

# Vauxhall Primary School



## Pupil Behaviour and Discipline Policy

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<b>Updated on:</b>	<b>Changes made / notes:</b>
December 2010	Good to be Green added
September 2012	Edited to ensure greater emphasis on positive behaviour management strategies
June 2013	Bullying Incident Procedures to be followed added
February 2016	Update of staff members; change Behaviour Log to Communication Book
September 2017	Policy amended to reflect Vauxhall practice

## **PUPIL BEHAVIOUR AND DISCIPLINE POLICY**

### Behaviour and Discipline Summary Statement

Aim: Encourage, develop and maintain respect and high standard of behaviour. To foster good working relations in an atmosphere that promotes learning.

#### **DURING THE SCHOOL DAY IN THE BUILDING**

1. All members of the School Community are expected to greet each other, using names if known.
2. Children should walk quietly at all times and keep to the left.
3. Anyone needing to pass through the halls must do so with minimum disturbance to those using the halls.
4. On the staircases children must walk in single file on the left in the interest of safety. All doors must be opened and closed quietly and with due awareness of those following.
5. Speak quietly and use kind language at all times. Smile and smile in return
6. Be pleasant - say please and thank you.
7. Treat people equally.
8. Look out for small children and be helpful.
9. Permission should be asked to use the toilets and staff must ensure that they are used sensibly.
10. Children are not allowed to enter the building before the morning session, during playtimes and at lunch break without the permission of the teaching or support staff. Coats, etc required during playtime or lunchtime must be taken with the child at the start of the break. No child is allowed to return to the classroom without permission.
11. No child is allowed to leave the premises at playtimes or at any other time during the school day unless being collected by an adult.
12. The Good to be Green System is to be used by adults when children are in the classroom

## **PLAYGROUND**

During the morning, teachers and support staff are on playground duty and their role is to supervise. Incidents occurring during playtime should be reported to the staff on duty who will then deal with them.

During lunchtimes, the staff on duty are responsible for the care of the children. Incidents that occur are dealt with as at class time. The same code of conduct applies.

Whilst a certain amount of rough and tumble in the school playground is acceptable as a normal part of the children's development, behaviour likely to endanger the physical or emotional well-being of any child will not be tolerated. Physical aggression is unacceptable and all children involved will be isolated for a 'cooling off' period until they are able to explain their actions calmly.

## **END OF PLAY PROCEDURES**

Bell, Stop, Call classes by name if appropriate, Bell, Walk.

All children must wait in the playground for their class teachers to collect them.

## **RAIN**

If it rains while children are in the playground, they should firstly go under the sheds and wait for further instructions.

## **UNACCEPTABLE BEHAVIOUR**

### **VIOLENCE**

Any child involved in fighting or threats of violence, will be subject to serious sanctions in accordance with the policy.

### **RACIST INCIDENTS**

Any form of racist name calling or physical abuse will not be tolerated. Parents of children involved in racist incidents will be informed and positive guidance will be given to facilitate understanding that racist behaviour is unacceptable. Such behaviour will be recorded as a racist incident and the school will comply with its duty to report the incident and how it was dealt with to the Governing Body and Local Authority.

### **BULLYING**

Bullying allegations should be taken seriously and the Bullying Incident Procedures should be followed. Records of bullying Incidents / allegations should be kept separately

### **CLASS RULES**

Each class will display a set of classroom rules drawn up by the class teacher together with the children. Where necessary, children's attention will be drawn to these from time to time.

## **REWARDS / PRAISE**

Any of the following praise or rewards may be given:-

1. Verbal praise - all adults should be positive and encouraging.
2. Housepoints
3. Headteacher's award - a weekly recognition of certificates during achievement assembly.
4. Attendance and punctuality – a weekly recognition for the class with the highest attendance or punctuality.
5. Sparkling clean award – a weekly recognition for the class with the tidiest classroom.

## Bullying Incident Procedures (to be followed by all staff)

All alleged incidents of bullying must be investigated by SMT  
**When a pupil or parent reports bullying please follow these steps:**

Speak to the child as soon as possible on the same day  
(Reassure them that their complaint will be investigated)



Record the pupils' account of events on incident sheets (all children, including witnesses)  
*Children to write if possible or adult to scribe key events.*



Inform Executive Headteacher, Headteacher or Assistant Headteachers of the allegation immediately



Attach child written accounts to incident forms.  
This should be done the same day and reported to Executive Headteacher, Headteacher or Assistant Headteachers



SMT to inform the class teacher and phase leader at this stage.



