

TOWERVIEW PRIMARY SCHOOL



Positive Behaviour and Discipline Policy

The Positive Behaviour and Discipline Policy for Towerview Primary School is based on the concepts of safety, common courtesy and consideration for others, in order to promote positive behaviour and a peaceful atmosphere in the learning environment.

September 2024

www.towerviewps.co.uk



POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

The Positive Behaviour and Discipline Policy for Towerview Primary School is based on the concepts of safety, common courtesy and consideration for others, in order to promote positive behaviour and a peaceful atmosphere in the learning environment.

It is the policy of the school:

1. To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
2. To create the conditions for an orderly community in which effective teaching and learning can take place, in which there is mutual respect among all members and concern for school property and the environment.
3. To provide a relaxed, pleasant and safe atmosphere in which pupils are able to give of their best.
4. To ensure that the school's Code of Behaviour is clearly understood, applied consistently and fairly and shown to be reasonable and effective. Rewards and sanctions will be used consistently and fairly.
5. That sanctions will be commensurate with the age of the pupils and appropriate to the seriousness of the misdemeanour.
6. That pupils should understand that it is the behaviour which is unacceptable and not the pupil as a person.
7. To emphasise to parents the vital role which they play in creating a positive attitude to discipline within the home and in encouraging good behaviour in school.

CODE OF BEHAVIOUR

Acceptable Standards of Behaviour

Every pupil is expected to behave in a responsible way, displaying consideration, courtesy and respect for adults and other children at all times.

Every pupil is expected to help take care of the property, buildings and grounds of the school.

Communication

We talk quietly so that others can get on with their work.

We are quiet/silent when asked to be so.

We put our hands up to answer questions or volunteer information in class.

We listen carefully at all times.

We speak politely.

We bring a letter from a parent following an absence and prior to an appointment.

Learning

We work sensibly on our own or with others.

We do our work as well as we can.

We pay attention when our teacher is talking.

We complete our homework to the best of our ability.

We hand our homework in on time.

Respect

We treat all adults in our school with respect.

We treat each other with consideration and kindness.

We try to help one another.

We stand aside and open doors for adults.

We take good care of all books and equipment.

We put all litter in the bins provided.

Safety

We take care of equipment and use it safely.

We do not touch equipment unless asked to do so.

We play sensibly and safely in the playground.

If leaving school outside normal hours we must be collected from the reception area by an authorised adult.

Movement

We go into all school areas quietly, slowly and in an orderly manner.

We always knock before entering a room. We move round our classroom quietly, without disturbing others.

We walk in the corridors.

We use the correct entrance doors.

We wheel our bicycles within the school grounds.

Conflict

We try to sort out our problems by talking to each other or by asking for help from an adult.

We do not hurt others deliberately by word or by deed.

Lunchtime Code

1. We stay in our seats while eating lunch and while waiting to be allowed out.
(Pupils from MLD unit to eat in their primary classroom)
2. We use the toilet **before** going out.
3. Once outside, we do not re-enter the building except in cases of emergency.
4. We respond to all directions by adults in the playground and abide by their decisions.
5. We are always polite to adults in the playground.
6. In the playground we:
 - a) are thoughtful and considerate in our play at all times.
 - b) avoid rough games, fighting, bullying and hurtful words/bad language.
 - c) avoid encouraging others into bad habits.
7. If we have a problem, we speak to an adult or a member of the Tappy Squad.

Staff will:

1. Use positive examples to promote good behaviour.
2. Praise and encourage those pupils behaving sensibly.
3. Ask "wrong-doers" to assess situations for themselves and to explain to staff what is wrong with their behaviour. Any subsequent improvement in behaviour will be praised.
4. Implement the Code of Behaviour and Sanctions in dealing with any pupil in the school.

The Code of Behaviour is expected to be observed at all times.

It is hoped that parents will support the staff in any decisions made with regard to this Code. Parents with a query regarding such decisions are requested to seek an explanation from the Principal. It is inadvisable for a parent to speak about school decisions in a derogatory manner within the hearing of the child, lest the child feel a division of loyalties. This also applies to Social Media.

SANCTIONS

The following sanctions have been collectively agreed by all staff within Towerview Primary School. Discretion will be used to decide upon the most appropriate sanction to begin with depending on the nature and seriousness of the offence.

1. Agreed classroom charter for Positive Behaviour - displayed prominently in the classroom and shared with parents.
2. Verbal warning by class teacher (or, at lunch-time, by an adult).
3. Verbal apology.
4. Classroom Teacher Time-out card issued (P1-P7) and break spent inside completing work.
5. Referral to Head of Junior School, Senior School or Vice Principal after 3 Classroom Teacher Time-out cards have been issued.
6. After receiving 3 Time-out cards within one term, there will be a meeting arranged between parents, Head of Junior School, Senior School or the Vice Principal and the class teacher
7. P4- P7 Time-out card issued by Head of Junior School, Senior School or Vice Principal after the parents meeting. Pupils will spend a period of time (40mins) in isolation completing a Time to Think sheet and work that has been set by the class teacher for the duration of this time.
8. Meeting between parents, class teacher and /or designated teacher and/or the Principal to discuss the problem.
9. Suspension from school for up to three days (at the discretion of the Principal and Board of Governors).

Please note that the Principal and/or Vice Principal may become involved at any point in applying any of the above sanctions - in more serious circumstances, these sanctions do not need to follow the set format.

N.B. The Board of Governors will seek recompense from parents for articles of school property damaged, broken or lost as a result of a child's non-compliance with the school's Code of Behaviour.

It is the intention of the Governors to review this policy as and when necessary.

(amended Sept 2024)

5 GOLDEN RULES FOR A HAPPY PLAYGROUND



We only touch each other in a friendly way.



We only speak to others in a friendly way.



We only call others by their real names.



We look after our playground and gardens.



We always tell an adult if we feel frightened or sad.

Time Out 2024-2025

Pupil:

Staff:

Class:

Date :

Reason:



Day to attend:

Class Teacher: signed:

HKS2 /VP : signed:

Time Out 2024-2025

Pupil:

Staff:

Class:

Date :

Reason:



Day to attend:

Class Teacher: signed:

HKS2 /VP : signed:

Time Out 2024-2025

Pupil:

Staff:

Class:

Date :

Reason:



Day to attend:

HKS2 /VP: signed:

Principal: signed:

Time Out 2024-2025

Pupil:

Staff:

Class:

Date :

Reason:



Day to attend:

HKS2 /VP: signed:

Principal : signed:



Time Out - Time to think

What did I do wrong?

Why was it wrong?

How did you feel?

How did it make others feel?

What will you do next time?

This Time-out was completed today in school. Please read over this sheet with your child and return to school the next day.

Parent signature:

Date: