

# Behaviour and Discipline Policy 2022-2023

## BEHAVIOUR AND DISCIPLINE POLICY

UNICEF CHILDREN'S RIGHTS Article 3 (best interest of the child)  
RIGHTS RESPECTING SCHOOLS

*'The best interests of the child must be a top priority in all actions concerning children.'*

## POLICY STATEMENT

We aim to achieve and sustain the highest standards of behaviour and discipline both within the school environment and on school visits in order to make the children's experiences of school life enjoyable, safe, secure and rewarding. This will maximise teaching and learning opportunities, enabling all pupils to achieve their best through sustained good progress and attainment.

From their first day at Two Gates children will be learning what school life is all about and that in order to make our school function as an **orderly community** each one of us has a role to play. Two Gates is a Rights Respecting School where all members of the community are respected and valued as individuals.

All members of staff will **lead by example** communicating and promoting good behaviour expectations both directly and indirectly through practising the shared vision and values of Two Gates every day.

In order to ensure consistency and continuity in practice throughout the school a whole school **Code of Practise** has been developed. This sets out clearly the processes and approach we have agreed to follow when promoting good behaviour and discouraging and punishing unacceptable behaviour in the different areas of school life.

Our school Code of Practice will be communicated to **parents** and we appreciate the importance of their support when difficulties concerning behaviour arise.

We believe that the use of **praise** and **encouragement** is a more effective means of communicating good behaviour expectations than that of negative comments. By fostering **positive relationships** between children and all staff the children will feel valued both as individuals and as part of the school community, thus promoting self-esteem, self-confidence and self-respect on a personal level and co-operation, consideration, courtesy and respect for others on a social level. Through this we hope the children will develop a pride in themselves and in their school together with a sense of belonging.

The **spiritual, moral, social and cultural development** of the children is an integral part of the ethos, curriculum and whole experience here at Two Gates. The consistent application of our Code of Practice further supports the children to manage their behaviour and learn to base judgements and make decisions in their lives that reflect what is morally correct.

We are committed to providing the children with a well-structured and ordered school experience and believe that **effective communication** between all staff on matters of behaviour and discipline is essential in order to achieve this. In addition, we will **review** our practice regularly in team, departments and whole staff meetings and amend it should the need arise.

*We have prioritised the following values from the Schwartz Universal Human Values to engage with in learning and underpin all policy and practise.*

### KS1 & 2

➤ **Curiosity**

LOVE CHILDREN, LOVE LEARNING!

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- ***Protecting the Environment***
- ***Ambition***
- ***Being Healthy***
- ***Self-respect***
- ***Sense of belonging***

## **KS2**

***Broadmindedness***

***Responsibility***

***We actively promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect within the curriculum and wider experiences.***

## **CODE OF PRACTISE**

**This policy must be implemented in conjunction with the latest version of School Security Daily Routines.**

### **General guidelines for universal behaviour management**

**\*\*\*\*\*All members of staff are responsible for all children and are expected to remain calm, professional and in control at all times \*\*\*\*\***

Behaviour is good at Two Gates because all members of staff are committed to the school motto, 'Love Children, love learning!' They get to know children well by making time to talk with them informally about interests and family, building appropriate and positive relationships on a solid foundation. Through this approach, children quickly feel valued and respected.

### ***Direct and indirect communication of behaviour and discipline expectations at Two Gates***

- Examples of courtesy are shown by all adults when dealing with other adults or children
- It is insisted that children address everyone courteously - teaching and non-teaching staff, visitors and other children.
- Children are given opportunities to demonstrate responsible behaviour. Classes are allowed to take initiative in agreeing rights and responsibilities in their class and the whole school.
- Children are reminded of the importance of caring for their school environment.
- All members of staff are present as children arrive at school and leave to maintain a high standard of behaviour.
- All adults insist that children move around school in an orderly manner - every member of staff is concerned with the behaviour of all children.
- There is active and continuous monitoring of behaviour in the playground by the Headteacher, senior staff, teacher on duty and non-teaching staff. Standards are consistent so that children form good habits and are treated fairly.
- At lunchtime a regular routine is enforced and high standards of behaviour are maintained in the dining hall and outside.
- Children are expected to respect the property of the school and that of other children.
- Standards of honesty and consideration for others are reinforced daily.
- Before leaving school on visits behaviour expectations are discussed. A pride in the school and not letting themselves or others down is emphasised. Time is spent praising good behaviour when a class returns.
- In assembly the leading member of staff talks about incidents of good behaviour and children are praised. This reinforces acceptable behaviour. Incidents of poor behaviour are also highlighted and the way in which this behaviour affects others is emphasised. Individuals are never named, but are dealt with privately.

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- Incidents of bad behaviour, however small, are investigated and no child is allowed to feel that these incidents will go un-noticed. Children are always listened to when difficulties arise and staff remain impartial and objective. Children are treated fairly and considerately whatever the situation; their emotional and physical well-being is always the first priority.

## **Classes, Lessons and learning behaviour**

**Effective class management is achieved primarily through the provision of a well-structured and stimulating curriculum delivered in an organised, well-resourced and managed environment.**

Adults go the extra mile to ensure that children feel emotionally safe in order to be well placed for learning; each class has an emotion wall which the children use to show how they are feeling every day. Adults are able to give support as necessary and be mindful of children's feelings.

Children work together at the start of the year to agree a class charter which sets the behaviour expectations of the class for the year ahead. This charter is rooted in the values and ethos of the school and the Rights Respecting and British values agendas. The charter is referred to when promoting good behaviour and discouraging poor behaviour.

Some basic rules of safety within the classroom are introduced and enforced - these may differ from year group to year group and will include the following.

*Infant and lower junior children should not be left unsupervised at any time.*

*Year 6 children may be permitted to carry out tasks with the permission of a responsible adult. The adult must set the parameters and take responsibility, ensuring adequate monitoring and guidelines for the children. Children should always be in pairs or small groups and NEVER alone.*

*The use of computers, technology tools and electrical equipment by children must always be supervised by an adult.*

*Children are not permitted to run anywhere inside the school building.*

*The movement of children around the school during lesson time should be kept to a minimum.*

## **Rewards**

In accordance with our School Policy on a positive approach to behaviour and discipline we feel it is very important to reward children's achievement and effort in both curricular and non-curricular activities.

Individual teachers may use their own methods and systems for this purpose as different situations, age ranges and children call for different approaches. These may include:-

- verbal praise
- stars/stickers on books and jumpers
- stampers and written comments on work
- certificates
- send child/children to other members of staff for praise
- individuals or group allowed to do 'jobs' e.g. tidy up, sharpen pencils

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- individuals or group allowed to choose their next activity
- informing parents of their child's success verbally
- send child/children to the Headteacher for verbal praise and stickers

(see table below for further rewards used)

**Central to effective behaviour management at Two Gates is a 'Good To Be Green' (GTBG) system which is understood by the children. Below is a guide on the particulars of this behaviour scheme:**

Rewards to celebrate upholding the values and ethos of Two Gates:	
<b>Green cards</b>	All children start the day with a green card displayed next to their name on the card holder. All children have a fresh start daily, and this is displayed throughout the day to all.
<b>'Froggers'</b>	Froggers are tickets which are given to pupils who display expected behaviour at Two Gates: These are collated weekly and each term a 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> prize awarded to the year with the most amount collected. Froggers will be entered into a raffle at the end of each week and children are given the opportunity to win a seat at the Brilliant Behaviour Breakfast table with Mrs Llewelyn-Cook on a Wednesday morning before school.
<b>'Good to be Gold'</b>	Good to be Gold cards are given to pupils who display exceptional behaviour. Children will have a gold card displayed in their card holder to show that they have gone above and beyond what is expected that day.
<b>Praise awards</b>	Small 'praisepad' certificates are handed to children for upholding and demonstrating the school values: Curiosity Protecting the Environment Ambition Being Healthy Self-respect Sense of belonging KS2 only: Broadmindedness Responsibility
<b>Certificates</b>	GTBG certificates are awarded during WOW assemblies for a range of reasons, both academic and valued based - again all rooted in the values and ethos of Two Gates Primary.
When behaviour falls below expectations, the following outlines procedures:	
<b>Stage:</b>	<b>Action:</b>
<b>Stage 1. Verbal reminder</b>	The pupil is given a verbal reminder.  An explanation of the unacceptable behaviour is given. The pupil is given opportunity to 'put it right'.
<b>Stage 2. Stop and Think card</b>	The pupil is given a stop and think card.  An explanation of the unacceptable behaviour is given and the child is told if the behaviour is not rectified a consequence card will be given.
<b>Stage 3. Yellow warning</b>	The pupil is given a warning, and a yellow card is issued (children move the card themselves).

