate time of year. As with other games, this will be banned should annoyance or disturbance ensue from the playing.

NO other toys are allowed on the playground unless the Leadership Team deems them suitable.

Once the children are outside on the playground, they should not be allowed back inside the building until the end of playtime unless the duty teacher deems it necessary.

Duty staff should patrol the whole yard, enforcing rules at all times.

(c) Y3/4 Playground

The rules for KS1/Y5/Y6 playground apply to this playground also.

Pupils may take a book to read on the benches.

Airflow balls should only be played with by Year 3 during the lunchtime period, from 1p.m. till 1.25p.m.

Note

At the commencement of break and at the end of each school session, it is the responsibility of the teacher who is supervising the class at the time to ensure that the children in his/her care are out of the classroom and out of the building unless directed otherwise. When a teacher is "on duty" this responsibility may be undertaken by another member of staff. It is the "duty" teacher's responsibility to organise this.

(d) Lunchtime

The children are allowed to play on the playground only, unless the relevant Assistant Headteacher deems the field is dry enough to use. The relevant Assistant Headteacher should provide the Supervisory Assistants with clear guidance as to what is expected of their pupils, in terms of behaviour and what activities can be undertaken, whilst on the field. The children should only play on the flat area of the field.

If it is very hot and the sun is strong, the children will be allowed to sit under the shade of the trees on the bank alongside the field. This area is for sitting in only. The children will not be permitted to play amongst the trees. Cones will be placed behind the trees, on the edge of the path, to act as a barrier that the children know they must not pass.

A Supervisory Assistant must be on duty in close proximity to the gates, at the top of the path, to ensure no child goes near them. When the field is used at lunchtime, the children will return to the playground and line up in the normal manner.

Supervisory Assistants should enforce the same rules as the teaching staff. They will have this policy explained to them prior to taking up post.

All SAs are expected to patrol the whole yard, enforcing rules at all times.

All children should use the toilet before they go out at lunchtime and again, if necessary, before the end of the lunchtime period. This ensures minimum disruption to afternoon lessons.

KS2 children should be encouraged to wash their hands before lining up for their lunch. There is no set time for each Year Group, in KS2, to wash their hands because they go into lunch on a rota system.

Teaching Staff and lunchtime Supervisory Staff should encourage the children to wash their hands after using the toilet and before eating.

Children should not generally be allowed back into school once they are out on the playground. The Supervisory Assistants may use their discretion when deciding who may need to go indoors for whatever reason.

At 1.10 p.m. PROMPTLY the whistle should be blown by a teacher to signify the end of Reception and Key Stage1 lunchtime. All teaching staff will go onto the relevant yard, alongside the Lunchtime Supervisory Assistants, to collect their children who will be directed back to their base areas by the duty teacher. The children should be given the opportunity to obtain a drink from the drinking fountain whilst under supervision. The KS1 children should be allowed to hang up their coats in their base area before obtaining a drink.

Reception and KS1 classes should be sitting down in their own registration area by 1.15 p.m.

Team Leaders should support SAs in the organisation of wet lunchtime activities.

In KS2, the duty teacher from a.m. break will blow the whistle at 1.25 immediately after the sounding of the internal bell. The children will return to their classrooms in the same manner as outlined for playtimes.

(e) Trim Trail

Children must not eat or drink whilst on the Trim Trail. Please see Risk Assessment arrangements and organisation for the use of the Trim Trail. (See Appendix 5.)

(f) Drinks In School

Water fountains are sited in both Key Stage buildings and children are able to obtain a drink of water from them at the beginning and end of the playtime and lunchtime breaks.

If parents wish their child to have a drink other than water, they may provide their child with a non-breakable drink carton, or a plastic bottle containing the drink of their choice. Children should never be given glass containers because of the potential safety hazard.

Parents may wish to give their child a flask containing a drink to accompany their packed or school lunch. These flasks may be used in the dining areas, but must not be taken out onto the playground or used to obtain drinks in the classroom or cloakroom areas. Pupils are not allowed hot drinks or soups into school due to risk of scalding.

