

**NORTHCOTE PRIMARY SCHOOL**  
**BEHAVIOUR AND DISCIPLINE**  
**POLICY AND GUIDELINES**

PRINCIPLES AND RATIONALE.

" The mutual respect of each other as individuals is a right afforded to all members of our school, whether they be pupils, teachers or ancillary staff or visitors".

"The enhancement of the caring ethos of the school, by developing a calm and friendly atmosphere in which both children and teachers can work together in a positive way."

Aims.

To continue to develop good classroom practice.

To raise educational standards, quality of work and achievement.

To build up a framework of procedures in organisation and management to enhance good behaviour patterns.

To encourage good behaviour rather than simply punish bad behaviour.

To create an ordered and well-structured atmosphere in school.

To increase concentration and on task behaviour in the classroom.

To develop a consistent approach to behaviour and its control in school.

To encourage a sense of fair play.

To develop confidence and self-esteem in all members of our school community.

To eliminate bullying and all forms harassment in school.

To support equal opportunity for all in our school community.

To encourage parental awareness of the need for positive social skills.

To foster the help and support of parents in establishing good behaviour patterns.

## DISCIPLINE.

The whole school adopts a proactive approach to behaviour management. At the beginning of each school year, teachers communicate expectations and reinforce the following:

- a) Class rules
- b) Rewards system
- c) A system of consequences

A code of conduct has been drawn up for all general areas of the school.

## RATIONALE

The teacher has the right and responsibility to establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour by children in school.

The teacher has the right and responsibility to teach children to consistently follow rules and directions throughout the school day and school year.

The teacher has the right and responsibility to ask for assistance from parents, governors and Headteacher when support is needed in handling the behaviour of children.

Children have the right to a teacher who will set firm and consistent limits.

Children have the right to a teacher who will provide them with a consistent, positive encouragement to motivate them to behave.

Children have the right to know what behaviours they need to engage in, that will enable them to succeed in the classroom.

Children have the right to a teacher who will take the time to teach them how to manage their own behaviour.

## GUIDELINES.

These guidelines have been drawn up after staff consultation. They compliment and support our proactive style of behaviour management and offer management and organisational details which will promote good practice and consistency throughout the school. They will need to be reviewed at regular intervals to accommodate future improvements or new developments agreed by staff.

## CODE of CONDUCT

- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well behaved, well mannered and attentive.
- Children should walk not run when moving around school.

- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring inappropriate items to school.
- Children should wear the correct school uniform. Jewellery or trainers should not be worn. Hair attire should be simple and safe.

### IN THE CLASSROOM.

The teacher - is the sole arbiter of what goes on in the classroom. Although there may be some over-riding whole school rules and approaches, etc, teachers are the ones who oversee the implementation of the organisation, behaviour and control in their class. Teachers should demand the respect of all in their class. Equally, they have to earn that respect as well. Teachers should follow these guidelines:

1. Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generates good behaviour and earns respect.
2. Preparation is vital, especially if equipment from outside the classroom is required. Everything needed for a lesson should be arranged and organised beforehand.
3. Try to extend and motivate all pupils. This requires setting work at an appropriate level for each child. Frustration at not being able to do work set by the teacher can lead to a breakdown in behaviour and disruption.
4. Avoid 'dead' periods during the lesson. Disruption is less likely to occur when children are occupied, interested and on task. Remember that concentration levels are short. A change to another subject or lesson after a shorter period of time can be refreshing for both children and staff. Awareness of this is important.
5. Mark all work promptly and in line with the Northcote Marking and Presentation Policy.
6. Working atmosphere - decide on the level of 'working noise' acceptable, make sure the children are aware of the acceptable level.
7. Class attention - demanding and getting the classes attention should be established from the outset. Do not carry on until you have that attention.
8. It is important that the class understand that when you ask for their attention you expect co-operation. Perseverance is necessary to develop this routine in children. To stimulate a positive response perhaps a codeword or sign unique to your class should be used.  
N.B. With both points 7 and 8 encourage the children's co-operation by rewarding those who respond rather than punish those who don't.

9. Keep an attractive, organised and stimulating classroom environment - again, the demands and expectations you make of your class should be high.

10. A bright, attractive display of children's work not only encourages the children, it also gives them pride in their own work and the class itself. Always back work to be displayed and try and display a cross-section of work rather than just an elite group whose work is always presentable. A well organised room regarding equipment, books, etc, with a place for everything, demands tidiness itself. It also leaves little room for excuse when things are not returned to their rightful place. It is not good enough to say "I have an untidy bunch, they never put anything away." This begs the response "Why are they allowed to be untidy?"

11. Routine is the operative word here, and children need to be given a set routine for beginning and ending a lesson so that they can get into the 'habit' of being organised and tidy. Demand that they do things in a certain way. The class should not be allowed to leave a room at the end of a lesson until you are satisfied that the standards demanded have been met. It takes time, effort and a great deal of willpower on the part of the teacher, but this area of classroom management and organisation is very important in developing good social habits.