Avoid speaking to parents about the incident but please direct them to a member of SLT (in particular, Executive Headteacher, Headteacher or Assistant Headteachers)



Monitor situation closely and repeat flow chart steps for any repeated instances.



SMT to keep a record of incident sheets in the Reported Bullying Incidents File and report to a member of the Behaviour Team/SLT, to share.



Paper trails are vital to establish patterns of behaviours and to ensure situations are resolved.

## SANCTIONS

If a child chooses to break a class rule, the Good to be Green system should be used. Outside of the class or after the Good to be Green system sanctions (point 8.onwards) the following sanctions will apply:-

1. Warning/s - The child should be given the opportunity to express regret / write a sorry letter (as appropriate)
2. Name recorded
3. Classroom time out (with a stated length of time)
4. Loss of playtime(reflection time) – The child should be expected to discuss his/her behaviour with the teacher. He/she should not simply be left unattended.
5. Time out – sent to another class (for a defined length of time.) Receiving teacher to be informed of name of child and length of time. (record on an incident sheet)
6. Time out — sent to a member of SMT/SLT (record on an incident sheet)
7. Letter home (the school may implement positive behaviour support plan)
8. Refer to SENCO. Communication Book may be implemented in discussion with parent, class teacher and SENCO
9. Internal exclusion (advised by letter to parent)
10. Fixed Term exclusion / sent home (advised by letters to parent, LA and Chair of Governors)
11. Permanent exclusion

## COMMUNICATION OF BEHAVIOUR EXPECTATIONS

The adults should:

1. Check intention
2. Remain calm – model appropriate behaviour – take time to investigate the matter.
3. Offer the chance to make amends to all parties (perhaps later on)
4. Carry out an investigation – allow all parties to speak without interruption (however overwhelming the evidence) this will calm situation and gives thinking time.
5. Don't take the behaviour personally. The child may still be angry – don't let them make a bad situation worse.
6. Disapprove of *behaviour* – do not personalise comments.
7. Acknowledge feelings if appropriate
8. Avoid putting children down or making unfavorable comparisons.
9. Try to maintain the relationship even when administering a sanction.

## **Supervision of children at playtime and lunchtime**

Supervisors are expected to:

- Facilitate and organise games
- Teach children to take turns and play fairly
- Anticipate and Intervene before incidents arise to minimize problems
- Encourage and praise appropriate behaviour
- Be role models for the children
- Ensure that children are given their chance to play in timetabled areas: climbing frame, football pitch etc.

When a dispute (verbal or physical) arises:

- Remain calm and professional
- Separate those involved from the onlookers and from each other – preferably to somewhere quiet.
- Call or send for assistance if you need it.
- Allow each child to speak — even if the situation appears to be very straightforward. Remind the children not to speak over one another.
- Ask any questions to clarify the situation.
- Resolve the situation if you can and the incident is relatively minor. Ask the children to suggest how the problem can be solved.
- In the case of a more serious incident make a decision, explain it to the children and impose a low level sanction. Make sure that the child understands what they have done wrong and why they are being punished. Do not forget the child and ensure that you tell him/her that they may return to play.
- Refer very serious incidents to a member of the Senior Management Team. You should complete an incident form at the earliest opportunity. Pass the completed form to the Headteacher or Assistant Headteachers (via the office if necessary). At the end of the break you should inform the class teacher of the children involved that there has been an incident and let them know who is dealing with it.

# It's Good to Be Green

The Aim:

- The Good to be Green Behaviour system is for monitoring and responding to behaviour in class, in assembly and at school events. It is not for the playground.
- The objective is for each child to stay green all week.
- Each child has a named pocket with 5 coloured cards.
- The first card is green and is always displayed at the beginning of the day. The aim is that most children will stay 'Green' all day.
- Children who stay on a green card all week receive a sticker before assembly each Friday.

## Verbal Warnings

- Children in years 1,2,3 & 4 should receive 3 verbal warnings before their card is turned (this might be incorporated into a smiley face system or equivalent)
- Children in Years 5 & 6 should receive a single warning

## The Card System

<b>Good to be Green</b>	Green Card = Good Behaviour
<b>Warning Card</b>	White Card = Warning
<b>Lose 10 minutes play</b>	Blue Card = Lose 10 minutes of morning play
<b>Go to Phase Leader</b>	Yellow Card = Go to Phase Leader
<b>Letter Home</b>	Red Card = Go to Management Office - letter will be sent home

Red cards can only be issued after consultation with an Assistant Headteacher or Headteacher.