Children will not normally be allowed drinks (other than bottled water) during lesson time unless staff have been notified, in writing, of a specific medical need.

Pupils are encouraged to bring a clear plastic bottle of plain water into lessons. Pupils in the Foundation Stage are provided with drinks from plastic cups.

Behaviour and Discipline – PSHE/Citizenship

The following objectives form part of the ongoing ethos of the school and will be delivered through:

- Circle time – used as a vehicle for addressing specific problems that arise
- All lessons in the curriculum if the need arises (see curriculum planning).

1) Developing Confidence and Responsibility and Making the Most of their Abilities

Key Stage 1

- 1.1 - to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- 1.2 - to share their opinions on things that matter to them and explain their views
- 1.3 – to recognise, name and deal with their feelings in a positive way

Key Stage 2

- 1.1 - to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- 1.2 – to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- 1.3 - to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

2) Preparing to take an Active Role as Citizens

Key Stage 1

- 2.3 – to recognise choices they can make, and recognise the difference between right and wrong
- 2.4 – to agree and follow rules for their group and classroom, and understand how rules help them
- 2.5 – to realise that people and other living things have needs, and that they have responsibilities to meet them
- 2.6 – that they belong to various groups and communities, such as family and school
- 2.8 – to contribute to the life of the class and school

Key Stage 2

- 2.1 – to research, discuss and debate topical issues, problems and events
- 2.2 – why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- 2.3 – to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- 2.4 – to that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- 2.5 – to reflect on spiritual, moral, social and cultural issues, using imagination to understand other peoples' experiences
- 2.6 – to resolve differences by looking at alternatives, making decisions and explaining choices

3) Developing Healthy, Safer Lifestyle

Key Stage1

- 3.1 – how to make simple choices that improve their health and well-being (e.g. knowing they will get hurt if they play rough games)

4) Developing good Relationships and Respecting the Differences Between People

Key Stage 1

- 4.1 – to recognise how their behaviour affects other people
- 4.2 – to listen to other people, and play and work co-operatively
- 4.3 – to identify and respect the differences and similarities between people
- 4.4 – that family and friends should care for each other
- 4.5 – that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

Key Stage 2

- 4.1 – that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- 4.2 – to think about the lives of people living in other places and times, and people with different values and customs
- 4.3 – to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- 4.4 – to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- 4.5 – to recognise and challenge stereotypes
- 4.6 – that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- 4.7 – where individuals, families and groups can get help and support

Stepping Stones-	Personal, Social	And Emotional	Development -	Foundation Stage	
Dispositions and attitudes	Self confidence and self esteem	Making relationships	Behaviour and self control	Self care	Sense of community
<p>Show curiosity.</p> <p>Have a strong exploratory impulse.</p> <p>Have a positive approach to new experiences.</p>	<p>Separate from main carer with support.</p>	<p>Feel safe and secure and demonstrate a sense of trust. Seek out others to share experiences. Relate and make attachments to members of their group.</p>	<p>Begin to accept the needs of others with support.</p>	<p>Show willingness to tackle problems and enjoy self-chosen challenges.</p> <p>Demonstrate a sense of pride in own achievement.</p>	<p>Make connections between different parts of their life experience.</p>
<p>Show increasing independence in selecting and carrying out activities.</p> <p>Show confidence in linking up with others for support and guidance.</p>	<p>Separate from main carer with confidence.</p> <p>Have a sense of belonging. Show care and concern for self. Talk freely about their home and community.</p>	<p>Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routines.</p>	<p>Show care and concern for others, for living things and the environment.</p>	<p>Take initiatives and manage developmentally appropriate tasks.</p>	<p>Show a strong sense of self as a member of different communities, such as their family or setting.</p>
<p>Display high levels of involvement in activities.</p> <p>Persists for extended periods of time at an activity of their choosing.</p> <p>Take risks and explore within the environment.</p>	<p>Have a sense of self as a member of different communities. Express needs and feelings in an appropriate way.</p> <p>Initiate interactions with other people.</p>	<p>Value and contribute to own well-being and self control.</p>	<p>Show confidence and the ability to stand up for own rights.</p> <p>Have an awareness of the boundaries set and behavioural expectations within the setting.</p>	<p>Operate independently within the environment and show confidence in linking up with others for support and guidance.</p>	<p>Have an awareness of, and show interest and enjoyment in, cultural and religious differences. Have a positive self-image and show that they are comfortable with themselves.</p>
<p>Continue to be interested, excited and motivated to learn.</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group.</p> <p>Maintain attention, concentrate and sit quietly when appropriate.</p>	<p>Respond to significant experiences, showing a range of feelings when appropriate. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</p> <p>Have a developing respect for their own culture and beliefs and those of other people.</p>	<p>From good relationships with adults and peers.</p> <p>Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</p>	<p>Understand what is right, what is wrong and why.</p> <p>Consider the consequences of their words and actions for themselves and others.</p>	<p>Dress and undress independently and manage their own personal hygiene.</p> <p>Select and use activities and resources independently.</p>	<p>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p>

The Promotion of 'Good Behaviour

The rules must be:

- a) defined clearly
 - b) understood by all
 - c) enforced consistently by all
 - d) enforced by all the staff
 - e) enforced at all times when on school property or on school business
 - f) reasonable, sensitive and effective.
- For any member of staff to ignore bad behaviour, at any time for any child, means that that behaviour is condoned. Children do not respect staff who are 'easy' on school rules.
 - All staff must set high standards in terms of dress, punctuality, cleanliness, commitment, attitude and courtesy to others and general behaviour whilst fulfilling school duties. Staff should provide an exemplary role model for the pupils at all times.
 - The checking of **minor** offences often prevents more major problems developing.
 - Pupils must be taught to recognise and accept that it is themselves who make decisions as to their behaviour, and it is they who must bear the consequences of their decisions and actions (self-discipline).
 - General school discipline should be based upon **praise and reward**, rather than sanctions and punishments. All pupils deserve praise on some occasions.
 - Work undertaken by each child should be of interest, worthwhile and matched to the pupil's level of ability. Bored pupils are often the worst behaved.
 - Prevention is better than cure. Pupils must know that there is supervision. **The presence of a teacher in the classroom or corridor** before the pupils arrive, is a more effective way of obtaining good behaviour than punishment of those caught misbehaving when left to their own devices.
 - Unacceptable behaviour often stems from problems a child is encountering outside the classroom or school. If problems are known by the teacher, poor behaviour may be prevented. **Co-operation with parents is essential.**
 - A clean, tidy and well organised classroom and building with pupils work prized and on display, gives pupils a sense of worth and belonging.
 - High expectations of all pupils, avoiding stereotyping and pre-conceived opinions.

Groupings

The composition of groups has a considerable effect upon the behaviour of the individuals within them. When forming groups, criteria may include ability, gender, personalities and the number in each group. The criteria for forming groups should be appropriate to the task being undertaken. Groupings should be reviewed regularly.