12. The use of monitors for books and group leaders can help in this development of responsibility and again, positive rewards can be made for those who co-operate and respond, thus isolating uncaring attitudes towards keeping the classroom tidy.

13. Developing children's responsibility towards personal items of equipment such as pencils, pens, rulers, etc, and the care of books and equipment is essential to classroom organisation. It is our responsibility to devise our own ways of organising the class so that time is not lost because personal or classroom equipment is missing.

14. Distribution and collection of text and exercise books is time consuming, but getting it done smoothly with the minimum of fuss is important. With a set routine, that efficiency should develop and improve.

Timetable - if we are organised, it is only fair that the children be given the chance as well. Therefore, when you have decided on a class timetable, make a copy available to each child and parents. They will then know when they have P.E., Swimming, Games, etc, and any other lessons, which they may be required to provide equipment for. Not knowing when a lesson takes place, then ceases to be an excuse for forgotten kit, etc.

However, once you have decided on the timetable it should be followed carefully, unless of some unforeseen circumstances. All classes should display a daily visual timetable for the children to reference.

### CODE OF CONDUCT

The school's code of conduct should be prominently displayed in each class, as should the rewards and consequences.

It is important that children are fully aware of all aspects of the plan and its implications.

## CLASSROOM DISCIPLINE PLAN.

### Rules;

1. Always follow instructions.
2. Keep hands, feet and objects to yourself.
3. Use kind words.
4. Try to achieve your targets

### Rewards;

1. Verbal praise.
2. Smiley Faces/merit points
4. Class Merits.
5. Good News Certificate.
6. Details to parents.

### Consequences;

1. A warning - name noted on board (sad face in EYFS and KS1).
2. Isolation in class.
3. Loss of play at Teachers discretion.
4. Persistent disruptive behaviour or refusal to respond, will result in the child being removed from class (with work) and placed in another class for the day .
5. Behaviour recording, using CPOMS, alerting Senior Leadership Team.
6. Contact parents informally.
7. Report to Deputy head.
8. Report to Head.
9. Develop O.P.P. with S.E.N.C.O. / consider involvement of other outside agencies e.g. CAMHS, YOT etc.

Standard Letters covering good behaviour in class and on the yard, good work, poor behaviour in class, on yard at lunchtime etc. will be made available.

## AROUND SCHOOL.

The following guidelines and rules are intended to develop a sense of orderliness and responsibility in the children when they are either moving around or working in other parts of the school. They also cover playtimes and wet playtimes.

The effectiveness of these organisational points is totally down to the commitment of the staff as a whole, to see that they are implemented and maintained at all times (WE HAVE COLLECTIVE RESPONSIBILITY). Anything less will not be conducive to a calm and orderly school. They are supported by Discipline Plans for various areas of the school.

## SUPERVISION IN SCHOOL DURING THE DAY.

1. Before registration, doors will open at 8:45am. Children may enter the school premises

from 8:45am.

2. No child will be allowed off-site without evidence of a request from parents/guardians i.e., letter or telephone call. Any letters will be kept in the register.

3. Children will not be allowed off-site unless a responsible person i.e., parent/guardian, older brother/sister collect them; or a child minder, who has been designated by parents. If in doubt about the validity of the person collecting a child, please check with the Headteacher. Parents must receive from the school office an Authorisation Pass before taking children off site.

4. No children will be sent off-site on personal errands.

5. No class, group or individual child, must be left unattended. In an emergency, a colleague must be informed of the situation and asked to keep an eye on them e.g., Year Group colleague, Support staff, Nursery Nurse, Headteacher. A child should be sent with a request for cover.

6. Arrangements for children excused from P.E. or without kit must be made with colleagues, they must not stay in the class unsupervised. Two consecutive missed P.E. lessons and a letter should be sent home reminding parents of their obligation and the child's timetable. Any child excused from R.E. remains the responsibility of the class teacher, although separate arrangements may need to be made. Any child whose parents have requested for their child to be excluded from acts of collective worship needs to be supervised during whole school assemblies for the portion of the assemblies they are missing. For Year Group/Junior/Infant assemblies, suitable arrangements should be made for the supervision of children not attending assemblies.

7. There must be adequate supervision and help when children carry P.E. apparatus, tables, etc. Supervision must also be more than adequate when children are using any kind of electrical apparatus i.e., T.V., computers. Staff or the Site Manager must move all T.V. trolleys and computers.

Glass - at no time should a child carry an article made of glass. If glass is used in science, adequate precautions must be taken to ensure safety from cuts.

8. When children are helping to tidy up, they must remain standing on the floor. On no account must they be allowed to stand on desks, work surfaces or chairs. Staff should be aware of Health and Safety Issues.

9. All stock rooms, P.E. storerooms (inside and out) and staff stockrooms in each class, are out of bounds to all children. Children must not be sent to get out equipment unless a teacher is present. This is for security as well as for safety reasons.

