



Joy Lane Primary School
Including Joy Lane Autism Provision



Joy Lane Foundation Primary School

Behaviour and Discipline Policy

Draft Prepared	
Date Agreed	
Signed by Executive Headteacher	DJH
Signed by Chair of Governors	GS
Date Policy to be Reviewed	July 2017



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A Code of Conduct for all

This document is a statement of the aims, principles and strategies for Joy Lane Primary School.

Aims

- To ensure a whole school approach
- To ensure that teaching and learning can take place in a safe and happy environment
- To promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property
- To provide a system of rewards and consequences to encourage good behaviour
- To provide support in a caring and sympathetic manner in order to achieve an improvement in behaviour

Principles

That every child has the right to learn but no child has the right to disrupt the learning of others.

Differences are to be celebrated and there should be mutual respect for all.

Responsibilities

All members of the school community have a responsibility to uphold the school code of conduct.



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Code of Conduct

Whilst there is an acceptance that some pupils may find it difficult to comply, all pupils will be encouraged to work towards this code. Parents and carers play a crucial part in ensuring that children are able to meet these requirements.

- There should be respect for all within the school community.
- All children should respect their own and other people's property and take care of books and equipment.
- Children are encouraged to be well-behaved, well-mannered and attentive.
- Children should move around the school in a sensible manner.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Foul, abusive and racist language is not acceptable and should not be used.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Children should wear the correct school uniform. Jewellery or trainers should not be worn.

This code of conduct has been formulated with the safety and well-being of the children in mind plus to enable the school to function efficiently as a place of learning.

Within School there may be specific guidelines about how to behave in different settings eg. classroom, playground and dining hall. In addition, at Joy Lane Primary School, we have agreed that we will have a set of guidelines about how we are expected to behave at all times and in all places. These will be known as the **GOLDEN RULES** and will be displayed around the School. (Refer to Appendix 1)

All classes will display 'The Golden Rules' in addition to their own class rules.



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Behaviour Consequences

Rewards

- Praise - for getting it right
- Stickers
- Commendations
- House points
- Golden Dojo Tickets
- Pupil of the week - an opportunity for a child to be recognised for extra effort, good performance or a special achievement.
- 10 DOJOS= House Point Token
- Multiples of 25 DOJOS up to 100 = Golden Dojo Tickets
- 100 DOJOS= Personal certificate awarded in Celebration Assembly
- 150 DOJOS= Personal certificate and JLPS pen
- 200 DOJOS= Personal certificate at £5 reward voucher from the Friends of Joy Lane

Classroom Sanctions

1. Reminder.
2. Warning
3. Thinking Time (ten minutes)
4. Red Class Dojo Point
5. Sent to Academic Team Leader
6. Seen by member of SLT ~ to explain behaviour and where appropriate complete 'Think Sheet'.
7. Parents contacted
8. Executive Headteacher or Head of School interviews with child and parent

Playground Sanctions

Lunchtime staff will give reminders of the rules and a warning. If the behaviour is repeated, then the child may be told to take 'time out'. This should be for a short period of time (approx 5 minutes) and may be spent sitting on a bench or holding an adults hand depending on age. After 'time out' the adult will check that the child is calm enough to return to play.



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If a child does not respond or the nature of the incident is more severe the pupil will be guided to the Well Being Room or Sanctuary. The member of staff on duty will ascertain the details and deal with appropriately.

Extreme behaviour may lead to children being excluded from the playground for a specific period of time or an immediate referral may be made for access to Sanctuary.

Lunchtime Supervision

At lunchtime, supervision is carried out by the Teaching Assistants, Playleader Supervisor (HLTA) and the Lunchtime Hostess. If pupils are not able to follow the guidance for lunchtime behaviour either in the dining hall or outside then an adult will intervene. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task or taking time out. This usually helps to calm the situation and serves as a reminder about they should act. Those who are supervising will keep note of children who continually misbehave and inform the class teacher. Class teachers should be informed of poor behaviour and the behaviour monitoring sheets should be amended accordingly.