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	An explanation of the unacceptable behaviour is given and the child is told if the behaviour is not rectified a consequence card will be given. <b>*Pupils can move back to green if behaviour is rectified*</b>
<b>Stage 4. Second Stop and Think card</b>	The pupil is given an additional stop and think card.  An explanation of the unacceptable behaviour is given and the child is told if the behaviour is not rectified another consequence card will be given resulting in a red card, detention and text message home.
<b>Stage 5. Red consequence card</b>	An explanation of the unacceptable behaviour is given (children move the red card) A lunchtime detention is issued, taken in HT office, supervised by SLT member. <ul style="list-style-type: none"> <li>• 20 minutes for KS1</li> <li>• Up to 1 hour for KS2</li> </ul> Parents are informed via text.
<b>Stage 6. Sanction 1</b>	An explanation of the unacceptable behaviour is given.  The child will have immediate time out in SLT an area / classroom to calm down and reflect on behaviour for a set period of time.
<b>Stage 7. Sanction 2</b>	The child will have immediate time out and taken to the Head Teacher for a set period of time.  Parents may be informed depending of the severity of the behaviour.
If a child receives 3 or more red behaviour logs (yellow and red cards are recorded), a meeting will be arranged between class teacher and parents and the child will be placed on a temporary behaviour report (see KS1 and KS2 report formats).	
The behaviour report is reviewed after 2 weeks. If the child's behaviour has improved after this time, then they will be taken off the report.	

For persistent/more significant poor behaviour the following sanctions may be applied	
Stage	Action
<b>Stage 1 behaviour report (at 3 red behaviour logs)</b>	In the first instance pupils will be placed on behaviour report for two weeks (see appendix 1 for KS1 and KS2 reports). Targets will be set by class teacher and parents and a mid-week/end of week reward will be agreed with child.
<b>Stage 2 Review behaviour report after 2 weeks</b>	After review, pupils whose behaviour has improved will return to the Good to be green system.  For those who are still struggling, targets will be reviewed and a further two weeks monitoring period will be initiated.
<b>Stage 3 Individual Behaviour Management plan</b>	If following a second period there is no improvement, the class teacher will initiate an <b>Individual Behaviour Management Plan (IBMP)</b> with the assistance of senior staff and the SENDCo in setting targets, rewards, sanctions and timescales. The child's parents will be invited in to discuss the plan and offer any suggestions; support from the <b>behaviour support team</b> may also be sought at this stage if necessary via the SENDCo. The IBMP will be communicated to other members of staff to ensure consistency in approach and will be monitored by class teacher and senior staff.
<b>Suspension or permanent Exclusion</b>	Guidelines will be adhered to should the need to suspend or permanently exclude a child arise.