#### MOVEMENT AROUND SCHOOL.

1. Leaving the classroom (breaks, lunchtime, 3:25pm/3:30pm) - it has already been mentioned that a class should not be dismissed until the teacher is satisfied that books,

equipment, etc, have been put away and the class is calm and attentive. To avoid accidents, the children should go out in an orderly manner, a class at a time supervised by the teacher in charge. \*Staggered start and end to the school day in place due to COVID-19 restrictions.

2. Moving around school - with the teacher. When moving around school with your class, only go when all children are ready, do not leave any behind to follow on. Insist on following corridor rules and have due regard for other children working. The classteacher should always lead the class and not follow them. A quiet and calm entry and exit from assembly is essential.

Follow all corridor and assembly rules (see below).

#### CORRIDOR/RESOURCE AREA RULES.

1. Always Follow Instructions.
2. Keep hands, feet and objects to yourself.
3. Walk sensibly on the left side of the corridor.

#### ASSEMBLY RULES.

1. Enter and exit the hall quietly and in single file.
2. Sit very quietly and without fuss.
3. Keep hands and feet to yourself.
4. Listen carefully and follow instructions.

#### REWARDS AND CONSEQUENCES.

Verbal praise and rewards backed up by implementation of consequences for those children who choose to disobey the rules as per classroom behaviour plan.

#### USING THE STAIRS RULES.

1. Keep in single file and use the left-hand side where possible.
2. Always walk up and down the stairs.
3. Never play on the stairs.

#### REWARDS AND CONSEQUENCES.

As per classroom behaviour plan

#### BEGINNING OF BREAK

1 Two teachers and three LSAs are on duty for all play times in KS2 and three members of staff (minimum one teacher) for KS1. Duty teachers make note of any issues so that consequences can be given out. Rotas are displayed in the office and staffroom and any changes will be notified on the staffroom noticeboard.

Teachers on duty should be the first ones into the playground with their class. Once other teachers see that duty staff are out on the yard, they should then supervise their class departure for break. Therefore, it will help if teachers on duty take their class out one minute before break officially starts.

**No children should be sent to the yard unsupervised. From a safety and legal point of view, this is very important.**

2 All class teachers must ensure that their class have left the premises and are not loitering in classrooms, resource areas or stairs and toilets. Children should be encouraged to go to the toilet on their way out to play or, if necessary during break – not when they come in. They should be discouraged from entering the building during break times unless the teacher on duty feels the request is genuine. Use class rewards to develop positive and responsible attitudes to this point.

3 No children should be in school at break times unless they have a specific job supervised by a member of staff. Children who are unwell or kept inside for a specific health reason must sit in first aid or in the classroom. Any children kept in to finish work or for disciplinary reasons, must be supervised by the teacher concerned.

4 We recommend that children do not bring any valuables into school. Children who bring small toys, books etc. into school do so at their own risk. The school takes no responsibility in the event of personal belongings being taken out onto the playground and lost or stolen. If a specific toy is leading to behavioural issues, that item will be confiscated and / or banned.

#### END OF BREAK

1. The teachers on duty should stick to the timetabled times for playtimes. All staff should then go to the yard to collect their classes and assist the duty teacher with end of play supervision. The responsibility for being on time to collect the children from the playground rests with the class teacher. Good practice is essential to support positive routines for children.

#### END OF PLAYTIME ROUTINE (applies to end of lunchtime also)

1. One whistle signifies the end of play – games stop and all children should stand still and quietly on that signal. When the duty teachers are happy that children are ready, a second whistle will sound and the children should walk directly to their teachers. Only when each teacher is satisfied that their class is ready, should they lead them into school.

#### DEALING WITH BEHAVIOUR AND DISCIPLINE PROBLEMS IN THE PLAYGROUND.

Once out in the yard, keep a high profile and make sure you know what is going on in all parts of the playarea by moving around the yard. If an accident occurs, send a message via a child to the staffroom for the assistance of one of the staff/first aiders. Implement playground rules, rewards and consequences fully. This is important if consistently good playground behaviour is to be achieved.

If a discipline problem occurs, the following points and procedures should be observed;

1. Keep calm and make sure your reaction is low key.
2. When dealing with a problem, however petty or serious it may be, do not let an audience develop. Keep what you have to say for only those involved. Do not attract attention by shouting (observe assertive discipline principles).
3. Often, a quiet word can sort things out. Make sure the children concerned know why you are questioning their behaviour and encourage them to get on with their break in a more friendly and controlled manner.
4. Remind them of the playground rules.
5. If a more serious incident occurs which constitutes a severe behaviour clause (see 'severe behaviour clause' section of these guidelines) it will need more time to deal with and get to the bottom of. Separate the protagonists from each other, and other children, by standing them separately either against the wall or near you. Do not send them into school unaccompanied. Let them calm down or cool off until you have time to investigate the problem, but make sure you follow it up yourself. By dealing with it yourself, you are asserting and enhancing your discipline with children perhaps not in your class, this will help to develop a healthy respect for you when children realise you can deal with a discipline problem and follow it to its conclusion. Again, use the discipline plan procedure.
6. If a severe clause incident has occurred, the class teacher will be notified as per playground consequences, and must then notify the Headteacher or Deputy head for immediate action.
7. In the event of an extremely serious incident occurring in the playground, the duty teacher should send a message to the staffroom, Deputy headteacher or headteacher for assistance.

