

# Heritage Park Primary School

## Behaviour and Discipline Policy



**Approved by:** Governing Body

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**Next review due by:** July 2022

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## **Behaviour and Discipline Policy**

### **Introduction**

Every institution depends upon its members behaving in certain ways to achieve its purposes. A school's central purpose is concerned with children's learning. Good behaviour makes both effective teaching and learning possible. Bad behaviour disrupts these processes.

### **Definition**

In the context of the school, we define good behaviour as conduct that assists the school to fulfil its function, namely the full development of abilities and social skills of the pupils.

### **The School's Approach**

At Heritage Park Primary School we pursue a positive approach to discipline. We believe that our school should be a happy and secure place for all. We aim to teach every child how to behave in a responsible and self-disciplined manner and how to care about the needs and rights of others.

### **Policy**

1. The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the Headteacher.
2. Class teachers, supported by teaching assistants, have day to day responsibility for the discipline of the children in their classes and share the responsibility for the sensible behaviour of all children in and around the school. A caring classroom atmosphere helps to reinforce good behaviour. Midday supervisors share this responsibility during the lunchtime.
3. A happy, caring environment is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Children respond to a caring system that appreciates their needs and strengths.
4. Good behaviour is a priority and is insisted upon at all times. Politeness, good manners and care for everything and everyone are encouraged.
5. Self-confidence and self-esteem are important. Praise is given for politeness and for good or improved behaviour. Staff understand the importance of good communication regarding individual children's needs, both amongst parents, colleagues and external visitors, where relevant. In this way the children can benefit from a consistency of approach.

6. In exceptional circumstances, behaviour support systems are developed for specific children.

### **Code of Conduct**

The code of conduct is displayed in each classroom and the children's attention is drawn to it regularly.

#### **Classroom**

We are gentle  
We are kind and helpful  
We listen  
We are honest  
We work hard  
We look after property

#### **Playground**

We are gentle  
We are kind and helpful  
We play well with others  
We care for the playground  
We listen  
We are honest

#### **Lunchtime Hall**

We line up calmly  
We walk carefully  
We speak carefully  
We keep our table clean  
We are polite to everyone  
We use good table manners

### **House Point System**

The children are divided into four houses across the school (Thor, Idun, Freya and Odin). For exceptional effort and behaviour, children may be awarded a house point. These house points will be collected in a set of colour coded tubes in their classroom. This will allow children to see how they are supporting their team each time they earn a house point.

Once a fortnight, each class will bring their tubes to the large hall and add their house points to the whole school house point tubes. House captains are responsible for counting the house points each half term. They will share the current totals with the whole school each half-term as well as awarding individual certificates for the children who achieved the most house points. A trophy is presented to the winning house at the end of each school year.

### **Class Reward System**

ReallySchool used in year groups from Year One to Year Six, to motivate children and communicate with parents. Children will earn virtual badges to celebrate their successes, including positive behaviour.

We do not use rewards such as stickers or 'Star of the Week', as these can often lead to disappointment and decreased motivation for other pupils. Headteacher awards are given for exemplary behaviour or effort and these are shared in the whole school celebration assemblies.

For children in Reception, staff will communicate successes with parents via Tapestry instead of ReallySchool.

### **Lunchtime Reward System**

At lunchtimes, midday supervisors will write a post-it note for any children, including those in the reception class, who have displayed exceptional positive behaviour and then post the notes into the pigeon hole of the relevant class teacher, at the end of each lunchtime so that staff can add this to ReallySchool or verbally share this with parents.

### **Sanctions**

If a child misbehaves he or she is dealt with by the member of staff who witnesses the incident and the classteacher is informed.

A hierarchical system of consequences is applied should a child misbehave. The consequences are as follows:

1. A verbal warning is given
2. The child loses five minutes playtime (follow detention procedures)
3. The child loses ten minutes playtime (follow detention procedures)
4. The child is sent to the Headteacher or Deputy Head
5. A letter is sent to the child's parents and a meeting may be arranged

For severe misdemeanours a child will be sent directly to the Headteacher or the Deputy Headteacher should the former be absent.

