



## Pupil Behaviour and Discipline Policy

Date	Review Date	Coordinator	Nominated Governor
May 2018	May 2019	Headteacher	M Try

### 1. Introduction

At Hillcrest Primary School, we seek to provide pupils with a safe and secure environment where effective teaching and learning can take place. It is our collective aim to enable all children in school to reach their full potential and it is vital that we maintain high standards of behaviour in the classroom and around the school in order to achieve this.

### 2. Aims

The aims of this policy are:

- To promote positive attitudes to good behaviour and respect for others.
- To develop in pupils a sense of self-discipline and acceptance of responsibility for their own actions.
- To prevent bullying among pupils.
- To create the conditions for an orderly school community in which effective learning can take place.
- To establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school.

### 3. Good Behaviour

At Hillcrest Primary School we expect pupils:

- To be polite
- To be respectful
- To be sensitive to the needs of others and to their property
- Not to take the law into their own hands
- To respect and follow the school rules

### 4. School Rules

- Listen to and follow instructions
- Be polite and care about other people
- Always keep hands and feet to yourself
- Work and play safely
- Look after the school and its environment
- Look after your property and have respect for other people's belongings



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- Do not tease, bully or upset anyone
- Speak respectfully to others and do not swear
- Walk in and around the school building

## **5. Rewards for good behaviour**

Members of staff at Hillcrest Primary School will use their judgment on appropriate rewards for pupils. Rewards may include:

- A written comment on pupil's work, either in general terms or in a more detailed way, picking out specific points or ideas for positive comment.
- A visit to a subject leader, the Assistant Headteacher, Deputy Headteacher or Headteacher for commendation.
- A public word of praise in front of a group, a class, a key stage or the whole school.
- Public acknowledgement by presentation in an assembly.
- A system of merit marks or house points, with or without public acknowledgement of that award.
- Stickers, stars, stamps or certificates for good behaviour.
- School reports commenting favourably, not only on good work and academic achievement, but on behaviour and general attitudes.
- A note to parents informing them specifically of some action or achievement deserving praise.
- Affording the pupil the opportunity to undertake specific areas of responsibility.

## **6. Bullying (see also Hillcrest Primary Anti-Bullying policy)**

The school uses a SEAL approach in PSHE and for some assemblies which deals with aspects of bullying and promotes strategies for its prevention. The school logs any incidents of bullying. If an allegation of bullying is proven, the school will speak to both sets of parents (perpetrator's and victim's). Clear sanctions will be used as punishment and support given to the victim.

Incidents of homophobic bullying will be dealt with as above and prevention of this type of bullying takes place during PSHE discussions about different types of people and families.

## **7. Unacceptable Behaviour**

Unacceptable behaviours include noisiness, persistent calling out, disrespect for rules, deliberate unkindness, bullying and rudeness. If a pupil behaves in an unacceptable way, he or she will be given a verbal warning (STEP 1) by an adult. If this behaviour persists, the pupil will then miss 5 minutes from their next playtime (STEP 2). If the pupil continues with this behaviour, they will miss the entirety of the next playtime (STEP 3), or 25 minutes from the lunch break. If a pupil acts in a very disrespectful or unsafe way, a member of staff may



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instigate an INSTANT STEP 3, where the pupil does not move through the previous Steps. All STEP 3s should be logged on the school computer system and parents/carers should be informed.

Children should be discouraged from entering school during break or lunchtimes. At the end of playtime children should walk sensibly to their class lines and will be led into the building in an orderly manner by their class teacher.

All staff must ensure that playtimes are adhered to and that they leave the staffroom promptly at the end of break.

Incidents at playtimes should be dealt with by the adults on duty and if necessary reported back to the class teacher. The class teacher should inform the parent/guardian at the end of the school day if appropriate. If the child goes home with a different adult, a phone call should occur and not the passing on of a message. The decision regarding indoor break should be taken by the senior member of staff on duty, and a message sent to colleagues as soon as possible. During wet playtimes the pupils must be supervised at all times.

Pupils should enter cloakroom areas in a quiet and controlled manner. Cloakrooms should be closely supervised by staff. They should be checked daily for clutter and lost property.

Mid-day Supervisory Assistants (MSAs) will encourage good behaviour and adherence to the school rules during the lunch period. MSAs will report any incidents to the class teacher at the end of lunchtime. Seriously unacceptable behaviour will be reported to the Headteacher immediately, and may result in a missed playtime.

## **9. Moving around the school**

Any movement should take place in an orderly manner so as not to disturb others who are working. Staff should ensure that individuals are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason – their behaviour should be checked regularly.

- Children should not be sent out of the classroom on tasks that can be undertaken at break, lunchtime or before or after school, e.g. collecting holiday forms or equipment from the office.
- When a whole class is moving, the teacher should ensure that the classroom is empty before proceeding, again no child should be unsupervised.
- Children should be supervised carefully as they move through any areas of particular danger, e.g. cloakrooms.
- Children should use appropriate entrances/exits and not return to the cloakroom at break and lunchtime unless absolutely necessary.

## **12. Race Equality and Equal Opportunities**



All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

**13. Role of the Class Teacher**

- To adhere to the Code of Conduct for all staff
- To adhere to the guidance in ‘Working together to Safeguard Children’ 2015
- To develop an atmosphere where children are valued, promoting high self-esteem.
- To ensure that sanctions are followed through.
- To report incidents and record appropriately.

**14. Role of the Headteacher and Governing Body**

- To ensure that the procedure is consistent throughout the school.
- To ensure that the Behaviour Policy is being implemented.
- To monitor behaviour issues and act on any patterns or trends identified.

**15. Role of the Parents/Guardians**

- To support the school in the implementation of the Behaviour Policy.
- To communicate with the school about any issues or concerns.

**17. Screening and Searching Policy**

The school has in place a Screening and Searching policy, based on advice received from the DFE.

**18. Use of Reasonable Force**

The school has in place a policy for physical intervention and restraint.

**Review**

The Headteacher and staff will review this policy annually. Any suggested amendments will gladly be presented to the Governing Body.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	