#### BREAKTIME, LUNCHTIME, PLAYGROUND RULES.

1. Keep hands, feet and objects to yourself.
2. Use kind words.
3. When you hear the whistle, stand still and listen for instructions.
4. Follow instructions about the play area.
5. Put all litter in the bins provided.

#### REWARDS.

1. Verbal praise for good, considerate behaviour and the following of rules.

#### CONSEQUENCES.

1. Warning.
2. Stay by teacher on duty for a suitable period of time.

3. Behaviour recording via CPOMS to be completed to alert SLT.
4. Report difficulties to class teacher at end of breaktime.
5. Report to Deputy headteacher (if considered necessary/appropriate).
6. Report to Headteacher

### WET PLAYTIME.

1. Normal duty is disregarded.
2. Year Group teachers and LSAs 'double up' so that one supervises while one has a break.
3. Unless going to the toilet, all children should be seated in their classroom area only, (not resource area) and occupied in a quiet activity i.e., reading, drawing, board game, puzzles, etc. Alternatively, Year Group teachers may decide to share a storytime or T.V. programme/video.
4. Each class should build up a supply of suitable 'wet break' resources and activities i.e., pencils, felts, crayons, comics, books, games, paper, etc. These should be kept specifically for wet break - they will be especially helpful to mid-day Supervisory assistants during wet lunchtimes. Give these items importance by keeping them in good condition. Regarding wet breaks - if a child wants to finish work during a wet break, it is up to the class teacher's discretion. However, classes should normally clear away before break, so that any class resources and materials are kept separate from wet break resources. Remind children that classroom rules, rewards and consequences, apply at wet breaktimes and that you expect the highest standard of behaviour from them.

Because the children are in a less controlled situation during breaks, indiscipline, bullying, harassment and a general lack of consideration for others are far more likely to occur. Therefore, the following procedures should be adhered to so that the members of staff on duty is on hand to deal quickly with any problem.

### SUPERVISION AT LUNCHTIMES.

Times;            Infant - 12:00 to 1:00  
                      Junior - 12:15 to 1:15

### INFANTS.

1. Reception and KS1 children walk straight to the hall at 12-00 under the supervision of Supervisory Assistants.
2. Supervisory assistants take children out as soon as a large enough group is ready.

### JUNIORS.

1. The head teacher, Deputy head teacher, or a lunchtime supervisor will admit small groups of children from the line into the hall to queue up for hot dinners.
2. Children must dispose of rubbish in the bins provided.
3. Tables are specifically designated for hot dinners or packed lunch. This is done to avoid

swapping of food that has been bought and packed by parents.

4. All plates, bowls, cups and cutlery must be returned by the children at the end of their dinner.

5. If a child drops any food or drink, a 'wet floor' sign should be placed over the area of floor and cleaned immediately.

#### JUNIORS AT 1:15PM.

1. Teaching staff should go out onto the yard at 1:10pm to assist with lining up at whistle. The duty teachers for that day should blow the whistle in their yard at 1:15pm.

2. All staff should accompany the duty teachers and follow the same procedure as for breaktimes.

3. Behaviour problems in the playground (see disciplinary procedures as for breaktimes).

#### WET LUNCHTIMES.

1. Supervisory staff and the head teacher or deputy headteacher will supervise the children in the classrooms.

2. Classes will be sent with a lunchtime supervisor to the hall one at a time, and should proceed to the hall in an orderly manner.

3. The same rules apply as for breaktimes. There should be no toys. Children should be seated and engaged in suitable activity. Supervisory staff may choose to organise an activity.

4. Teachers should have out the wet play activity box for use by the Supervisory staff.

They should collect it all in just before 1:10pm.

5. Supervisory assistants should contact staff if wet break box or materials not put out.

#### HALL LUNCHTIME RULES.

1. Follow instructions.

2. Talk quietly with the other children at your table.

3. Leave the tables tidy and put rubbish in the bin.

4. Be polite and helpful to everybody in the dining hall.

5. Keep hands, feet and objects to yourself.

6. Walk at all times.

7. Sit down at all times whilst eating.

\* These rules are displayed in the hall. Rewards and consequences as per playground

#### LUNCHTIME SUPERVISORY ASSISTANTS.

1. During lunchtime, Supervisory Staff will be carrying out playground/lunchtime rules and procedures.

2. They should be afforded the same respect and co-operation that the teaching staff expects.

3. It should be made clear to children staying to dinner that any rudeness or disrespect shown to a Supervisory Assistant or refusal to carry out an instruction given by them, will constitute a severe clause.

4. If a child continues to choose to behave in an unacceptable way at lunchtimes, whether in the playground or dining hall, parents will be informed, and, unless a change in behaviour occurs, the parents will be asked to make other arrangements for their child at lunchtimes. If the child concerned is entitled to a free school meal that can be arranged in packed lunch form to take home.