What Staff are Expected to Undertake

- Discuss with the children school rules plus Home/School Agreement contract rules on a regular basis. Ensure that they are understood by all, and the reasons for the existence of rules. There should be a copy of the classroom rules on every classroom wall. Team Leaders are responsible for ensuring this with new members of staff.
- Enforce the rules at all times with all the children in a consistent manner. Never ignore bad behaviour from any children in the school.
- Set high standards in all aspects of professionalism.
- Treat colleagues and pupils with respect and courtesy at all times.
- Take opportunities to discuss with pupils that it is the individual who controls his actions and it is he who must bear the consequences.
- Take all opportunities to praise and reward all pupils. Look for the **positive** aspects of behaviour.
- Ensure that the work set for the pupils is of interest to them and matched to their ability.
- Follow supervision policy and show concern and care for the pupils.
- Ensure that appropriate information concerning progress/problems is documented and passed to relevant staff.
- Talk with parents whenever possible.
- Take pride in the classroom and school, keep it tidy and clean and display children's work to a high standard.
- Expect high standards from all pupils; do not "label" a child or assume the worst.
- Note and record changes in patterns of work, behaviour and progress. Discuss with SEN Co-ordinator. **All** incidents in terms of bad behaviour must be written in the Pastoral folder by the person who witnessed the incident. Should an incident be reported by a Lunchtime Supervisory Assistant, this is to be recorded in the Pastoral file by the class teacher. All entries should be written in a professional manner and must be dated and signed.
- Through a senior member of staff/SEN Co-ordinator, maintain links with EWO's, SENSS support and educational psychologist.
- Don't reach the end of the sanction list too soon.
- Avoid confrontation. Keep calm.
 - Listen to a child's problems or point of view, be positive.
 - Keep calm, don't over-react, avoid shouting, never humiliate.
 - Reasonable sanctions should always be applied consistently and fairly; unreasonable threats that cannot be carried out should not be made.
 - Never blanket punish or over-punish. Always investigate incidents thoroughly before applying sanctions.
 - Deal with the situation on a one to one with the child and avoid discussing the incident in front of the whole class.
 - Staff should support Supervisory Assistants in order to ensure good behaviour and discipline at all times.

A Range of Rewards

- A quiet word or an encouraging smile
- A written comment on pupil's work, either in general terms "Well done" or in a more detailed way picking out specific points or ideas that gave pleasure
- In both Key Stages "smiley faces" may be drawn on a pupil's work. No "sad faces"

- Stars given to children for:
 - a) Completing work which is above average for that child
 - b) Exemplary behaviour
- Stars may be stuck on to the work or to the child's clothes

- A range of stickers, wristbands or photocopied "badges" may be stuck on to a child's clothes as a reward for very good work or outstanding behaviour. Praise pads and postcards are held by the Headteacher and can be used when appropriate. These need to be signed by the Headteacher before going home.

- Each child will be given a Five Ways behaviour chart within their Home-Link books to collect stickers on. The stickers will be given for **good behaviour only**. Stickers can be awarded by all staff. A sticker may be awarded by a member of staff following a positive comment about behaviour made by a SA. Once a child has filled their chart then they will visit the **Year Leader** to be awarded a prize.

- A visit to another teacher or a more senior member of staff and/or the Head for commendation

- A public word of praise in front of a group, a class, a Year, or the whole school

- Certificates of achievement through the Special Assembly. Copies to be kept in Record of Achievement folders and also displayed in the classroom or on a notice board in the corridor.

- Verbal remarks from staff to parents, when and where possible.

- Use of school Reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and in general attitudes.

- Key Stage 2 operates a Merit System of rewards (see Appendix 1). The merits should only be given out for excellent standards of work, effort or behaviour. Over use of merits as awards would devalue the system.

- Key Stage 1 operates a Token System of rewards (see Appendix 2).

- Occasionally, staff may wish to give individuals a small gift e.g. Year 6 lunchtime helpers for the generous giving of their time to help a teacher. No sweets should be given.

- Extra break time - 5 minutes - to be granted by the relevant Assistant Heads only. This should only be given as a particular reward, and pupils should be made aware of the reason for it being given.

- Individual pupils who may have behaviour targets to meet will be given individual smiley charts.

Range of Sanctions

The following documentation contains a list of sanctions that staff should follow in order to eradicate any poor behaviour that may occur both in and around the establishment during the course of any school day.

All staff will work through the sanctions to ensure every child who misbehaves is given the opportunity to reform.

The final two sanctions will only be carried out as a last resort and may only be sanctioned by the Headteacher.

