

# **Vallis First School Behaviour and Discipline Policy**



Reviewed Autumn 2016

Expectations are found in our Home School Agreements are:

STAFF:

- To treat children with respect
- To know their children and know their names
- To have high expectations of themselves and the children
- To model good behaviour
- To teach and promote social and emotional aspects of learning
- To investigate incidents carefully and promptly listening to both sides
- To ensure the classroom and other areas of the school provide a safe and attractive learning environment.
- To prepare lessons carefully to meet the needs and abilities of all children
- To apply rewards and sanctions consistently and fairly
- To involve children in deciding the class and school rules
- To work with families and other agencies to ensure children's needs are met
- To work with other Frome schools to ensure smooth transition (see appendix)

CHILDREN:

- To arrive at school in good time
- To treat adults and other children with respect
- To work hard in class and allow others to work
- To obey the agreed class and golden rules
- To look after other children in the school
- To report bullying or any accident or incident
- To look after the school equipment

## PARENTS:

- To ensure their child arrives in good time and with the correct clothing and equipment
- To ensure that on school days children have had a good night's sleep and preferably a good breakfast
- To support their children in completing their homework
- To treat school staff and other school families with respect
- To model good behaviour to their children particularly around the school site
- To respect the school and class rules
- To notify the school of their child's needs

## **Vallis First School Golden Rules**

Children, staff, parents and governors have all agreed our Golden Rules which help to make our school a Safe and Happy place where children can be the best they can be.

We regularly revisit our rules in whole school assemblies and class sessions. We remind the children of rules they have kept and when one has been broken.

Our rules are:

1. Do be gentle. Don't hurt anybody.
2. Do be kind and helpful. Don't hurt people's feelings.
3. Do work hard. Don't waste time.
4. Do listen. Don't interrupt.
5. Do look after property. Don't waste or damage things.

## **Vallis Powerful Learners**

We are seeking to encourage good learning behaviours and use four characters to help the children to understand what good learning behaviours look like. These are:

- Being a Tough Tortoise and not giving up
- Being a Team Ant and working well together
- Being a Wise Owl and solving problems
- Being a Sensible Squirrel and making good use of resources.

## REWARDS FOR GOOD BEHAVIOUR

It has been agreed that a system of rewards should be used in the school rewarding good behaviour, politeness and effort. **All** staff are encouraged to participate in the rewards system. There is an agreed hierarchical order for these:

### REWARDS TABLE

Stage 1	One of the following: praise, going to show or tell someone of the child's choice, stamps, a 'smiley' face, stars, appropriate contact e.g. hand on shoulder or pat on the back, putting a note in the home/school reading record, the class clapping the child
Stage 2	<i>For good behaviour, good work or effort KS2 children will receive a goal. KS1 and Reception children will stay on the smiley face.</i>
Stage 3	We have a Celebration Assembly each Friday at which a 'Vallis Sticker' is given for good behaviour and work. When ten stickers have been given a certificate is awarded during assembly time in front of the whole school and the child is given a certificate to take home. <i>The process is repeated with twenty, thirty etc stickers. For thirty stickers a letter is sent home to the parents.</i>
In addition:	<ul style="list-style-type: none"><li>➤ A co-operative class reward system in each class to encourage children to look after each other and work together. Rewards are given for good behaviour on a trip, helping a supply teacher or achieving the class target. (Class rewards may be to fill a jar with bricks or nuggets, segments of a caterpillar to make a completed one, cover Elmer in bright colours etc). Each class chooses its own reward when they have completed the 'task'. <i>We try to ensure this reward is achieved once a term at least.</i></li><li>➤ 'Golden Children' - two children from each class, working through the register, wear special sashes or badges and may sit on 'special chairs'. They have the opportunity to carry out special tasks during the day, eg. Open the doors for the class; take messages around the school.</li><li>➤ Building Learning Power Book - Children are awarded a certificate in Friday Assembly for good learning behaviours. Being a Tough Tortoise and not giving up, being a Team Ant and working well together, being a Wise Owl and solving problems or being a Sensible Squirrel and making good use of resources.</li><li>➤ 'Golden time' – this happens on a Friday for half an hour and is a celebration of children's good behaviour and effort. Everyone chooses a favourite activity to do during this time. If a child has misbehaved during the week they may have to miss some or all of their Golden time depending on their age.</li></ul>

## **CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR**

It was agreed that consequences are more effective if the pupil understands the reason/s. All staff are asked to ensure that this is the case.

Consequences need to reflect the seriousness of the offence. Pupils, staff and parents need to be aware of the responses to behaviour and when the consequences are serious. The table below lists negative behaviour in order of the seriousness and states the consequences that are appropriate responses. Where pupils are removed from the classroom this is to enable the pupil to calm down and focus on a positive activity and for the remaining pupils to continue their lesson without further interruption from a disruptive pupil.

Every incident will be investigated and an appropriate consequence used based on the circumstances of the incident and the individual pupil using a range of restorative approaches (see below).

## CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR TABLE

In Reception and Key Stage 1 all children start the day on the green.