5. Some small game apparatus will be made available for children to use at lunchtime, under the supervision of the Supervisory Assistants.

6. If at anytime during the lunch period, Supervisory Assistants feel that there is a situation that they cannot deal with, the Headteacher or Deputy head should be informed immediately i.e., a child leaves the school premises, an intruder or unwelcome visitor enters the premises or tries to engage a child in conversation at the railings, a fight occurs or a child behaves in a violent or uncontrollable way.

7. FIRST AID – Mrs Hill (yr 2) the senior first aider in the school.

ALL Teaching Assistants, Lunchtime Supervisors along with several teachers are emergency first aid trained. EYFS staff have the additional Paediatric first aid training.

#### SUPERVISION AFTER SCHOOL.

1. School ends at 3:25pm for Infant and 3.30pm for Junior children, unless parents are notified in advance. e.g., children finish at 1:30pm on the last day.

2. Staff are responsible for the safe dismissal of their pupils up to 10 minutes after the close of school. In the infant department, staff should supervise their pupils out of class to their parents. Junior teachers will bring their children down stairs to their designated door and ensure hand over to appropriate adults. (See rules below)

3. Children should not 'stay behind' after school unless it is for a club or school match. Parents should be given 24 hours notice in writing of such events.

4. Children should not be kept behind after school for any disciplinary reason, any consequence should be within the bounds of our Discipline procedures.

5. If pupils are not collected, please try to contact home/emergency phone numbers (kept in office). If this is unsuccessful, the Headteacher should be informed and the child concerned kept under supervision.

#### LEAVING SCHOOL RULES.

1. Keep hands, feet and objects to yourself.

2. Leave school quietly.

3. Walk at all times.

4. Be safe by looking where you are going, especially when crossing the road.

5. If somebody fails to collect or meet you outside school, wait inside the entrance foyer with the teacher on duty.

6. Parents may give permission to children from Year 6 to go home on their own. This must be clearly communicated in writing with the class teacher.

7. Year 6 children may not go home on their own under any circumstances following an extra-curricular activity that finishes beyond 4:15pm between the Autumn half term and

Spring half term, as it is dark at these times. This is clearly communicated to parents in permission letters. For Spring term 2 and Summer term year 6 pupils, with parental consent, are permitted to walk home alone up to 4:30pm.

### REWARDS AND CONSEQUENCES.

As per classroom arrangements except that they would be carried out the following day.

### SUPERVISION ON SCHOOL VISITS AND OUTINGS.

1. Prior visits to the site of visit are important and desirable if at all possible.
2. One member of staff will be designated as Teacher in Charge.
3. The group leader must complete a detailed risk assessment prior to a school visit, which must be signed by the head teacher. This should give specific detail of any pupil with medical or behavioural concerns, and a plan for the management of any issues that may arise. This should be completed via EVOLVE (our system for managing extra-curricular activity).
4. Adequate staff and parents must be available. (see LCC Education Visits policy)
5. Evidence of parental permission should be held for all visits.
6. Lists of names and group members must be carried at all times.
7. Adequate first aid provision must be made.
8. School mobile phone must be taken on all visits outside of school.

### RULES FOR SCHOOL VISITS AND OUTINGS.

1. Follow instructions.
2. Keep hands, feet and objects to yourself.
3. Stay with your teacher or group leader at all times.
4. Walk/move sensibly at all times.
5. Be safe by looking where you are going, especially when crossing the road.
6. Be polite to members of the public. Remember, your good behaviour gives everybody a good impression of our school.
7. Be proud of our school.

### REWARDS.

Verbal praise  
Merit points  
Badges and certificates  
Letter home

### CONSEQUENCES.

1. Warning.
2. Stay close to teacher/supervisor.
3. Playtime sanction the following day.
4. Letter home.
5. Report to Deputy head.

## 6. Report to Head.

### P.E., GAMES AND SWIMMING.

- a) By their very nature, these activities require a high level of supervision. Discipline at all times amongst children is essential.
- b) The children should be made aware that these lessons are part of the curriculum and not ones from which they can opt out. These lessons also require the correct kit and this should be encouraged.
- c) A note is required if there is a medical problem.
- d) For P.E. and Games, children should change in their classrooms, year six children will be separated (gender) to into different areas to get changed.
- e) Any child not able to do P.E. must not be left unsupervised. Either arrange for Year Group colleagues to supervise in their class or take to hall with work - however, they must not sit on apparatus.

### P.E.

- a) Preparation and organisation are essential and lessons should be well structured. Considerations should be made for all levels of physical ability so that there is something in P.E. to motivate all pupils.
- b) Staff should supervise the putting out and putting away of equipment. On no account must children be allowed to do this unsupervised. Again, the routine aspect of this 'chore' can be used to give responsibility for certain tasks to children on a rota basis.
- c) A calm and quiet atmosphere should pervade every P.E. lesson because: -
  - i) The very nature of gymnastics and P.E. is one of self-control and self discipline, not noise.
  - ii) The teacher must be able to be heard at all times, especially when giving instructions or in the case of an accident or emergency.
  - iii) Regard for others, to ensure that children are working in a 'safe' atmosphere.
- d) If an accident occurs, a child should be sent to the First Aider, Head or Deputy head for help. The class teacher should stay with the child and the class until help arrives.  
\*First Aid and Fire exit regulations are displayed in the hall.

