

# Risca Primary School



## Discipline Policy

Author	Issue	Date	Govs
Mrs Arthur	1	28/5/10	
All staff	2	28/5/10	
Jayne Arthur	3	Sept 12	
Kate Skellam	4	Dec 15	
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CW/RW	6	Sept 18	

# **RISCA PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

*“As a teacher, you want the optimal classroom environment in which you can teach and your pupils can learn. To create this environment you must increase your ability to influence your pupils to behave, in spite of the problems pupils bring with them to school”. Lee Canter.*

Assertive discipline is the underwritten policy in governing behaviour in Risca Primary School. We define an assertive teacher as *“one who clearly and firmly communicates his/her expectations to his/her pupils, and is prepared to reinforce his/her words with appropriate actions”*.

Assertive teachers communicate their influences by sending a very clear message to their pupils. By doing this an assertive teacher is empowered to reach his or her own professional goals, and also meet the needs of pupils. Importantly it is also a way of encouraging our children to take responsibility for their own behaviour. It provides an opportunity for children to change their behaviour if they choose to do so. AD assumes a partnership between staff, pupils and parents in the management of behaviour.

Assertive discipline works because of the effective use of positive praise. Care is taken to reward pupils who are behaving well and positive statements are used to challenge poor behaviour. It is well researched that by praising a child who is sitting up nicely that this can also influence children who are not sitting up nicely. At Risca Primary School we have agreed that this technique will always be our first strategy for improving behaviour. The phrases “I like the way that..... is sitting” or “Well done.....for sitting so nicely, I need you to....., I am looking for.....” should be used consistently throughout the school to ensure that we foster a positive ethos within the school.

# OBJECTIVES OF ASSERTIVE DISCIPLINE

- To encourage pupils to behave appropriately.
- To increase pupils' self-esteem.
- To reduce problem behaviour.
- To create a positive classroom climate for teachers and pupils.
- To create a consistent approach that establishes set boundaries and expectations throughout the school.
- To empower teachers to deal with discipline problems in a calm and fair manner.
- To empower an approach which teaches good behaviour and establishes positive relationships with pupils.
- To treat all pupils equally.

In creating a positive learning environment, the staff at Risca Primary School aim to:

1. Establish rules that clearly define the limits of acceptable and unacceptable pupil behaviour.
2. To teach pupils to consistently follow rules and directions throughout the school day and year.
3. To ask for assistance from parents and other agencies when support is needed.
4. To establish a series of rewards and sanctions to accompany a whole school common classroom approach.
5. To ensure the AD is used by other members of the school community, eg support staff, dinner ladies in a common approach.

To reinforce good behaviour, at Risca Primary School we teach the children manners and values, which underpin the ethos of the school. In addition we have a school mission statement, and song which promote tolerance, kindness and positive behaviour.

We teach the children how to have good manners and these are displayed throughout the school. These are:

Always say "please" and "thank you".

Say "Good morning" and "Good afternoon" to members of staff. (Bore da/Prynhawn da)

Knock on classroom doors and say "Excuse me"

Let adults go through doors and say "After you"

# **BEHAVIOUR IN THE WHOLE SCHOOL**

At Risca we believe that if all staff use the same approach to the routine situations faced in school, pupils will become used to what is expected of them. This will have a positive effect on discipline. Therefore we have agreed a number of agreed procedures for routine events. These are:

## **1. Key Questions**

All staff are to carry key questions on a lanyard ready to use if intervening with a behaviour incident. These key questions are:-

I am going to speak to both of you but I am going to speak to\_\_\_first. I do not want you to interrupt.

1. **What** has happened?
2. **What** should you have done instead?
3. **How** do you feel?
4. **How** can we make this better?
5. **What** could you do next time?

## **2. Signal for Attention**

All staff should use the same signal for attracting the children's attention.

These signals will be:

### ***In the Yard:***

Duty Teacher blows the whistle and pupils will stand still. On the 2<sup>nd</sup> whistle pupils will walk quietly into their appropriate lines. Teachers and support staff take responsibility for their own lines.

### ***Indoors:***

Teacher will raise their hand in the air and say '***stop and listen***. Pupils will raise their hand and show they are listening by not talking and looking at the teacher.

## **3. Walking around the School/Entering and exiting classrooms**

All pupils will walk around the school in an orderly manner. They will leave and enter classrooms in a safe and calm manner.

#### 4. Assembly Routines

Before entering the hall children need to be settled to ensure that all pupils will come into assemblies silently. They will sit still without fidgeting. Pupils will not be allowed to talk to their friends throughout the assembly. Any pupils who are inclined to chat should be separated from each other during assembly time.

## **BEHAVIOUR IN THE CLASSROOM**

The general classroom rules are the first part of the classroom discipline plan. The rules are displayed in every classroom and they are also displayed in communal areas of the school. In addition rewards and sanctions are also displayed in the classrooms. The agreed rules, rewards and consequences need to be **regularly revised** with the children to ensure that all children stay familiar with discipline procedures.

In addition the classroom environment must be conducive to positive discipline (See Classroom Organisation Policy), and the curriculum must also provide enough support, challenge and differentiation to meet all of the needs of the pupils.

Noise levels within classrooms will vary according to pupil task. However shouting and loud voices are generally not acceptable. Pupils need to be taught to use the right voice within the classroom. Even younger pupils who are learning through play should be quickly taught how to use the right voice and how to play in a manner that is suitable for the indoor situation.

