



Lickey Hills Primary School and Nursery and  
The Hive Wrap Around Care  
Positive Discipline Policy  
2018



**Aims:**

1. To promote behaviour that supports learning
2. To have a consistent approach to discipline throughout the school
3. To encourage good independent behaviour

This policy is intended to cover all areas of school life, including classroom behaviour and behaviour in other parts of the school such as corridors, hall and playgrounds. While the same exact rules are not pertinent to every part of the school or every activity, the generic nature of the policy is adaptable to every circumstance even if not specifically covered.

**Our Ethos**

Our ethos is to create an environment where children enjoy learning and where children have the right to learn without disruption by others. Recognition of good behaviour is a cornerstone of the policy and the philosophy of the school, and the rewarding of good behaviour acts to reinforce that behaviour and show others what can be gained from behaving well. The need and right to learn of the majority of children is a priority and individuals exhibiting inappropriate behaviour must be accepted as making that choice and accept the consequences.

The procedures set out in this policy need to be followed by all staff at all times so that there is a consistent approach to behaviour at all times throughout the school and children know what is expected and what is not. By giving the same message all the time, children have the security of knowing what to do and what not to do.

Children that behave inappropriately may be told that the behaviour is inappropriate. The child is **never** labelled. No staff will **ever** tell a child that they are 'naughty', 'bad' or anything similar. Our aim is to increase self-esteem and help children make the right choices. It is not to encourage children to think of themselves as 'bad'. If that happens they will conform to the label we give them. We do not want this.

**Strategies to support and encourage appropriate or better behaviour**

We have clear rules for the children to follow. Children will be reminded of these by class teachers at least at the start of each half term and in assemblies on a frequent basis. Explanations, examples and clarifications will accompany discussions.

To reinforce the frequency of good behaviour we give praise and rewards, and to diminish the frequency of inappropriate behaviour we have clear consequences for children not following the rules. PSHE/Citizenship will further support the ideas to increase appropriate and decrease inappropriate behaviour.

### **Our Three School Rules**

**Follow instructions**

**Always use Positive language and actions**

**Keep your hands, feet and objects to yourself**

These rules are consistent throughout the school and during playtimes and lunchtimes. All classes have these rules displayed and they are also displayed throughout the school. We feel that these 3 rules cover any behaviour situation that may arise throughout the day.

Children throughout the school understand that different levels of volume are allowed in different circumstances. Teachers will tell the children which of the following voices to use at the beginning of an activity or session:

- Silent voice
- Partner voice
- Table voice
- Classroom voice
- Playground voice

Staff use consistent language throughout the school such as 'Stop' and 'Eyes on me'

### **Rewards**

Rewards are used consistently throughout the school.

**Smiles and verbal praise:** Easy to use, immediate and effective

**Gold tickets:** Given whenever a child is doing something good, for example being helpful, kind, friendly, using good manners, following the school

rules. All gold tickets go into a prize draw each half term - one for EYFS/KS1 and one for KS2

**House points** - Given for progress/improvement in academic work only. Each class have their house points recorded each week and house with the most points is awarded a trophy in a whole school Monday morning assembly. This trophy is displayed in the front of school displaying the winning house colours. The pupil in each class with the most house points at the end of a half term wins a 'Pupil of the half term' award with a certificate and a badge to wear.

**Half term awards** - Other awards issued at half term are the Friendship award, the enquirer of the half term and the 100% effort award. Each award comes with a certificate and a gold badge for the pupil to wear on their uniform. Their photos are displayed the following half term at the front of school. The Head Teacher also chooses one pupil each half term for the special 'Head Teachers Award'

**Golden Book** - Pupils who have completed an excellent piece of work or who have shown great effort or improvement are sent to the Head Teacher who issues the child with a special stickers for their book and adds their name to the 'Golden Book'. These children then get their name in the fortnightly newsletter to parents.

#### **Class Points:**

EYFS children are introduced to the house point and golden ticket system.

Key Stage One classes use the 'Class Dojo' point system. Each pupil has a monster allocated to them and they collect 'Monster Points' throughout the week for good behaviour and for following our school rules. In Year One when children get 20 monster points they take part in Golden Time, free choice activities last lesson on a Friday. In Year Two when children receive their 20 points they take part in 10 minutes of golden time on a Friday afternoon during the Autumn Term.

Key Stage Two classes use the reward board system. Each pupil in KS2 has their photo on the reward board. Every day everyone starts in the Green section. A pupil can move up to silver, then gold and then into the star at the top. At the end of the week a pupil is chosen to be the star of the week. They get a text message home and they can wear the star of the week badge for the week. There is an orange section at the bottom, just a small strip, where pupils can move if they are not following the school rules.

## **Consequences**

Consequences are just that: They are not, ever, to be regarded or referred to as punishments. They are a consequence of the child's behaviour.

1. 1<sup>st</sup> warning - A quiet verbal word with the child reminding them that they are not making the right choice and that they need to follow the school rules.
2. 2<sup>nd</sup> warning - If the child continues to make the wrong choice they are moved away to a quieter place to continue working.
3. After consistently failing to follow the school rules, and following 2 warning, pupil is asked to work in another classroom. A Yellow card letter may be issued at this point
4. SLT involvement - Pupil is asked to see a member of the SLT.

## **Yellow Card Letter**

For behaviour that falls into the Yellow card category a class teacher or senior member of the Lunchtime team will decide whether or not to issue yellow card letter. The child will be told which rule they have broken and that a yellow card letter will go home. The Yellow card letter states what happened and why it may have happened. The letter also asks parents to further reinforce why this behaviour is unacceptable and to reply to say they have received the letter. If the incident happened at lunchtime the letter will be given to the class teacher to give out and so they can see it. This will then be logged on the child's SIMS profile by the class teacher.