### GAMES.

A similar approach to that of P.E. is essential with one or two additions;

- a) Where possible, the children should have a chance to participate in a number of different types of games during the year.

- b) Children should be made aware of the rules of team games and the spirit in which you, as a teacher, expect the game to be played. It is a great opportunity to develop self-discipline, regard for others, responsibility, etc. Encourage them to encourage each other not to criticise.
- c) If it is wet and games are conducted in the hall, the same criteria apply as with P.E.
- d) When going outside make sure the children understand before you go, how you expect them to behave. Consideration for others and safety are paramount.
- e) If an accident occurs on the field, a child should be sent in to school for a qualified first aider.
- f) Feet should be wiped outside of school and mud knocked off away from the building on the grass.

## SWIMMING

Staff taking children to the baths must make sure the children know what is expected of them regarding behaviour:-

- a) Children should be told that swimming lessons are part of the curriculum
- b) Children should come to school on the appropriate day with correct baths kit
- c) A register should be kept of children not attending swimming lessons so as to be able to notice patterns and address the problem of persistent none attendance. School does have spare swimming kits available for when access to appropriate kit is a barrier.
- d) Children going to the baths should have their bags and equipment ready to be picked up promptly.
- e) Teachers must count the number of children leaving the school, entering the baths and leaving the pool. The register at the baths should be filled in with the number of children present and then signed.
- f) There should be no chewing in the pool, especially not in the water for safety reasons.
- g) Changing before and after should be done sensibly and without fuss.
- h) Normal school rules will apply when travelling to and from the baths, with rewards and consequences as per these guidelines.
- i) They must not, under any circumstances, enter the water until told to do so.
- j) They must realise that, pushing in, running, shouting and lack of attention means that a teacher or instructor can remove them from the water to get changed. Self-discipline in the pool is vital to the safety of not only the individual child but also those around.
- k) After getting changed, children should wait in the foyer until taken out.

Staff should make sure that they themselves follow these guidelines which will hopefully cover any likely problems and also ensure the safety of the children:-

- a) On arrival at the baths, one member of staff should check the number of children waiting at the door while another member of staff checks the changing rooms. The total should be entered on the school list at the baths, and signed. On leaving, one member of staff should check that all children are out and kits are out of the lockers. A head count must be taken on the bus before it leaves.
- b) Although baths instructors and supervisors are around at the baths, on no account should a member of staff leave the children unattended, even when they are out of the water and in the changing rooms.

- c) Children should bring a note if they cannot attend the baths - insist on this even if it is a day late.
- d) Persistent non-attendance - this should be followed up to establish the reason. Each class has a swimming attendance register, it must be marked on return to school.
- e) Perhaps most important of all, while we try to make sure that we have a 'qualified'(A.S.A. Teachers or Teachers Preliminary Award) teacher at the baths, as well as the instructor, it may be that, due to unforeseen circumstances, you arrive at the baths and no qualified instructor or member of staff is available. If this happens, CANCEL and return to school.

Up to this stage, all the points made have been management and organisational ones, both in the school and the classroom.

They are aimed at reducing the chance of behavioural problems occurring by developing a structured pattern to the school day in which the children are involved in routines and patterns of behaviour demanded by the staff, to promote a calmer and less confrontational atmosphere in school. They also provide many opportunities to praise and reward good behaviour.

By stating all these organisational points, many of which are basically common sense, it is providing a structure which, if rigorously carried through by the staff, will help each and every child in school to understand our expectations of them regarding attitude, behaviour and responsibility. The vehicle for this structure is the assertive Discipline rationale and approach.

These points can be summed up thus:-

1. ACCEPTABLE STANDARDS - of behaviour, work and respect, depend on the example of us all. All have a positive contribution to make.
2. GOOD ORDER - has to be worked for, it does not simply happen. Set high standards, apply rules firmly and fairly.
3. MOST IMPORTANT OF ALL - expect to give and receive respect.
4. EVERYONE AT SCHOOL - is here for a purpose. Respect every person. Treat everyone as an individual.
5. RELATIONSHIPS ARE VITAL - relationships between everyone and at every level. Take the initiative, get to know the children, be available to them, smile and relate and, above all, communicate.

In any normal school, no matter how smoothly it runs, problems will occur. This is normal where children are learning and testing the boundaries of acceptable behaviour.

Our success is not tested by the absence of problems but by the way we deal with them. It is important to realise that your initial response and reaction to a problem whether 'petty' or 'serious' is important. It is vital that it is the correct one. Therefore, the following points are very relevant and should be carefully considered.