# SCHOOL RULES

## Classroom Rules

- Do as the teacher asks first time
- Use the right voice
- Keep working until your task is finished
- Keep hands, feet, objects and unkind words to yourself
- Always walk quietly around the school



## Rewards

- Praise
- Move individual peg up the ladder.
- Stickers
- Class rewards/ house points
- Exceptional effort certificates. (Friday assembly)
- Notes home from teacher / head teacher

## Sanctions

- Positive reinforcement. (I like the way that...)
- Reinforcement of the rule. (I need you to....)
- First warning.
- Second warning - removal from the group for 2 minutes.
- Third warning - Name in behaviour book and miss 2 - 5 minutes of playtime.

## Additional Effective Strategies

- Work in isolation.
- Send pupil to a different class with work for a short period.
- Identify 'hotspots' and steer child clear of these.

# **BEHAVIOUR ON THE YARD**

To ensure that pupils are safe on the yard we have also worked to produce playground rules. These are

## **PLAYGROUND RULES**

1. Do as the teacher asks first time
2. Keep hands, feet, objects and unkind words to yourself
3. Stand still when the whistle blows. Walk quietly to line
4. Play safe and sensible games. Be careful not to hurt others
5. Look out for others when you are playing

If pupils consistently break the playground rules sanctions shall be applied.

## **Consequences**

- Positive reinforcement
- A warning
- Time out - 2 minutes away from group on the wall / bench
- Time out - 5 minutes away from the group on the wall /bench
- Sent to senior member of staff.

# **Lunch Time Behaviour Plan**

## **Lunchtime behaviour.**

1. Lunchtime supervisors are to use Assertive Discipline in their approach to the behaviour at dinnertime.
2. Rewards are given in terms of stickers and weekly certificates.
3. Regular breaches of Golden Rules are to be logged.
4. MDS are to inform the class teacher if a child has been logged.
5. If a child is logged three times Mrs. Arthur will be informed and contact to parents will be made
6. Children to be sent home at dinnertimes after parents have been informed if inappropriate behaviour continues.
7. Children to address MDS by their surname and not by their first name.
8. MDS to meet with SENCo each term to review disciplines and procedures.

## **Canteen Rules**

- Do as the teacher asks first time
- Use the right voice, talk to the people next to you.
- Sit and eat your meal; use your knife and fork.
- Keep your rubbish until you have finished your meal.
- Put your hand up if you need help
- Leave the hall through the year 3 door.

## **Playground rules**

- Do as the teacher asks first time
- Keep hands, feet, objects and unkind words to yourself
- Stand still when the whistle blows. Walk quietly to line
- Play safe and sensible games. Be careful not to hurt others
- Look out for others when you are playing

## **Rewards**

- Praise from the supervisors
- Stickers in the infants
- Praise in front of your class teacher
- Praise slips - messages home
- Certificates at the end of the week.

## **Consequences**

- Positive reinforcement
- A warning
- Time out - 2 minutes away from group on the wall / bench
- Time out - 5 minutes away from the group on the wall / bench
- Entered into MDS log book
- MDS to speak to class teacher as Teachers meet pupils from the yard.
- If name appears 3 time in the log Senior Management Team to be informed by class teacher.
- The only exception to this procedure will be if children need to fast tracked.

N.B. See fast tracking procedures.



If a child is entered into the diary on three separate occasions then phone calls will be made to parents. In extreme cases pupils will be excluded.

## **FAST TRACKING**

Children are to sent immediately to the head teacher from class or from the yard for:

- **Excessive physical or verbal abuse** to members of school staff or other pupils
- **Refusal** point blank to **co-operate** e.g. Sits on the floor and will not move.
- Making knowing **racist remarks**.
- Carrying an **offensive weapon** or implement that could be harmful to others.
- **Theft**
- **Vandalism** to school or pupil's property.

## **ROLES AND RESPONSIBILITIES**

- All staff - follow behaviour plan. Refer any pupils who continually exhibit poor or worrying behaviour to SENCo.
- Deputy Headteacher, Foundation Phase leader and KS2 Co-ordinator to be first in line for dealing with inappropriate behaviour (Persistent offenders to be referred to the Headteacher)
- Head Teacher - to liaise with SENCo to make decisions on behaviour plans/charts/referral etc
- Headteacher to deal with serious fast tracking issues.
- Foundation Phase leader, KS2 co-ordinator and Deputy Head Teacher - to liaise with lunchtime supervisors at end of lunchtime. Inform SENCo of any significant problems
- SENCo to make appropriate referrals and advise staff of use of behaviour plans/charts etc.

## **CHALLENGING PUPILS**

Where pupils exhibit challenging behaviour staff will be given support and advice from the Headteacher and the SENCo. Consideration will be given to how best to deal with the challenging behaviour. A positive approach will continue to be used, and all staff will work collectively to ensure that that child behaves well at all times.

Parents will always be informed when pupils prove to be constantly challenging and every effort will be made to ensure that a partnership approach is used between home, school and pupil.

Pupils who fail to respond to a positive and consistent approach will be referred to the Behaviour Support Service.

## **EXCLUSION**

The head teacher will exclude children from school if their actions repeatedly threaten the health and well being of other or if they continue to ignore the procedures, strategies and expectations that are considered acceptable to appropriate behaviour. Governing body to be informed about any exclusion undertaken by the head teacher.

# Assertive Discipline

## Rewards

- ☺ *Positive Praise*
- ☺ *Stickers*
- ☺ *Class Rewards / House Points*
- ☺ *Letters / Positive Notes Home*
- ☺ *Certificates (Friday Assembly)*



## Sanctions

1. *Positive reinforcement. (I like the way that .....)*
2. *Reinforcement of the rule. (I need you to .....)*
3. *First warning*
4. *Second warning - removal from the group for 2 minutes*
5. *Third warning - Name in the behaviour book and miss 2 to 5 minutes of playtime*