## **Red Card Letter**

Following an investigation, a member of SLT will decide whether to issue a Red Card Letter. This letter is sent home to parents alongside a parent phone call. The letter states what happened, why it may have happened, which school rule was broken and whether any sanctions have been issues, such as a missed playtime or an afternoon working away from their class. The letter also asks parents to further reinforce why this behaviour is unacceptable and to reply to say they have received the letter. This process is logged on the child's SIMS profile by the member of SLT.

## **Positive Physical Intervention**

In very rare circumstances staff may need to use Positive Physical Intervention. Please refer to the schools 'Positive Intervention' policy

## **Lunchtimes**

At lunchtimes the pupils are expected to follow the same three school rules. Lunchtime staff have high expectations of all pupils behaviour in regards to entering and exiting the hall in a calm and orderly manner, using a table voice and showing good table manners. On the playground there is again a high expectation for behaviour. Any behaviour that does not meet these expectation is first dealt with by a member of the lunchtime team and then passed on to the senior lunchtime supervisor to investigate further if needed. The lead lunchtime supervisor may decide to issue a Yellow Card Letter or take the child to a member of the SLT if it is decided that a Red Card Letter is needed. Pastoral Learning Mentors are on duty throughout lunchtime and are ready to support children with their behaviour or other issues such as friendship fallouts.

## **Behaviour and Pupils with Individual Needs**

The school recognises Worcestershire LA's 'School Discipline and Behaviour Policies' Guidance for Schools as a major information source

The school recognises some pupils may have individual needs and in these cases the school policy cannot be applied in a 'blanket' way.

As a first step, in all cases, the school will establish reasonable expectations for an individual child. There are also extreme cases where a full range of sanctions may still need to be used. (See LA guidance 3.9.23/3.9.24).

Children with individual needs includes those defined by Ofsted as 'at risk', including minority ethnic groups, travellers, asylum seekers, LAC children, young carers and children undergoing times of particular stress. Such children also include those with disabilities and/or SEN. The Disability Act covers pupils whose physical or mental impairment has a long term and adverse effect on their ability to carry out normal day to day activities.

The school will, for pupils with individual needs:

- Make reasonable adjustments in applying the behaviour policy
- Make special provision for pupils whose behaviour related learning difficulties call for it to be made.
- Identify 'at risk' pupils in advance wherever possible and ensure all staff that may come into contact are aware of individualised need (and who to refer to if necessary).

- That class teachers should be key people in promoting good links with home and act as a key reference point.
- Employ individual strategies to develop/encourage appropriate behaviour, for example:

Strategies to encourage appropriate behaviour (e.g. stickers, rewards)

- Extra clarity for acceptable and unacceptable behaviour
- Education of other children/staff (e.g. respecting cultural differences)
- Modified applications of sanctions (e.g. time out to do an activity)
- Involvement of other support services
- Counselling/anger management
- Behaviour support
- Behaviour contracts
- Individual Behaviour Plans

(This list is neither exclusive nor exhaustive)

#### **Procedures for referral to the Behaviour Coordinator**

Where an individual regularly displays inappropriate behaviour it may be necessary to refer them to the Behaviour Coordinator so that their behaviour can be more closely monitored and actions taken to improve the behaviour through an Individual Behaviour Plan.

If a child with behaviour difficulties also has been identified as having special educational needs then actions to develop appropriate behaviour will be included in the SEN Individual Education Plan and the child will be supported through the SEN process by the school SenCo and the Deputy Head.

If appropriate a child may have an IBP filled out (Individual Behaviour Plan) If this is the case then the following steps will be put in place:

1. Complete the 'Behaviour Referral Form' and pass to the behaviour coordinator together with the appropriate evidence as detailed on the form. The behaviour coordinator will evaluate the evidence and will decide if it is appropriate for the child to be included on the Behaviour Register and will inform the class teacher of the decision.

2. If the child is included on the register then the behaviour coordinator will write to parents and will meet with them to discuss the reasons and explain the procedures. The class teacher will write an Individual Behaviour Plan for the child, a copy of which will be sent to parents. This plan will be reviewed at least termly and a new plan made if necessary. It may be necessary for a pupil to be placed on a Pastoral Support Plan (PSP) Staff will meet with parents and a member of the Positive Behaviour Team to set up the terms of the PSP. Fortnightly meetings will take place to set and review targets.
  
3. If there is no sign of improvement following three reviews and three plans then it may be necessary to involve additional agencies. Prior to this action being taken parents will be consulted and with their approval the agencies will be involved.

In the case of 'severe behaviours' this process may be modified; for example a move to stage 3 may take place quickly after the referral.

#### **Additional support programmes**

- Nurture Group - This offers support to children that have particular needs for example in relation to low self esteem, poor social skills or behaviour difficulties through activities and games that develop these areas.
- Support from the Learning Mentors - in class or in the Nurture room
- 'Protective Behaviours' - This programme delivered through the PSHE curriculum enables pupils to recognise their own feelings, to develop strategies to deal with these feelings and possible actions to take.
- Support from the Positive Behaviour Team

#### **Examples of 'Severe Behaviours' (This not an exclusive list)**

Deliberately harming another child  
Bullying (as defined in the Anti-bullying policy)  
Serious, deliberate damage of property  
Knowingly taking someone else's property  
Physical or verbal abuse of staff  
Blatant refusals

H. Williams