## 1. DON'T REACT - ADDRESS THE PROBLEM.

a) AVOID CONFRONTATION - keeping calm and not over-reacting helps reduce tensions with those concerned but also shows that you are 'in control'.

b) LISTEN - whatever the problem and however serious, there is a reason for it. If you are prepared to listen it will help you gain respect with your class.

c) ESTABLISH THE FACTS - this is important. Problems which have their source at home very often manifest themselves in adverse behaviour in school. Poor social skills will lead to bullying, short temper, tantrums, stealing, name-calling, etc. - you need to find out the root cause. The teacher also needs to look carefully at the child's work. Poor behaviour may be caused by frustration, boredom or lack of motivation. Therefore, the teacher needs to analyse the level of the pupil's work and its suitability, and, if there is a problem, how can it be remedied to stop a repetition.

d) JUDGE ONLY WHEN CERTAIN - again important, as a lot depends on the decision you make.

e) USE PUNISHMENT SPARINGLY - if the 'problem' is a relatively small one or a 'first-time', keep the punishment low key (a quiet word of warning may be all that is necessary). This leaves you scope if the situation re-occurs.

## 2. IN ADDRESSING AND DEALING WITH A PROBLEM, YOU SHOULD DO ALL YOU CAN TO AVOID:-

a) HUMILIATING - not only does it breed resentment but it can, if overheard, be used as ammunition by other children with adverse effects.

b) SHOUTING - it diminishes you and gives those concerned, and the class, the impression that you have 'lost control' of yourself and the situation.

c) OVER-REACTING - before establishing the facts or reasons will only help the problem to grow.

d) BLANKET PUNISHMENTS - those who are innocent and look to you for respect will resent both the punishment and you. It will also breed discontent and a possible confrontational situation between children.

e) OVER PUNISHMENT - never punish what you cannot prove. Always keep something in reserve.

f) SARCASM - it damages you and loses you respect.

3. NEVER leave pupils out of sight of the classroom for discipline reasons. The 'problem' needs a solution, not complicating. It will also enhance your class control and status if you can be seen to deal with the problem in the class. One other point is worth mentioning here;

by putting a child out of a classroom, it may lead to an awkward situation especially if the child chooses to run off or get into more trouble while unsupervised.

4. WHEN PROBLEMS OCCUR; in many cases, when a problem occurs during a lesson, it is not possible or acceptable to have to deal with it there and then. Your main concern is that the lesson continues as smoothly and calmly as possible. Therefore, make it clear to offenders that the matter will be dealt with and discussed either at break or lunchtime. In other words 'their time'. This can be beneficial as it provides a cooling off period. If a child has been disruptive and he or she does not respond to a quiet word of warning, and continues with the disruption, then an area of the classroom should be considered as a place of isolation until the problem can be dealt with satisfactorily. The child should not be sent or taken to another member of staff or Headteacher or Deputy Head at this stage. The teacher may consider sending the child to another class if it would be a more suitable place to cool off and reflect upon behaviour.

If a discipline problem is so serious that it cannot be isolated or is causing wholesale disruption, a child or member of support staff should be sent to the Headteacher or Deputy Head for them to come to the classroom.

5. DEALING WITH DISRUPTIVE BEHAVIOUR; in dealing with any disruptive behaviour in your class, your personality and relationship with the class is vital. Do all you can not to moan and groan at the class all the time. It grinds them down and they will eventually become unresponsive. Try being cheerful and humorous, especially to pre-empt problems which you can very often sense are developing. This will help build up a positive relationship. The more you get to know your pupils as individuals the better. We all have frailties, problems, irritable habits, etc. So do children - it is useful to remember when dealing with children that they have 'off' days as well as us.

6. A CHILD RUNNING OUT OF SCHOOL. If this occurs for whatever reason, whether at break or in class, the Headteacher must be informed at once. The parents and Police should be contacted and put in the picture immediately. Reasons, etc, can be dealt with later, but it is important that the child's whereabouts are checked as soon as possible, preferably by the parents. Never pursue a child who has lost control and is running out of school, as this may lead to a more serious accident near to the road.

7. THREATENED PUNISHMENT - any threats you make regarding punishments or sanctions should be carried out. Don't make impossible or idle threats which are impossible to follow up - you will lose credibility.

8. ALWAYS BE FAIR AND CONSISTENT - the children will then know exactly where they stand with you i.e., you mean what you say.

9. ALWAYS APPLY SCHOOL RULES POSITIVELY - they are the children's guidelines to what is acceptable for the benefit of all.

To Conclude;

- a) Insist on acceptable standards of behaviour, work and respect.
- b) Expect to work to agreed procedures.

c) Follow up problems to their conclusion.

The majority of children conform and co-operate. Deal immediately with the few who present problems. Establish your authority firmly and calmly. Separate the problem from the person.

Only if you cannot resolve a problem, refer it to the Deputy headteacher. Make sure it is pursued to a satisfactory conclusion.

