



CENTRAL PARK
PRIMARY SCHOOL
EAST HAM

Learning Now for Future Success

BEHAVIOUR & DISCIPLINE POLICY 2020

UNICEF Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

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Statement of intent

Central Park Primary School has a moral duty to all pupils, parents and staff to maintain an environment where everyone feels valued and respected and in which they feel safe and secure, free from the negative effects of unacceptable or anti-social behaviour. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. Children at Central Park are encouraged to make positive behaviour choices and understand the consequences of their actions. The school challenges unacceptable behaviour and praises and rewards positive behaviour to develop an ethos around our values of kindness, respect and honesty. ***At Central Park, we are consistent in our principles but flexible in our practices.***

Aims of the policy

- To provide a safe, calm and secure learning environment where all children can develop socially, emotionally, physically, spiritually and academically.
- To foster caring attitudes where relationships are based on our core values of respect, kindness and honesty and where diversity is celebrated.
- To encouraging children to take responsibility for their own actions.
- To consistently and fairly implement reward and sanction systems across the school.

Roles and responsibilities

Every member of the school community has a role and responsibility to support behaviour in school:

All staff have to play a role in supporting behaviour in school:

- To set high standards of behaviour and be an exemplary role model for children and colleagues.
- To ensure that they raise children's self-esteem and provide a safe, stimulating and ordered environment to allow children to fulfil their learning potential.
- To respect children and treat them fairly and apply rules, rewards and sanctions consistently.
- To provide a challenging well-planned and inclusive curriculum.

[UNICEF Article 28: A Right to Education promotes children taking responsibility for their actions and making the right choice in order to allow others to enjoy their rights.](#)

The pupil's role in supporting behaviour in school is:

- To uphold the school's behaviour policy, core values and code of conduct.
- To ensure their behaviour is exemplary and to be aware of the impact of their behaviour.
- To follow the instructions of the school staff.

The parent/carers role in supporting behaviour in school is:

- To make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Attend meetings related to their child's attainment and behaviour.
- To foster good relationships with the school and support the school in implementation of this policy.
- A zero tolerance approach for any aggressive or abusive parents or visitors to the site. Perpetrators will be asked to leave the premises immediately and will be banned from returning to the site. Governors will determine length of ban.

Value leader's role in supporting behaviour in school is:

- Provide a role model to which other pupils aspire.
- Promote pupil safety and security.
- Working alongside teachers to promote positive behaviour.

ORGANISATIONAL AMENDMENTS IN-LIGHT OF COVID 19 :

- Pupils will remain in their bubble group for the entirety of the school day, including break and dinner times. They will be allocated a space on the playground according to their year group.

- Children identified as having additional needs who demonstrate challenging behaviour will be offered time out with a calming activity such as mindfulness colouring activities.
- Pupils are to be reminded frequently about good handwashing techniques.
- Reminders should also be given daily about physical distancing. Staff will monitor play carefully at breaktimes and ensure groups do not mix.
- Children will have their own pot of resources and must not share items.
- Places for children to sit, such as carpet spaces or desks are spaced apart and children must sit in the same position everyday.
- Pupils are asked to bring in their own water bottle.
- Only one child to visit the toilet at anyone time.

At the end of each child’s first day back, they will take home a COVID-19 Response Charter to read with their parent, this will help reiterate the expectations.

School procedures for encouraging good behaviour

We believe the most effective way of achieving our aims is through clear behaviour expectations that are fair and consistent. We want to enable children to make their own choices and encourage them to think about their behaviour and its effect on others. [UNICEF Article 12: Respect for the Views of the Child includes children being given a voice to express their views.](#) We focus on positive descriptive praise to recognise those children that are choosing to follow rules and to encourage those that are not. Children are taught to know what unacceptable behaviour is and the consequence of unacceptable behaviour through class discussions, circle times, Monday assemblies related to the UNICEF rights respecting convention and other key points during the year.

[UNICEF Article 18: Supports an inclusive ethos of equality of opportunity](#)

The School Code of Conduct is:

<p>1. Take Care of Yourself</p> <ul style="list-style-type: none"> • Never do anything silly or dangerous where you might be hurt. • Never stay in school at break times or leave school without permission. • Never talk to strangers in school unless they have a school visitor’s badge. <p>Always tell someone if you are unhappy, being picked on or bullied</p>	<p>2. Take Care of Others</p> <ul style="list-style-type: none"> • Never do anything to hurt others (such as hitting/name calling). • Never distract others from working. • Never be cheeky or rude to adults. • Always be friendly to visitors, newcomers and other children. • Speak out if you know someone else is unhappy, being picked on or bullied. 	<p>3. Take Care of your School</p> <ul style="list-style-type: none"> • Never steal or deliberately damage school equipment. • Never drop litter or deface the school building. • Never give the school a bad name. • Always be proud of your school.
<p>Listening code</p> <p><i>When the teacher shows me five I have:</i></p> <ul style="list-style-type: none"> •Hands free showing five •Eye on the teacher •Ears listening •Mouth quiet •Body still  <p>Show me five!</p>	<p>Line up code</p> <p><i>When I am asked to line up I:</i></p> <ul style="list-style-type: none"> •Walk to the end of the line •Leave a person space •Keep my hands by my side •face forwards •Keep quiet and walk straight 	<p>Transition code</p> <p><i>When the teacher shows 1 I:</i></p> <ul style="list-style-type: none"> •Stand up <p><i>When the teacher shows 2 I:</i></p> <ul style="list-style-type: none"> •Stand behind my chair <p><i>When the teacher shows 3 I:</i></p> <ul style="list-style-type: none"> •Sit down or Line up 

move around the school when out of the classroom. All staff need to teach students appropriate behaviours for moving around the school.

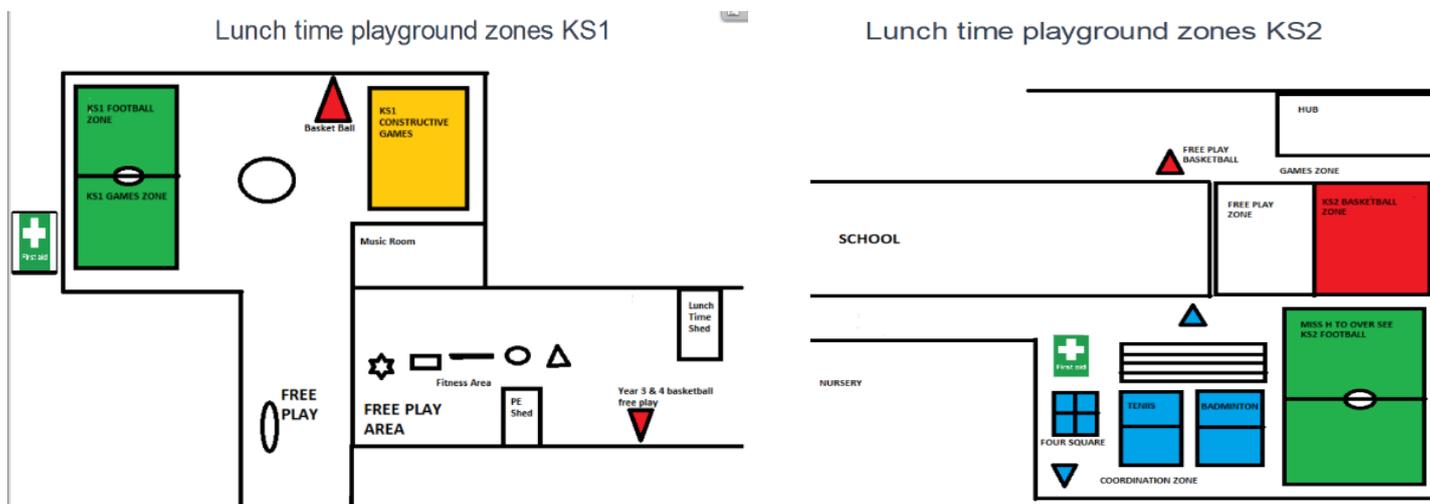
Movement around school- procedures for large groups

- Follow the 'Line Up Code'.
- Use at least two set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Adults will reposition themselves as necessary to ensure their line is moving calmly, respectfully and safely around the school.
- Walk on the right-hand side of the stairs.
- Stay 2 metres (6ft) away from other people.
- Encourage a child to hold the door for others to pass through (thank them for this).

Support staff and values leaders can be positioned on the stairs after assembly and at break to assist teachers to remind children to follow the lining up code. Children choosing not to follow the lining up policy will have time out in the reflection room at lunch time.

Break time and lunchtime procedures

Teachers, support staff and Midday Assistants (MDA) are required to perform supervisory duties at playtimes and must be aware of rotas and be prompt to duty.



Outside play

- When on duty, staff must maintain an overview of their zone (see above), not collect as a group in one place and spot potential problems before they escalate.
- All staff should be fully aware of and follow playtime procedures, sanctions and rewards and apply them calmly, fairly and consistently.
- Staff to make sure children are dressed appropriately for the weather conditions of the day.
- Staff who see children in the building must challenge them, except for proper use of toilets.
- Staff to set up activities as required and are responsible for all equipment(s) in their zone.
- If staff do not collect their class, duty staff should bring the class in and send for a member of SLT.
- In poor weather, duty staff may decide to have indoor play. In these circumstances teachers are required to set up a calm activity for children to do in the classroom and remain responsible for the supervision of their own classes. Teams can share supervision provided that areas are never left unsupervised.
- All staff to notify the class teacher of any accidents or incidents.
- All staff to maintain and ensure that children maintain a 2 metres (6ft) distance from other people.
- All staff to ensure children wash their hands before and after break and lunch.

Upon hearing the bell (or first whistle in KS1) children should stop what they are doing, crouch down and remain quiet. Upon the second whistle they walk to their designated class lines, joining at the back of the line.

Dining Hall

- MDA to supervise children eating their lunch and encourage them to make healthy choices and to eat their food.
- MDA to ensure spillages are wiped up immediately to prevent any trips or slips.

A weekly assembly is dedicated for the praise and recognition of children who have made progress for Achievement and demonstrating positive values.

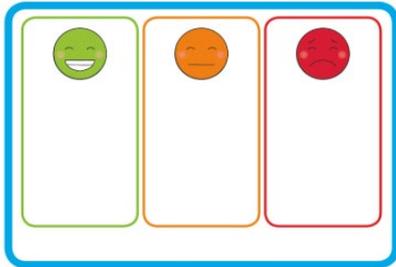
Lunch time reward

Children who are observed displaying the school values will receive Dojo tokens which they can exchange for Dojo points.

Behaviour guidelines: Sanctions

We follow a traffic light system throughout the EYFS.

All children will start on the green traffic light at the start of each day. A warning is given before moving down the traffic light system. Once a children reached red they need to go and spend 3 minutes on the 'Thinking chair' and will be posed with the questions 'think about why you are here? How will your behaviour be different next time?'



Behaviour guidelines: Rewards

Class Dojo

All classes use Class Dojo and have their own Dojo account. Children will be awarded Dojo Points for any actions or attitudes deemed noteworthy. Dojos are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is choosing to be off task, staff may choose to reward the child on task rather than apply a sanction to the child who is not. The ratio of positive praise should always heavily outweigh the use of sanctions to create a positive, caring environment. Teachers to award positive Dojo's to 10 pupils a day. A point can be awarded by any staff member to any child at any time. Parents will have access to their child's dojo account so they are updated with their child's awards. Class Dojo will be also used by teachers to communicate regularly with parents.

[UNICEF Article 5: Respects the rights of parents to guide their children as they grow and develop.](#)

Children will accumulate Dojos over a week; the child with the most dojos will win a prize in Celebration assembly from the Mystery Dojo Box. At the end of the week all dojo points need to be reset.

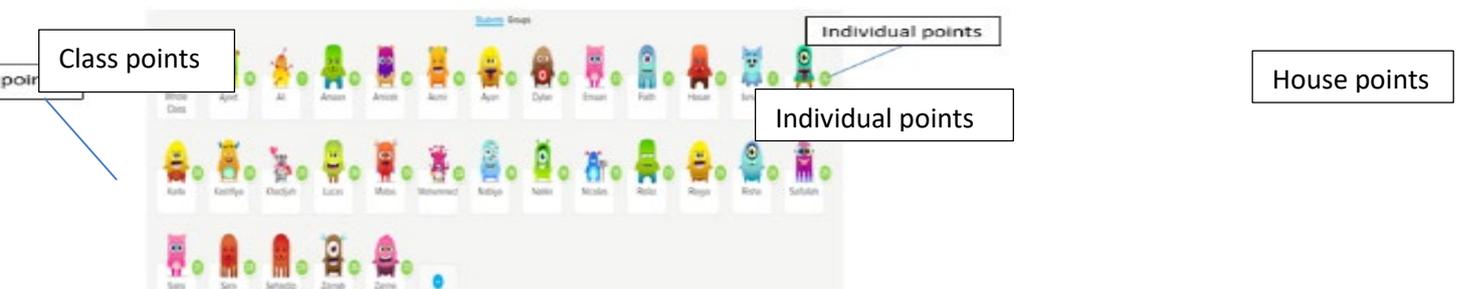
The class with the most class Dojo points will win the coveted class of the week trophy.

Children are organized into houses to encourage competitiveness and more of a team spirit across the school. Children are expected to be loyal to their house.

At the end of the week teachers count the house point totals in each class. The house with the most points earns a precious house point. At the end of the term the house with the most points will win entry into our end of term afternoon event in the HUB.

At the end of each week the house captains count House Dojo totals from across the school to establish the winning house. The weekly totals are read out in Friday's celebration assembly and a h

House point trophy is presented to the winning house. This is displayed in the main entrance with the appropriate coloured ribbon for the winning house for that week. At the end of each half term the team with the highest score is rewarded by having a special afternoon.





Certificates

A weekly assembly is dedicated for the praise and recognition of children who have made progress for Achievement and demonstrating positive values.

Lunch time reward

Children who are observed displaying the school values receive a raffle ticket which they can exchange for marbles. The class with the most marbles at the end of each term receives a class prize.

Behaviour guidelines: Sanctions

The aim of sanctions is to discourage future inappropriate behaviour and help pupils have a clear understanding of how actions can have consequences. Sanctions must be applied consistently by all staff to be effective. However there needs to be provision for flexibility to take account of individual circumstances. When sanctions are applied, children should be helped to understand why their behaviour is not acceptable and encouraged to reflect on their behaviour. UNICEF Article 28: A Right to Education promotes children taking responsibility for their actions and making the right choice in order to allow others to enjoy their rights.

We have grouped behaviour into three levels of severity where level 1 behaviour is deemed mild, level 2 severe and level 3 extreme. Each behaviour has a sanction that fits the severity of the respective behaviour (see behaviour procedure below). Where there have been no improvements despite appropriate sanctions children move to level 4 and level 5 where members of the Senior Leadership Team are involved and begin to look at the possibility of community service and/or internal exclusion followed by external exclusion. In exceptional circumstances permanent exclusion may be considered for a first or 'one-off' offence.

In light of COVID-19, pupils who purposely cough or spit at other children or staff will be excluded from the school. This is to safeguard the other pupils and staff working at the school. A return to school meeting will take place with the Headteacher.

Staff should avoid the use collective sanctions however in certain cases if deemed appropriate whole class Dojo points may be deducted and children may have to pay back time owed to the staff by staying in at playtimes to complete work missed or reflect on their behaviour.

The school has the right to search pupils who are suspected of carrying prohibited items. The search will be carried out by 2 members of staff. If any items are discovered they will be immediately confiscated. If e-safety issues are raised the school has the right to confiscate mobile phones and other electronic devices and hand over to the appropriate authorities.

When dealing with a more confrontational situation, all members of staff should handle the children in the same way: Stay calm, listen carefully to the child and establish facts, make a judgement only when you are certain of events and avoid confrontation whenever possible.

Behaviour procedure

Level 1

- Not listening or answering back
- Calling out
- Noise and attention seeking
- Inappropriate voice tone, body language or language
- Wearing or bringing in banned items
- Rocking on chairs
- Work avoidance
- Off task
- Littering
- Running in the building
- Being in the building without pass

Level 2

- Spitting, pushing, pinching, poking or pulling hair
- Throwing non-threatening missiles (sand, water bombs, stationary and other objects)
- Name calling and teasing
- Interfering or arguing
- Hiding or running away
- Dishonesty

Level 3

- Aggressive behaviour (punching, kicking, slapping, hurting or hitting)
- Offensive verbal abuse, harassment, threatening behaviour or bullying
- Throwing threatening objects (scissor, chair, stones and other missiles)
- Rude gestures
- Vandalism
- Theft
- Bringing in or using offensive items
- Discriminatory incidents
- Inappropriate talking or touching
- Endangering others or themselves
- Complete defiance

LEVEL 1

Verbal warning

LEVEL 1

Dojo deducted

LEVEL 2

Time out

LEVEL 3

2 week personalised behaviour report and/or 1:1 Behaviour sessions

If there is no improvement the child will remain on behaviour report for a further 2 weeks.

LEVEL 4

Internal exclusion and/or community service

Child will remain on a behaviour plan with full loss of privileges. If there is no improvement child will have internal exclusion with parent and a 2 week support plan will be drawn up with parent and TAC.

LEVEL 5

Exclusion

If a child is sent to time-out more than 3 times in a 2 week period, they then move to level 3

In light of Covid-19 spitting will result in a Level 4/5 sanction.