Persistent or serious misbehaviour at lunchtime is brought to the attention of a member of the SLT. This may result in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child may be excluded from the premises at lunchtime for a fixed period of time.

Liaison with parents

Parents will be kept informed of their child's behaviour if this ever becomes a matter of concern and this may be communicated by the class teacher, phase leader or a member of the leadership team



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Parents can help:

- By recognising that an effective school behaviour policy requires a close working partnership between parents/carers, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting where possible with their enforcement.
- By attending Partnership meetings, Parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without good behaviour and no low level disruption.
- By remembering that staff deal with behaviour problems patiently and positively.

Exclusion

Parents will be notified of the reason for any exclusion. Before a child is re-admitted to school a meeting between the parents or carer and the Executive Headteacher (or delegated member of the SLT) will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern is not repeated. A written record will be made of the discussion, and commitments to the agreed plan, by both the parents and the school. This may form a Pastoral Support Plan. One copy of the agreement will be kept as part of the school's records and another sent to the parent. Close contact between school/home will be maintained to support this plan. If a child continues to breach the Code of Conduct the subsequent exclusions will be for a longer period and may lead to permanent exclusion.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and persistent disruptive behaviour in class.

This type of behaviour is generally rare and will be taken seriously. A member of the SLT will be consulted and will make a decision about the best course of action in consultation with other relevant adults.



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The standard procedure for addressing behaviours of this sort follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

Dangerous items in school

Should a pupil bring an item that is considered to be a risk to the safety of others ie. a knife, they will automatically be excluded for a minimum of 3 days. In addition, other authorities may be contacted.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by a member of the SLT as to future conduct.
- Withdrawal from the classroom.
- A letter to parents informing them of the problem from the class teacher, phase leader or Head of School.
- Either a meeting with parents or a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body.
- A meeting involving parents and relevant support agencies.
- Permanent exclusion after consultation with the Governing Body and LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

NB - A very serious incident may result in the normal procedure being abandoned and a child being taken home straight away.



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An incident form should be filled in and the situation discussed with the relevant member of the SLT. Where physical intervention is necessary the appropriate form should be used and a copy handed to the parent or carer.

Refer to the CP and Safeguarding Policy and the recommendations from the DCSF.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve parents.

The SLT will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies - social services, psychological service etc.

When a child leaves the classroom without permission

As soon as a child leaves the room, inform one of the FLO's, the Phase Leader or a member of SLT. Should a child not return to class after a break time, follow the same procedure. They will then locate the child and encourage them to return to the building, class or the Family Room as appropriate. Should the child choose not to return, parents are contacted. Their whereabouts are monitored and if they choose to leave the site the police are contacted. An appointment will be made with a FLO if a child wishes to access the Family Room. There should be clear communication between FLO's, class teachers and children at all times. This is to ensure that the adults who are responsible for the child are aware that the child is being monitored or is being supported away from the class.

Children Beyond

Most children respond well to the code of conduct, but there are some children who do not. These 'Children Beyond' can be very volatile and at times unpredictable. They can be very disruptive, aggressive and do not respond to the usual reward or consequences system. These children may be within the Mainstream School or attend Oysters SRP.



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Any worries about a pupil should be discussed with the Inclusion Team /Phase Leaders as appropriate. IEP's or PSP's will be put into place, evaluated termly and may be raised at the LIFT meetings if appropriate.

When there is an incident involving one of these pupils, everything must be documented. Positive handling is important, but physical contact should be avoided if at all possible.

If there is disruption in a classroom, or if a child leaves the room without permission, a message should be sent to the office and a senior member of staff will be informed.

Follow-up actions might include;

- Suggest they go to the Family Room, quiet area or library. In Oysters SRP this will be to a room (Green Room) or quiet area where there are no other children.
- Watching to ensure they are safe and not endangering self or others
- Allowing time to calm down
- Trying to calm a child down and persuading them to come indoors to discuss the problem
- Encouraging a child to make the right choice. Use language that limits choices eg. First you calm down then we will.....
- Sending message to office to request support from parents by telephone

If a child leaves the grounds the police will be called, unless parents are on their way and we have made contact with them via telephone.