### **Detention Procedures**

Detention will take place in the child's classroom and will be led by the class teacher. Each teacher will keep a record of children attending detention, using the template provided. The detention record should not be displayed publically and should only contain first names, due to GDPR. Children receiving sanctions should not have their name displayed on the class board.

### **Homework Sanctions**

Teachers are expected to keep a record of who has handed in homework on time and inform the Headteacher if a child is late handing it in, on three or more occasions, so that a letter can go home to inform them of the school's concerns.

The teacher will need to monitor this closely. Children who do not return homework on the correct day will be issued with a five minute detention the following day. These detentions will continue each day until the child brings back their completed homework.

### **Extra-curricular Clubs**

If a child persistently misbehaves at any extra-curricular activity or club, parents will be informed and a warning issued that he or she may be removed from the club if such behaviour persists. If there is no improvement the child's parents will be informed in writing that their child may no longer attend the club.

### **Pupils' conduct away from school**

Good behaviour continues to be a priority during school organised or school related activity away from the school site. When off-site, children are expected to be good ambassadors for the school.

We may discipline pupils for poor behaviour which occurs off the school premises when a child is away from school and which is witnessed by a staff member or reported to the school. Where misbehaviour could have repercussions towards: the orderly running of the school; posing a threat to another pupil or member of the public or damaging the reputation of the school, the school will meet with pupils to investigate the incident. Sanctions that are proportionate and fair may be used to prevent further issues. Parents may be informed if the school deems it appropriate. Sanctions may vary according to the age and needs of the pupils involved.

### **Confiscation of inappropriate items**

Staff are able to confiscate or retain a pupil's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Confiscated items will be sent to the school office and may be collected by a parent at the earliest convenience, or handed back to the child if appropriate.

Staff may search without consent for "prohibited items" including but not limited to: drugs, weapons, stolen goods and items banned by the school. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

### **Exclusion**

More serious offences may result in a fixed term or permanent exclusion from school, in line with the school's Exclusion Policy.

### **Conclusion**

By following this policy, the children attending Heritage Park Primary School will be provided with clear behavioural expectations that will support them as lifelong learners.

This policy will be used in conjunction with the 'Annex to Behaviour Policy during the COVID-19 Pandemic' document. (See Appendix 1)

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## **Appendix 1**

### **Annex to Behaviour Policy during the COVID-19 Pandemic**

The global Covid-19 pandemic has led to changes in our school routines. How the children behave in school has an impact on the safety of the environment, particularly where a child's behaviour could cause an increased risk to their own health or the health of others.

It is possible that some children and young people will return to school after a partial school closure with increased anxiety and staff will endeavour to support children through these challenging times. However, where behaviours cause serious concern, with regards to the safety of both children or adults on the school site, we will seek external advice as deemed necessary and carry out risk assessments for children before having to consider exclusion as a sanction.

#### **Children must ensure that they:**

- follow school instructions on hygiene, such as handwashing and sanitising
- avoid touching their mouth, nose and eyes with their hands and ensure that they dispose of tissues by applying the 'catch it, bin it, kill it' principles
- follow social distancing rules (as prescribed by current Government guidance)
- avoid mixing with children from other bubbles
- follow amended routines, including those at the start and end of the day, breaktimes, lunchtimes and outdoor sessions (e.g. one-way systems, queuing systems)
- follow instructions for use of bubble equipment within the classroom or outside
- act upon instructions given by adults, that protect the safety of themselves and others, including use of toilets
- follow the code of conduct as set out in our Behaviour and Discipline policy

#### **Children must not:**

- cough or spit at or towards any other person
- touch equipment or enter areas that have been identified as not in use for either their bubble, or the whole school
- share food or drinking bottles (adults may refill water bottles as necessary)

#### **Safety Measures:**

Where a child's behaviour gives significant cause for concern, the school will carry out a risk assessment. Based on the risk assessment, an action plan will be drawn up and shared with parents. Where applicable, a rewards and sanctions system will be implemented. This will be reviewed on a weekly basis or as the need arises. Exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy.