Barford Primary School
Positive Discipline & Behaviour Policy

Rules

These are our school rules, they are displayed prominently around school and are regularly reinforced:

I will listen to all adults and follow their instructions.
I will be respectful of others.
I will look after equipment.
I will have kind hands and feet.
I will be responsible for my learning and behaviour.

Every class will display the school rules in a central place in the classroom. All communal areas will also have these rules displayed.

Positive Discipline & Behaviour Policy

Introduction

This policy aims to further improve the behaviour of the children at Barford Primary School and maintain the children's behaviour at a high level by putting the main emphasis on rewarding good behaviour. This will help to ensure that the children are happy at school and that the maximum amount of learning takes place during their time at school. It is accepted that some parts of this policy will not apply to our Early Years Foundation Stage. For children with SEND and/or additional needs we will make reasonable adjustments which may include adaptations to suit their individual need where necessary.

Philosophy

At Barford Primary School we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our main aim is to encourage good behaviour through rewards and praise. Sanctions are in place to discourage poor behaviour. This policy is therefore designed to encourage the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

So that everyone is aware of what is expected of them, the school has formulated a set of responsibilities for children, staff, parents and governors:

Responsibilities

Children's Responsibilities:

- To follow the rules of the school.
- To work to the best of their abilities, and allow others to do the same.
- To treat others with mutual respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To be in the right place at the right time.

Staff Responsibilities:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and to be aware of their needs.
- To offer a framework for social education.

Parent's Responsibilities:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To make sure that their children arrive on time, in appropriate clothing for the weather, and make sure that they are collected on time.
- To get their children to bed at a reasonable time so that they are fresh for school the next day.
- To show an interest in all that their child does at school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To offer a framework for social education.
- To come in to school and discuss and concerns you may have your child's class teacher in the first instance.

Governor's Responsibilities:

- To support the partnership between home and school.
- To monitor and evaluate the implementation of this policy.

Rewards

To show that the school appreciates good choices/behaviour, the children will be rewarded as follows:

Dojos

- Dojos will be given for providing a 'good answer' to a question, showing the right behaviours for learning and for demonstrating our school values.
- A silver star sticker and 2 Dojos will be given to any child who is put on silver, as part of our behaviour traffic light system.
- A gold star sticker and 5 dojos will be given to any child who is put on gold, as part of our behaviour traffic light system.

Dojo Milestones

When a child reaches the following Dojo milestones they will receive the following reward:

- 50 Dojos – Bronze Certificate, Bronze Badge and a dip in the Dojo reward box
- 100 Dojos – Silver Certificate, Silver Badge and a dip in the Dojo reward box
- 150 Dojos – Gold certificate, Gold Badge and a dip in the Dojo reward box
- 250 Dojos – Platinum Certificate, Platinum Badge and a dip in the Dojo reward box

- 350 Dojos - Certificate, Hot Chocolate Badge, Hot Chocolate with Miss Stedman and a dip in the Dojo reward box.

A child achieving a Dojo milestone will have their photo taken and this will be posted on their Dojo Class Story page.

Whole Class Termly reward chart

Each class will set their own whole class target. If the class achieves this target the children will have a reward that they have voted for.

Headteacher Award

Children who have been identified by the class teacher to have worked/performed/behaved exceptionally are invited to bring their work to show the headteacher who will adorn them and their work with a Headteacher Gold sticker and 10 Dojos. Children will have their photo taken and this will be posted on their Dojo Class Story page.

Stickers

In addition to the whole school reward system, adults might choose to give additional stickers within their classes.

Traffic Light System and Sanctions

Each class has a horizontal 'traffic light behaviour system', which will record behaviour on a daily basis. Every pupil will have their photo/name displayed on the traffic light system. The traffic light system is there to provide a structure for both the children and adults in school to ensure consistency and fairness.

Gold star – My behaviour and/or attitude to learning is outstanding.
Silver star – My behaviour and/or attitude to learning is a good example to others.
Green - I am following the school rules.
Amber – At the moment, I need a reminder so that my behaviour and/or attitude to learning are in line with the school rules. '*Some people may not feel safe; some people may not be able to learn*'.
Red – My behaviour and/or attitude to learning is unacceptable. '*Others do not feel safe; my peers cannot learn.'*

All children will start each am or pm session on the 'green traffic light' – giving each child the chance of a positive, fresh start.

If pupils are moved onto silver or gold in the morning or afternoon session they stay there but all other pupils must start a new session on the green traffic light.

For children who make the wrong choices during the day, the following course of action will be taken:

1. The child will receive two initial warnings.
2. After this, the child's name/photo will be moved or written within the 'amber traffic light'.
3. If behaviour and attitude does not improve, the child's name will be moved to the 'red traffic light' and is given 10 minutes 'time out', this will be taken in another classroom. Sometimes it will be more appropriate for the timeout to happen at breaktime or in a different area of the school, such as the office,
4. Every classroom will have a dedicated timeout space on the carpet, a 10 minute egg timer will be used to time the timeout. Afterwards the child will return to the classroom and their photo/Name will move from Red to Green.
5. If a child refuses to move for, or leave a time out, the child will receive a timeout at break time or lunch time.

6. If in the same session am or pm, the child is moved to red again, they will receive a break time timeout, on the day or the next day.
7. If over the course of a day or a week a child receives three separate timeouts, they will receive a half day internal suspension. Parents will be invited in to discuss their child's behaviour.
8. Any timeout or internal suspension will be recorded and placed on the child's file and shared with the parents.
9. If a child is regularly being sent for timeouts and internal suspensions, parents will be invited in and together we will create a behaviour plan in order to support the child.

