



Houghton Regis Primary School
A classroom discipline plan

September 2014

Teacher Guidelines

The teacher spells out the behaviours he/she expects from the children and what they can expect in return. The rules are minimal in order to be most effective. They are observable and address behaviour that can be clearly seen, and then they can be easily enforced.

These rules will be applicable throughout the entire day with no exceptions and should be posted in a prominent position in the classroom.

Key points

- Rules have been chosen that will let the children know what behaviours are expected in the classroom at all times.**
- The number of rules has been limited to ensure quick recall and understanding.**
- All personnel apply rules consistently throughout the school day.**

School-wide Rules

- 1. Follow instructions**
- 2. Wait for others to finish talking**
- 3. Move around gently and quietly**
- 4. Keep hands, feet and objects to yourself**
- 5. No teasing or name-calling**
- 6. Care for our environment**

Positive recognition

Positive recognition means giving sincere and meaningful attention to children for behaving according to your expectations. Consistently used it will encourage the children to behave appropriately, increase the children's self esteem, create a positive classroom atmosphere and dramatically reduce problem behaviour in the classroom.

There are five ways to provide positive recognition to the children: -

- **Praise and encouragement – name on whiteboard**
- **Special privileges**
- **Behaviour awards**
- **Tangible rewards**
- **Positive letters home to parents**

Positive recognition should be explained when the teacher talks to the children about the rules.

Classwide positive recognition

A classwide positive recognition system means that all the class are rewarded when they meet your expectations. The goal of the classwide recognition system is to motivate the children to learn a new behaviour or to work on improving existing problem behaviour. It shows the children how to work together in a co-operative manner to achieve a common goal.

The teacher should pick a system he/she will feel comfortable with and that is appropriate to the age of the children.

The reward should also be something the teacher is comfortable with. Make sure that whatever the class earns it is something they will want to work towards. Make sure that the children are able to earn the reward in an achievable time scale. (marbles in a jar etc.)

It is important that once the class have earned points towards a class reward that the points are not taken away for individuals misbehaviour. All the children must participate in the classwide reward scheme.

Consequences

In spite of the rules and the teacher's constant attention to provide positive recognition there will be times when children choose not to follow the rules of the classroom. When this disruptive behaviour happens the teacher must be prepared to deal with it calmly and quickly.

By carefully planning consequences, by knowing in advance what you will do when a child misbehaves the teacher will not be caught off guard.

It is important that consequences are presented to the children as a choice. In this way the teacher is placing the responsibility where it belongs on the child.

Consequences do not have to be severe to be effective, but the key to effective consequences is that they are **used consistently**. It is the inevitability of the consequence that makes it effective. The easier the consequence is for the teacher to use the more likely it will be used consistently.

The consequences must be organised as part of the classroom discipline plan. This will list consequences in the order in which they will be imposed for disruptive behaviour within the day.

Each day children begin with a "clean slate".

The hierarchy of consequences is progressive starting with a warning. The consequences then become gradually more substantial for the second, third and fourth time the child disrupts.

Consequences through the school

1. **A warning (told twice)**
2. **Name on "Oh Dear" board**
Time out (away from other children as appropriate to age of child)
3. **Sent to Headteacher to work in the Rainbow room.**

Letter home to parents

The fourth is the severe clause as the teacher sometimes has to react quickly and decisively to stop severe misbehaviour. e.g. fighting, defying a teacher or in some way stopping the whole class functioning.

In this case the child would not receive a warning, he/she would lose the right to proceed through the hierarchy of consequences. This kind of severe behaviour calls for an immediate consequence that would remove the child from the classroom.

Next step –if there is no improvement in behaviour.

A parent meeting will be arranged and a contract drawn up between all parties.

If necessary a referral will be made to the Behaviour Support Service i.e. SEN school action plus.

The Headteacher will inform the Chair of Governors if she intends to temporarily exclude the child from school.

Procedures for temporary exclusion will be followed.

Bullying

If any incident of bullying is reported from whatever source, then this will be treated as a serious matter and the child/children involved will be sent to the Headteacher and the severe clause action plan followed.

In our school we encourage parents to be partners in their child's education. On entry into school a letter will be sent home with a copy of the classroom discipline plan. Parents will be expected to sign the agreement.

Supply teachers

It is important that when the teacher is not in her/his classroom that the established discipline plan continues to work.

It is suggested that where you know the supply teacher the rules can be explained beforehand.

A copy of the rules is pinned to the notes left for the supply.

A copy of the rules is displayed in the classroom.