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If the child will not leave the room;

- Try to defuse the situation and persuade them to come out of the room
- Get the rest of the group to move to another room. (This can be inconvenient, but often makes for a calmer resolution to the problem)
- As a last resort use the SCIP taught techniques to direct them out of the space (where staff have relevant training)

Throughout the whole process use constant reminders that;

- It is the behaviour, not the child that is at fault
- No-one is angry
- All sides of the incident/story need to be known

Continue trying to calm the child and get them to a safe place.

If the child is exhibiting aggressive behaviour and is in danger of harming themselves or others it may be necessary to restrain them. (Refer to advice from DCSF and use recording form).

- Use the utmost care to ensure that only reasonable force is used
- Have a witness so that events can be verified
- Agree the report with the child when they are calm
- Report the incident to the parents as soon as possible
- The report will be shared with all parties involved

In all cases where the normal code of conduct is not applicable, parents will be contacted.

Incidents requiring any of the above procedures may be followed up by a behaviour modification plan to avoid repetition.



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Monitoring

In light of this policy, the Senior Leadership Team will regularly monitor behaviour throughout the school. The policy will be reviewed regularly. Minor alterations to procedures will be added as an amendment and the policy will be revisited through the ongoing cycle of policy reviews.

Weekly behaviour reports are compiled by the behaviour assistant who collects data in the following way:

If a pupil appears on the behaviour monitoring sheets for 1-3 weeks this is deemed very low level, if the child appears for between 4-9 weeks this is deemed moderate however, if the child appears for 10 weeks or above then this is deemed a high level.

This data is analysed and shared with the SLT and phase leaders who receive the same weekly behaviour report (see example in appendices)



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Bullying Policy

At Joy Lane Primary School we believe that children have the right to feel protected.

We therefore agree that bullying in any form will not be tolerated.

We recognise that bullying can be displayed in many forms, and that both teaching and supervisory staff will take appropriate action. However, we aim for bullying to be prevented from the beginning, so we recognise that children should be taught a respect for themselves and others, and this respect should be shown at all times.

What is Bullying?

Behaviour may include direct or indirect bullying.

This could take the form of:

- Name calling and teasing
- Physical violence
- Threats
- Isolating individuals from group activities
- Spreading rumours
- Singling an individual out in some way

Spotting the bullied child

Pupils who are being bullied may:

- Frown or look unhappy or angry
- Try to move away from the aggressor
- Not take turns, the aggressor maintaining the dominant role throughout the interaction
- Retaliate in some way (even leading to bullying themselves)



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Playtime

Much bullying takes place outside of the classroom and often in the playground. We aim to reduce and eradicate bullying by having well-informed staff in supervisory roles. There are many play activities available and the staff play a leading role in involving everyone in them. There is a sanctuary playground and ZONED areas where more structured play takes place.

During the lunch break we provide areas for quiet and energetic play. We also provide an indoor sanctuary area for those who wish to seek support from one of the FLOs

For children playing outside at lunchtime there is plenty of outdoor equipment with which they can play. We use a system of permission cards for children who need to go into the school during the lunch break. This allows for control over cloakroom facilities and ensures we know where everyone is. Year 6 prefects are also given responsibilities to look after the inside of the school and this is led by the HLTA.

Dealing with a minor incident

If supervisory staff witness a minor incident of bullying, they should ensure they ask for and listen to both sides of the story, doing so away from other pupils. The children should be encouraged to find a solution to the problem themselves, if possible, and without bad feeling remaining between them.

Mild sanctions can be useful in responding to these isolated incidents of bullying which do not result in actual physical harm. A reprimand may be sufficient to deter a pupil from name calling or mild teasing. All incidents should be recorded on My concern.