- Immediate checking of behaviour, including verbal and non-verbal, individual and public indications of disapproval.
- Humiliation is always unsuccessful and should never be used.
- Once a teacher has established a good relationship with a class, a "look" is all that is needed to keep most children in line.
- Change of seat in the classroom, if necessary, sit the child alone. With children who have severe difficulties, a special area where they can sit and calm down sometimes works well. This should never be referred to as the "naughty chair". For pupils with more serious behaviour problems who may be on the SEN register, see Appendix 3.
- Repeated work in supervised break time, where the presentation or content of work is clearly below the pupil's potential. Children must have access to the toilet.
- Short time away from an activity/issue, e.g. standing at the side of the hall during part of a PE lesson in clear view of the teacher until the child is willing to participate safely.
- Parental involvement - this should come at an early stage and be carried out by the classteacher. It has the triple advantage of being a sanction, of throwing more light on the problems behind the misbehaviour and of providing joint/consistent action between home and school. **All communication with parents must be recorded in the child's pastoral notes and be signed and dated.** Team Leaders should be kept informed throughout any involvement with parents.
- Loss of some or all playtime (part loss is preferable to full loss). Children must be supervised at all times. KS2 - Once a child loses part of his/her playtime, they must go to the toilet at the commencement of break and then report immediately to the member of staff who is detaining them. The teacher detaining the child must ensure the child is supervised throughout the loss of his/her playtime. Perhaps the child could be asked to walk with the duty teacher throughout playtime. **The duty teacher must be informed before the commencement of break or it is the responsibility of the member of staff implementing the sanction to check that it has been carried out.** Children must be allowed to have a drink and snack at some point during the breaktime. **Children should not be made to stand outside the staffroom.**
- **If a child carries out a 2nd related incident** after losing time off his/her breaktime, then they should be referred to the Team Leader and be warned about their behaviour.
- If a child carries out another related incident, then the Year Leader should speak to the child and refer them to the Assistant Headteacher on the day of the repeated incident. The child will lose all of their breaktime and will be supervised by the Assistant Headteacher. At this stage the Year Leader should speak to parents to inform them that their child has been referred to the Assistant Headteacher and has lost all of their breaktime. Children must be allowed to visit the toilet and have a drink and snack at some point during the breaktime.
- If a child carries out another related incident, then the Assistant Headteacher will refer the child to the Headteacher. The Headteacher will telephone parents and will send a letter to parents explaining the concern related to their child. **See Appendix 5 for an overview of procedures to follow.**
- If a child carries out another related incident, then the Headteacher will request that the parents of the child make an appointment to meet with the team.
- Referral to Deputy Headteacher or Headteacher for serious isolated offences. Be wary of referring a child to the Headteacher in the first instance. This would leave no further referrals possible.
- KS2 operate a De-Merit system (see Appendix 4) for serious, isolated offences along with increasing levels of disorganisation, e.g. 3 times forgotten PE kit, spelling/homework book on consecutive lessons. However, when using this sanction personal circumstances need to be taken into account and parents informed of the punishment. It might be useful to phone a parent after the second incident so the situation can be rectified before a de-merit needs to be given.
- Debarment from a school club where a child repeatedly misbehaves (speak to parents after first incident and warn that if misbehaviour continues, the pupil will not be allowed to attend).
- Repair of wilful damage and/or payment in extreme malicious or repeated cases. Cleaning up if this is relevant to the misdeed. The Team Leader must be informed and, if necessary, speak to parents to discuss a solution to the misdeed.

- Placing on report - this may be on a weekly or daily basis and require a comment from all staff members who have contact with the pupil. It may be shown to a variety of people, especially the parents and the Headteacher. The parents should always be informed if this is to be the case. Team Leaders should be kept informed throughout any involvement with parents.
- Withdrawal from a particular class for a period of time. This will involve supervision by a member of the Welfare staff, or change of class. Team Leaders should be kept informed throughout any involvement with parents.
- Any drug related incidents should be reported immediately to the Headteacher and details logged in the Pastoral File.
- Any bullying related incidents should be reported immediately to the Headteacher and details logged in the Pastoral File and the Anti-Bullying log.
- Any racist incidents should be dealt with immediately and details logged in the Pastoral File, and referred to the Headteacher to be logged and referred to the LEA.
- Debarment during the midday break (Headteacher only may sanction this)
- Fixed term or permanent exclusion (Headteacher only may sanction this).