Behaviour type	Consequence	Who is involved
<p>'Non-contact irritating' (affecting others) eg calling out, making noises, chatting to friends at inappropriate times.</p> <p>'Contact-irritating' eg fiddling with hair, poking</p>	<p>Please stop that remember our Golden Rules. If repeated then warning and a consequence: Reception: Sit on the 'Oh dear' chair for a brief thinking time KS1: Move name from green to orange KS2: Put up a yellow card- no sticker at Friday's Celebration assembly.</p>	<p>Child and teacher unless defiant then see sanctions below. Parents involved if behaviour persistent.</p>
<p>Repetition of behaviours described above. 'Intentional contact-aggressive or spiteful' eg hitting, kicking, spitting</p>	<p>In Reception class the child would move briefly to 'Oh dear chair' for thinking time and no sticker at Friday's Celebration assembly. In KS1 the child moves their card from orange to red which means they miss 5 minutes of Golden Time on Friday and no sticker at Friday's Celebration assembly. In KS2 the child has a red card which means they miss all of Golden time on Friday. At Lunchtime In the KS1 and KS2 playground the Lunchtime Supervisors would put the child's name in the Red Lunchtime book which means they miss lunchtime play the next day.</p>	<p>Class teacher informed if offence happens at playtime or lunchtime. If necessary parents of both parties notified and assured that the situation has been dealt with. Parents and Headteacher involved if situation on-going or injury to victim.</p>
<p>Defiance Persistent refusal after being asked to carry out instructions or complete work</p>	<p>Staff may use the card system above or the following: Time out in another class or with senior staff.</p>	<p>Class teacher and parents initially. If on-going then Headteacher and SENCO</p>

*If situation is on-going then Head teacher and SENCO may set up an Individual Behaviour Plan with parents and child. If there is no improvement then school should use referral to Support Services.*

**UNACCEPTABLE BEHAVIOUR OR SERIOUS SITUATIONS:** All Schools have agreed that:

**Physical, verbal and racist attacks and bullying are serious offences to which the School has a duty to respond firmly to protect the victims of such behaviour. In these cases a child may be excluded for a fixed term period in the first instance. Parents and the Headteacher will be involved in dealing with such cases. In extreme cases the police may be involved. Schools have a legal duty to report racist behaviour to the appropriate authorities.**

(Parental rights to involve the police exist outside of this Policy)

As a school we need to respond to the serious incident appropriately in the first instance. After that the school needs to understand what may have triggered the action and a plan should be put in place to ensure that future incidents are minimised and the behaviours are managed.

We may refer to other support services or use a school based Behaviour plan or Pastoral Support Plan to offer support.

We may use the Restorative Approach to resolve issues between children (see below).

Forest School and Nurture are two interventions which can support children who are struggling to manage their behaviour due to emotional or social needs.

Other services may be accessed including the advice and support offered through the Frome Learning Partnership Behaviour and Vulnerability Panel.

### **RESTORATIVE APPROACHES- SUMMARY**

When pupils make a mistake they will be supported to learn about the consequences for other people and to think about how to put things right. Restorative Approaches provide tools whereby a pupil who has done wrong becomes accountable to those he/she has harmed. The aim is to facilitate communication and dialogue, which restores and promotes reconciliation.

Restorative approaches are underpinned by;

**Respect** – listening to all members of the school community

**Responsibility** – enabling and encouraging people to take responsibility for their actions

**Reparation** – Seeking opportunities to repair the harm that has been caused

**Re-integration** – applying a robust response, which is also a learning process. The aim being to solve the problem while allowing young people to remain included and involved in education

When a member of staff is dealing with an incident they can do so in a way that promotes these principles.

Wherever possible, inappropriate behaviour will be dealt with restoratively. The restorative approach is based on

### **6 key questions, which constitute a 'restorative enquiry'.**

By using these questions you will facilitate a restorative approach to resolving conflict

- What happened?
- What were people thinking?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

These questions are designed to assist pupils to better understand the connection between their thoughts, feelings and actions. A restorative enquiry can challenge the pupil to be aware of the effects of his or her actions on others and provide an opportunity to put things right.

Pupils may be brought together by a member of staff for a **restorative discussion** in an attempt to resolve the situation. Classes may be led in a **restorative class conference**.

Restorative approaches are supported by regular class circle times and peer mentor and peer support programmes that are well publicised.

### **Vallis School's Forest school:** **Basic Principles**

Generally, Forest School 'rules' are the same as school rules. Participants in Forest School (staff, other adults and pupils) are expected to adhere to the same high standards of conduct as they would in a 'regular school'.

The difference is, however, that the emphasis at Forest School is on removing the opportunities for failure and conflict. Activities need to be fun and engaging. Achievement is measured by the children's feelings of satisfaction, enjoyment and pride; not by comparison to other children, or to a prescribed standard. The role of the children is to enjoy themselves in a wholesome and satisfying way; learning is a by-product. The role of the adults is to facilitate children's opportunities, and to have a good time as well.

To create a Forest School experience Forest school staff will

- Take children outdoors,
- Conduct very open, very child-centred planning,
- Direct activities to target individual and group needs
- Arrange appropriate resources,
- Keep children safe, secure, and happy
- Ensure a high adult : child ratio
- Are flexible.