Restorative Conversations

Restorative conversations are a fundamental part of our positive behaviour and discipline policy and must take place as soon as possible after the event, at an appropriate time for the child. This is a chance for the child and adult to reflect on what happened. The structure of the restorative conversation is as follows:

What happened before it started? How did you feel?
What actually happened?
Who was affected? How did everyone feel?
What could we differently?
How could you make things better?

This may take place as a conversation or a social story depending on the child and supports every process listed above.

Other Consequences

For serious breaches of the school rules and 'flash events', such as fighting, bullying or inappropriate language including swearing, a sanction decided by the Headteacher and class teacher will be chosen. This could take the form of: a lost break or lunch time, an internal suspension, a fixed term suspension or permanent exclusion.. The school will seek and follow advice from Norfolk County Council on any proposed suspension or Permanent Exclusions. We also adhere to:

- The DfE guidance Suspensions and Permanent Exclusions from Maintained Schools, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf
- The DfE guidance, Behaviour in schools advice for headteachers and school staff, https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf

If a child has a position of responsibility in school and they consistently display poor behaviour and a poor attitude to learning, the responsibility will be removed as they are no longer a positive role model for the rest of the children in the school.

If an act of poor behaviour and/or poor attitude to learning hasn't been witnessed by an adult, it will be fully investigated by the adults in that child's classroom and an appropriate sanction (if warranted) will be given.

Fun at Barford provision

All children will be expected to follow this policy. The traffic light system will be used. Timeouts will be held in the same room. If a child consistently behaves poorly and does not follow the school positive discipline and behaviour policy they will not be allowed to attend the clubs.

Playtimes and Lunchtimes

Children will be expected to follow the school's positive discipline and behaviour policy whilst at play. The traffic light system will be used:

- Any child who does not amend their behaviour following two verbal warnings (i.e. a verbal warning and then a move to Amber) will be sent for a Red timeout in the school office for 10 minutes and/or stand with an adult for 10 minutes.
- If the child refuses to leave for a timeout, they will receive a timeout at another time when they are less heightened.
- If poor behaviour continues following a timeout (a move back to red) the child will lose their break time the following day.
- The adults on the playground or field are responsible for informing the child's class teacher that a timeout/loss of break time has been given so they are able to act accordingly.

Links to Other Policies and Government Advice

1. **The behaviour and discipline policy runs in tandem with our Anti-bullying Policy and Safeguarding Policy.**
2. **Any incidents of bullying, including prejudicial bullying will be dealt with as described in our Anti-bullying policy.**
3. **The school follows the advice given in Norfolk Safeguarding Partnership protocol 8.3 "Allegations against persons who work/volunteer with children" https://www.norfolklscb.org/about/policies-procedures/8-3-allegations-against-persons-who-work-with-children/**
4. **The school follows the advice given by the DfE in the 'Screening, Searching and Confiscation' document, Jan 2018 https://www.gov.uk/government/publications/searching-screening-and-confiscation**
5. **The school follows the advice given by the DfE in the 'Use of Reasonable Force' document, July 2013. https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools**

Appendix: General School Script for behaviour:

Pro social / positive behaviours you will see	**What you will say and do**
Following adult instructions **Walking safely around the school** **Listening to adult and peers** **Talking quietly** **Playing appropriately/safely outside** **Using positive language in interactions with others** **Speaking and listening sensibly with others** **Responding appropriately to cover teachers** **Accepting consequences to actions** **Going to the toilet at appropriate times** **Waiting for permission to go to the toilet** **Waiting for an adult to open the hall doors**	**Script: Always use the child's name.** **_____, I can see that you are:** **…following adult instructions.** **…walking safely around school.** **…listening to adults and peers.** **…talking quietly.** **… playing safely.** **…using positive language towards others.** ***(eccetera)*** **Following this please reinforce with:** **Well done - this is green behaviour.**
DIFFICULT behaviours you will see **Consistently displaying low level behaviours** **Upsetting another child** **Being disrespectful to a member of staff - being rude/answering back** **Refusing to follow instructions** **Talking about inappropriate subjects** **Shouting and being disruptive** **Leaving the hall without permission**	**What you will say and do** **Script: Use the child's name:** **Say: "you are choosing unsafe/inappropriate behaviours"** **Or "you are continuing to choose unsafe/inappropriate behaviours"** **Say: " I can see" to describe the inappropriate behaviours.** **1 Give a verbal warning to the child on their choice of amber behaviour.** **_____, you are choosing to (upset another child), this is amber behaviour. I am giving you a verbal warning.** **If it continues:** **_____, you are continuing to choose inappropriate behaviours by (upsetting another child). I am moving you to amber as a consequence and informing your class teacher.** **If the behaviour continues then move the child to red.** **_____, you are still choosing inappropriate behaviours. I can see that you are still (upsetting another child). I am moving you to red as a consequence and you will have a timeout to reflect.** **Time out must be immediately managed. Parents will be informed.**

Crisis / DANGEROUS behaviours you will see	What you will say and do
Physically hurting another child **Using inappropriate language, specifically sexualised swear words** **Being unsafe & dangerous in the hall** **Refusing to follow instructions to leave the hall / go for a**	**Instant time out. Behaviour plan will be followed.** **Use name:** **_____, you have chosen to show very inappropriate/unsafe behaviours. I can see that you have (physically hurt another child). This behaviour is against school rules.** **The consequence is that you will have a time out.** **If needed, child will be moved or other children will be moved from a dangerous situation. Parents will be informed.** **Head and senior staff to be informed immediately. Any risk assessments or safety plans to be followed.**