Special Educational Needs

Five Ways Primary school is currently taking part in a dyslexia friendly initiative which involves a whole school approach to identifying and assessing dyslexic pupils. We are currently using multi-sensory approach to address their needs.

APPENDIX 1

KEY STAGE TWO - MERIT SYSTEM

Once a child enters KS2 they are placed in a team, with colour corresponding to the colour of the Token System they were in, in Key Stage 1.

Red	-	Ruby
Blue	-	Sapphire
Yellow	-	Amber
Green	-	Emerald

They will remain in this team throughout their time in KS2.

Merits are awarded by members of staff, to individuals, for work or behaviour that reflects a very high standard.

A merit, it was felt, should be a reward that is highly regarded by each child and a pleasure to earn. In this respect it was agreed that staff would only award a merit when a child really deserved it and not on a regular basis.

Once a child is awarded a merit they receive a merit slip, signed by the member of staff giving it and they place it in a special box, set up especially for the safe-keeping of such things.

Every Wednesday lunchtime the team captains unlock the merit box and count the merits. (The team captains are voted for by their teachers).

The merit totals are logged in a book, which is kept in a drawer in the Year Six Team Leaders room.

The results are announced on a Wednesday for Year 3/ 4 and on a Thursday morning for Year 5/6 during Assembly and a ribbon is placed on the "house trophy" the colour of the winning team. This is for the duration of one week.

After Assembly, the captains display the results on a board in the Key Stage 2 corridor and also in the Year 3 base. These boards are added to each week in order to show a running total of merits obtained for each team. They also display the cup for all to see.

At the end of term a different trophy is awarded to the team with the highest amount of merits. This trophy is decorated with a ribbon the colour of the winning team and is kept on display for one term.

APPENDIX 2

KEY STAGE ONE - TOKEN SYSTEM

When a pupil enters Key Stage 1 they are placed in a team – red, blue, green or yellow – and thus begin a system where they can achieve a token for:

- Working hard
- Being polite
- Walking around school sensibly
- Behaving well at lunchtimes
- Helping others
- Working well with others
- Playing sensibly with others

The team they enter corresponds with the colour team an older sibling may already be in, elsewhere in school.

Each week, Year 6 Captains count up the tokens from each class and add the results onto a table. The results will be read out in a weekly Celebration Assembly in KS1 hall held by a senior member of staff.

At the end of each half term, the tokens are added up and a certificate is awarded to every pupil in the winning team.

On a weekly basis, the winning team is allowed a reward decided by the Year Leaders in Year 1 and Year 2. In Celebration Assembly, Freddy (a teddy) wears a ribbon to show which team earned the most tokens for that week.

APPENDIX 3

Pupils with Serious Behaviour Difficulties

Pupils with more serious behavioural problems may be placed on the SEN register, following discussion with parents. Targets will be set to address the concern.

Referral to the Behaviour Support Team can be made by the SENCo, with parental agreement, for pupils whose behaviour is affecting their learning and that of their peers. A Behaviour Support co-ordinator will provide support for the class teacher, help write a Personal Progress Plan and may work individually with a pupil for a series of sessions.

Please note that individual circumstances relating to a pupil with severe behavioural and emotional needs may mean that rewards and sanctions are different to the school's policies in order to meet their needs. However, this will be discussed with parents and other agencies as necessary before implementation of any programme of support.

KEY STAGE 2 DE-MERIT SYSTEM

For offences such as:

- Vandalism
- Swearing
- Being rude to Lunchtime Supervisory Assistants
- Being rude to teachers
- Violent acts e.g. kicking
- Spitting
- Forgetting P.E. kit three consecutive times (personal circumstances to be taken into account e.g. family crisis)
- Forgetting homework/spelling book three times (personal circumstances to be taken into account e.g. family crisis)
- Deliberate breaking of health and safety rules
- Repeated serious incidents

The offending child will be sent to the Deputy Headteacher who will record the child's name and the reason for the de-merit in the de-merit folder. If the child is receiving the de-merit from a teacher who is not their class teacher, then the classteacher should also be informed. A merit slip should be completed with DE-MERIT written across the top in capital letters and then placed in the De-Merit collection box.