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<b>Levels of unwanted behaviour:</b>	
<b><u>Level 1 examples</u></b>	<b><u>Level 2 examples</u></b>
<ul style="list-style-type: none"><li>• Out of seat</li><li>• Rocking on seat</li><li>• Calling out repeatedly</li><li>• Not listening / paying attention</li><li>• Pushing, shoving in line</li><li>• Running indoors</li><li>• In building without permission at break/lunchtime</li><li>• Not getting on with work</li><li>• Not clearing/tidying up</li><li>• Arguing/antagonising others</li></ul>	<ul style="list-style-type: none"><li>• Distracting others</li><li>• Throwing objects to distract – not to hurt</li><li>• Inappropriate physical contact, e.g. poking, flicking, pulling hair</li><li>• Complaining or muttering disruptively/persistently</li><li>• Talking at an inappropriate time</li><li>• Telling lies to get others into trouble</li><li>• Persistent rough play</li><li>• Interfering with others' property</li><li>• Minor deliberate damage</li><li>• Leaving the room without permission</li><li>• Lying</li></ul>
<b><u>Level 3 examples (straight to Red card)</u></b>	<b><u>Level 4 examples (straight to red card and HT)</u></b>
<ul style="list-style-type: none"><li>• Defiance – refusal to obey / complete work / follow instructions/constant questioning of an adult</li><li>• Using obscene words to offend / insult</li><li>• Causing hurt intentionally</li><li>• Verbal abuse of adults</li><li>• Destroying work</li><li>• Insulting, name calling including racist, sexualised and homophobic language</li><li>• Theft</li><li>• Damage to property or equipment (including play equipment).</li><li>• Threatening violence</li><li>• Bullying- verbal/physical</li></ul>	<ul style="list-style-type: none"><li>• Physical or violent assault causing injury, or persistent violent behaviour</li><li>• Carrying a weapon with the intention to wound</li><li>• Persistent bullying including homophobic, racist threats and abuse</li><li>• Serious damage to property (e.g. vandalism)</li></ul>

***The authority of the class teacher or staff managing the behaviour should not be undermined by the referral process.***

## **Playground**

To ensure the safety and welfare of the children, the teachers on duty should arrive promptly at the beginning of playtime.

The Good to be Green system is applied on the playground in the same way as in the classroom.

The children are expected to play and conduct themselves with consideration for their peers. If the teacher on duty feels that a child's behaviour poses a danger to other children or that a child is behaving inconsiderately then the child should remain with the teacher on duty for the duration of playtime.

The duty staff blow the whistle, children go and line up in their class positions and teachers go and collect them from the playground. They go into school in the order specified.

## **Managing children with behavioural difficulties**

We view the management of children with behavioural difficulties as a **whole staff issue** and effective communication of relevant information concerning particular children and their behaviour is central to the success of this approach. This will ensure consistency in practise across the school.

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**The majority of children at Two Gates are very well behaved and any lapses in behaviour are dealt with effectively by the class teachers or staff who encounters the behaviour.**

**Staff are sensitive to children with particular behaviour related conditions e.g. Autism/ADHD and adjust rules and expectations accordingly.**

In more serious cases when children find it very difficult to adapt and improve their behaviour through support and/or habitually disrupt their own education and/or that of their peers, a more formal approach is adopted.

The class teacher will initiate an **Individual Behaviour Management Plan (IBMP)** with the assistance of senior staff and the SENDCo in setting targets, reward, sanctions and timescales. The child's parents will be invited to discuss the plan and offer any suggestions; support from the Behaviour Support team may also be sought at this stage if necessary via the SENDco. The IBMP will be communicated to other members of staff to ensure consistency in approach and will be monitored by the class teacher and senior staff.

As part of the above, a managed move may be considered or accessing the primary alternative provision at Cornerpost education. In these situations, pupils will be discussed at the Tamworth District Inclusion Panel beforehand.

When the school has a child who is on a managed move, we will support the behaviour policy of the receiving school. We will follow the Managed Move Protocol for Tamworth SEND and Inclusion Hub.

If a managed move is successful, the receiving school will request the AWPU funding from the date the managed move started. Pupil Premium money remains with the host school for the remainder of the financial year.

## **Educational Visits and School Journeys**

All staff will follow the Educational Visits Policy.

If a child's behaviour in school requires additional management on a constant basis and is deemed a potential risk to themselves or others, then the school reserves the right to exclude the child from a visit or residential on the grounds of Health & Safety.

***Good, considerate and safe behaviour means a successful and enjoyable visit for all concerned!***

Related Policies:

Prevent  
Anti-bullying  
Safeguarding/Child Protection  
Acceptable use  
PSHE  
Mobile phone  
School Security Daily Routines

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