Some organisational points which may help pre-empt or deal with a classroom disruption:-

1. It is advisable not to seat potential troublemakers together, if seated with well motivated and more responsible children, these children will hopefully realise there is no mileage in poor behaviour. However, this situation needs monitoring.
2. Some children work well together in groups, others like to work on their own or in smaller groups. Try to accommodate these preferences where possible if it leads to an improved behaviour pattern. However, remember that it is our aim to develop the children's social skills and at some stage, group co-operation must be encouraged.
3. Try and arrange some area of the classroom where children can be isolated when necessary. It is difficult in classrooms with restricted space but it will mean less disruption if the need manifests itself. Resource areas, in view of the classroom, are ideal.
4. If there is a behaviour problem because of work difficulty i.e., frustration, refusal to work, etc, it might be worthwhile having some pre-planned alternative work which may at least give you time to assess the situation. This may include an individual learning programme for a disruptive child which is geared to develop a particular skill which may help alleviate a behaviour problem.
5. Keeping a diary of disruptive events or behaviour problems (Via CPOMS) which crop up either at a class or individual level, can be useful in analysing a problem area and developing a strategy to overcome it. It also helps if a child goes on report as evidence of previous poor behaviour. Always make a note too of how you dealt with the problem when it occurred. Communicate concerns with fellow teachers, in particular with the Assistant head who will log behaviour incident slips and communicate with children / parents when necessary.
6. Try to give children the chance to be responsible - even those children who you may feel are not up to that responsibility. They must have the opportunity and if they do succeed then you can be positive in your praise. Very often, low self-esteem can be a source of behaviour problems and the class teacher can 'arrange' a situation where success, however limited, is guaranteed. With improved self-esteem, problems may ease.

## SEVERE CLAUSE ACTION.

Most discipline and behaviour problems can be addressed and managed by using the Assertive Discipline approach through the rules, rewards and consequences as set out in these guidelines.

However, there will be certain situations which require the immediate intervention of the Headteacher or Deputy head.

## THE SEVERE CLAUSE RULE COMES INTO ACTION WHEN A CHILD:

1. Wilfully hurts another person.
2. Wilfully destroys or damages property.
3. Steals other children's or school's property.
4. Is rude or shows a lack of respect to any staff member, Supervisory assistant or parent/helper in school.
5. Overtly refuses to do what he/she is instructed to do.
6. Engages in any behaviour that stops the teacher teaching and the class from functioning.
7. Engages in any form of bullying (see Bullying Policy).

## SANCTION:-

Send a message to the Headteacher or Deputy head who will then remove the child from the situation and take appropriate action i.e.,

cooling off period

problem solving conference

take home, if necessary, or arrange collection by parents

behaviour report card

individual behaviour plan

possible involvement of EWO/School Nurse/Educational Psychologist

All children seen by the Headteacher or deputy head will have their names and an overview of the incident entered in our behaviour recording system (CPOMS).

## EXTREME BEHAVIOUR/DISCIPLINE PROBLEMS.

A situation may arise when all other avenues to controlling or monitoring a behaviour problem with a child fails. If this situation arises then the Headteacher, in consultation with the Governing Body, may wish to consider either a fixed term or permanent exclusion.

This option must be considered if:-

a) The safety of other children is put at risk because of violent and unacceptable behaviour by a child or children.

b) A class teacher is unable to deliver the curriculum because of serious continued disruption.

c) A teacher is physically abused by a child.

### EXCLUSION.

a) When considering exclusion, the Headteacher should be able to call upon records of all behaviour incidents available. Therefore, it is important that staff keep as detailed a record as possible of any behaviour/disruption problems an individual child may have, and communicate clearly to the Deputy head via the completion of CPOMS.

b) If an exclusion is made, the following procedure should be followed:-

1. Inform Chair of Governors.
2. Inform parents by letter, stating reasons and period of exclusion and date for interview with Headteacher.
3. Copies of letter of exclusion to- Director of Education, Chair of Governors, E.W.O., file
4. Make entry of Exclusion on SiMS

### PROBLEM SOLVING CONFERENCE.

On referral to Headteacher or Deputy head;

1. Listen.
2. Establish caring, firm guidance.
3. Encourage child to gain insight into his/her behaviour and choose more responsible behaviour.
4. The meeting is to help, not punish.
5. Gentle enquiring.
6. Is there a simple answer?
7. Offer ways of coping/reacting in situations and agree a course of action.
8. State expectations clearly.
9. Give the child the confidence that he/she can change their behaviour and agree a time to see them again (maybe later in the week/day). Tell them of the intention to contact parents.
10. Log an outline of the meeting and inform the class teacher.
11. Contact parents if necessary (discretion).
12. Find time to catch good behaviour on the part of the child and reward.
13. Arrange appointment for parents if necessary.
14. Check behaviour/rewards where possible with teacher/child/parents.
15. Agree to refer on to Headteacher if unacceptable behaviour continues.

**Member of staff responsible:**

**Date Policy written:**

**December 2020**

**Date to be reviewed:**

**December 2022**

**Date approved by Governors:**

**Signature of Chair of Governors:**