Only a teacher (permanent or temporary contract) will be eligible to de-merit. Supply teachers and TAs should not demerit but should speak to the relevant class teacher if a child is causing problems and a course of action will be decide upon by them.

When the team captains read out the merits each week in assembly, they will note any de-merits and the children will be made aware of this. The child's name will not be read out – only the fact that the team has had a de-merit.

Appendix 5

This provides a brief overview of the use of the bookmark reward card and a step by step list of sanctions to be implemented. Please refer to the full copy of the Behaviour and Discipline Policy for the complete range of rewards and sanctions that can be used at Five Ways.

Behaviour Rewards

Each child will be given a Five Ways behaviour reward chart to collect stickers on (within the Home-Link Book).

The stickers will be given for **good behaviour only**.

Stickers can be awarded by all staff. A sticker may be awarded by a member of staff following a positive comment about behaviour made by a SA.



Once a child has filled their chart then they will visit the **Year Leader** to be awarded a prize.

Range of Sanctions

The following flow chart contains a list of sanctions that staff should follow in order to eradicate any poor behaviour that may occur both in and around the establishment during the course of any school day. It is the responsibility of all staff to ensure that information regarding any poor behaviour is communicated to the pupil's registration teacher to ensure that the poor behaviour is monitored closely and acted upon.

All staff will work through the sanctions to ensure every child who misbehaves is given the opportunity to reform.

Immediate checking of behaviour, including verbal and non-verbal, individual and public indications of disapproval.



Change of seat in the classroom, if necessary, sit the child alone.



Repeated work in supervised break time, where the presentation or content of work is clearly below the pupil's potential.



Short time away from an activity/issue in clear view of the teacher until the child is willing to participate safely.



Parental involvement - this should come at an early stage and be carried out by the classteacher. **All communication must be recorded in child's pastoral notes, be signed and dated.** Team Leaders should be kept informed.



Loss of some or all playtime (part loss is preferable to full loss). The teacher detaining the child must ensure the child is supervised throughout the loss of his/her playtime. **Children must be allowed to have a drink and snack at some point during the breaktime and be allowed to visit the toilet.**

It must be remembered that the majority of inappropriate behaviour should be dealt with by the classteacher as part of their professional duties. Examples of this have been given above.

The procedures outlined below are for pupils who consistently and purposely misbehave. It is for times when 'normal' effective class management strategies are unable to change behaviour.

If a child carries out a **2nd related incident** after losing time off his/her breaktime, then they should be **referred to the Team Leader** and be warned about their behaviour.



If a child carries out a **3rd related incident** then they should be **referred to the Assistant Headteacher on the day of the repeated incident.** The child will lose all of their breaktime and will be supervised by the Assistant Headteacher. **Year Leader** should speak to parents to inform them that their child has been referred to the Assistant Headteacher.



If a child carries out a **4th related incident**, then the **Assistant Headteacher will refer the child to the Headteacher.** The Headteacher will telephone parents and will send a letter to parents explaining the concern related to their child.



If a child carries out a **5th related incident**, then the **Headteacher will request that the parents of the child make an appointment to meet with the them.**

Referral to Deputy Headteacher or Headteacher for serious isolated offences. Be wary of referring a child to the Headteacher in the first instance. This would leave no further referrals possible.

KS2 operate a De-Merit system for serious, isolated offences along with increasing levels of disorganisation. (Please see Behaviour and Discipline Policy for further advice.)

Debarment from a school club where a child repeatedly misbehaves (speak to parents after first incident and warn that if misbehaviour continues, the pupil will not be allowed to attend).

Any drug, bullying or racist related incidents should be reported immediately to the Headteacher. (Please see Behaviour and Discipline Policy for further advice.)

Debarment during the midday break, fixed term or permanent exclusion (Headteacher only may sanction this.)