Dealing with a serious incident

If staff witness or suspect a serious incident it must be thoroughly investigated and a serious incident sheet completed. All parties should complete a Myconcern. (Younger children could draw pictures or have an adult scribe for them) The incident must be reported to the Class Teacher, Phase Leader and the SLT. The Executive Headteacher or a delegated member of the Senior Leadership Team will



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discuss these sheets with the children involved and decide any sanctions. Possible sanctions include the loss of playtimes or privileges.

All bullying incidents should be completed on Myconcern in order to form part of the monitoring process and to provide a chronology of behaviour.

Direct action against bullying should occur within a context which reminds pupils that bullying behaviour is unacceptable to the school and will not be tolerated. If the bullying is directly related to a comment or action regarding an individual's race, colour or ethnicity then it should be considered as a racist incident and the necessary monitoring form should be used. (Discretion should be used when dealing with pupils with ASD, who may make comments without understanding the significance of their comments).

Parental Involvement

We believe that parents have a vital role to play in combating bullying. Teachers will inform parents if their child is involved in bullying or any serious incident. Parents are encouraged to approach teachers if they have any concerns regarding their children.

Classroom

Through the curriculum the following issues should be explored:

- What is bullying?
- What causes pupils to bully each other?
- What does it feel like to be bullied or to bully?
- What are the effects of bullying behaviour on all those involved?
- Why should we not bully each other?
- What can we do to stop bullying?



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Strategies for tackling bullying behaviour

- ✓ Make preventing and tackling bullying a high priority within school, with a clear commitment from all staff.
- ✓ Use SEAL/the 'Go Givers' website materials to promote school values which reject bullying behaviour and promote co-operative behaviour.
- ✓ Encourage pupils to tell staff if they are being bullied.
- ✓ Respond to bullying behaviour promptly and consistently.
- ✓ Train and inform staff of bullying issues as appropriate.

The Senior Leadership Team

June 2017



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Joy Lane Primary School

How We Stay Safe at Lunchtime

We enter the hall calmly and sensibly.

We put our hand up if we want something.

We eat politely and do not talk with a mouthful of food.

We talk quietly with our friends and do not shout!

We clear up any mess we make on the table and floor or ask for help.

We always have good manners when choosing our food at the counter.



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How We Stay Safe Outside

We play organised games with staff and play leaders.

We come back into school if we have been given a pass.

We are sensible and stay off the grass when it is wet and muddy.

We stand quietly when the whistle is blown and wait for instructions.

We play together and look after each other.

We are polite to children and adults alike and use kind words.

We have fun and enjoy being with our friends.



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How We Stay Safe

We keep our hands and feet to ourselves.

We are kind to each other in the things we say and do.

We share with others.

We move around the school safely.

We are polite to each other – saying please and thank you.

Remember

If you don't have anything good (positive) to say to someone, don't say it.

Think before you act.



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Consequences

1. Reminder
2. Warning
3. Thinking time (10 minutes)
4. Red Class Dojo point
5. Sent to Academic Team Leader
6. Seen by member of SLT
7. Parents contacted
8. Headteacher interview with child and parents



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Achievements and Rewards

Class Dojo Point

House Point

Golden Dojo Ticket

Commendation

Pupil of the Week



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Our School Community Ethos is:

Safe

Friendly

Caring

Inclusive

Respectful



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Weekly Behaviour Report				DATE
Pupils that have raised a serious behaviour concern or low level concerns for several weeks				
Class	Pupil	Concern	Action taken to date	SLT Intervention
R Kandinsky				
R Klee				
R Kline				
1 Vallotton				
1 Van Gogh				
1 Voysey				
2 Picasso				
2 Postgate				
2 Potter				
3 Renoir				
3 Rodin				
3 Rousseau				
4 Hepworth				
4 Herons				
5 Dali				
5 Da Vinci				
6 Bailey				
6 Banksy				
SRP Oysters				



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Weekly Behaviour Sheet

Class:

Behaviour
Sheet for
week
beginning:

Monday		Tuesday		Wednesday		Thursday		Friday										
Pupil		Break	Lunch			Break	Lunch			Break	Lunch			Break	Lunch			
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L
	1 2 3 4 5	B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5		B	L	1 2 3 4 5	B	L