



## **DISCIPLINE AND BEHAVIOUR POLICY**

*All staff working in our school share a responsibility for promoting and safeguarding the welfare of the children with whom they come into contact*

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### **AIMS**

- To actively promote good behaviour
- To keep children safe
- To instil in children a sense of discipline
- To enable children to understand they are responsible for their own actions
- To encourage respect for people, property and authority
- To cultivate a sense of sound moral value
- To maintain a sense of order without restricting personality or creativity
- To prepare pupils for life where laws & certain formalities have to be observed

### **IMPLEMENTATION**

The staff and children of Alveston School are expected to be polite and courteous and display good manners at all times

Good behaviour is recognised and rewarded

Appropriate disciplinary action is taken when rules are broken or when expected standards of behaviour are not met

School rules should be simple and serve a purpose. They should be kept to a minimum and be seen to be fair

The rules are clearly displayed in prominent areas of the school

Children must be aware of what the rules are

The Staff, Governors and pupils should be prepared to review rules

### **THE RULES** (as devised by the school council and signed up to by school)

We all share a responsibility for making members of our school and visitors to our school feel safe, secure and valued. In order for this to happen we should:

- Respect everyone and everything
- Try your best and help others to do their best
- Behave calmly and sensibly and have a good attitude
- Speak and listen in a way that we can all learn



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### **REWARDS**

Wherever possible, positive behaviour should be acknowledged. Children are praised and rewarded for good behaviour in a number of ways including:

- Teachers/support staff congratulate children
- Team points
- Positive feedback (oral and written)
- Names in the 'Gold Book' that are shared in assembly
- The half term cup
- Lunchtime pupil of the week certificate
- Tea with the Headteacher
- Headteacher Award stickers

### **DISCIPLINARY ACTIONS**

There are times when disciplinary action may have to be taken for inappropriate behaviour which may include:

- Deprivation. e.g. not choosing own activity; missing football match etc
- Extra work during break times
- Focus Group
- 'Putting things right'

Children with recurring problems will be monitored and parents will be informed.

The co-operation of the parents will be sought in solving the child's problem.

### **CONFISCATION OF INAPPROPRIATE ITEMS**

Inappropriate items such as toys, make-up, mobile phones will be confiscated and normally be returned to a pupil at a time decided by the teacher.

The school has the power to search without consent for 'prohibited items' such as weapons, stolen items or drugs. Prohibited items such as knives or drugs will be handed over to the police.

### **EXCLUSION**

On those rare occasions when exclusion is felt necessary, the Headteacher has the right to enforce this.

Procedures for exclusion are laid down in the handbook (One copy in school; one



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copy with Chair of Governors).

The Governing Body will be kept informed at each stage.

### **THE ROLE OF THE CLASS TEACHER**

Class teachers ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Class teachers have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability.

Every pupil is treated fairly, with respect and understanding, and the classroom code is enforced consistently.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in line with school guidelines. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT (including SENDCO) and/Headteacher.

Class teachers may need to liaise with external agencies to support and guide the progress of children (eg the education social worker or the LA's behaviour support service).

Teachers report to parents and carers regularly about the progress of each child in their class, including behaviour (eg monthly monitoring sheets). They may ask to see a parent/carer if there are concerns about the behaviour of their child.

### **THE ROLE OF THE HEADTEACHER**

It is the responsibility of the Headteacher to implement the policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

The Headteacher supports the implementation of the policy by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of serious incidents of misbehaviour.

The Headteacher has the power to give fixed-term exclusions to individual children



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for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are normally a last resort when all other measures/alternatives have been exhausted.

### **PHYSICAL INTERVENTION/RESTRAINT**

This will only be used on a child as a last resort if there is danger of harm to the child or others, or to avoid damage to property. Some members of staff have had 'Team Teach' training organised through the LA.

### **THE ROLE OF PARENTS/CARERS**

Parents and carers are expected to support their child's learning and to cooperate with the school, as set out in the home-school agreement. The school endeavours to build a supportive partnership with the home and parents/carers are informed if there are concerns about their child's welfare or behaviour.

If sanctions are used to discipline a child, parents and carers are expected to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher.

### **THE ROLE OF THE GOVERNORS**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

### **SEND**

Account must be taken of pupils with behavioural difficulties due to social/emotional circumstances and/or medical conditions such as autism. Although anti-social behaviour is not condoned, allowances may have to be made where they would not normally be made for other pupils.



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### **LUNCHTIME PROCEDURES**

It is the responsibility of the mid-day supervisors, under the direction of the senior mid-day supervisor, to maintain discipline and deal with behaviour issues during the lunch time period (See Appendix). There is also a member of staff who works to support children who have ongoing emotional/behavioural difficulties (see below).

### **MONITORING AND REVIEW**

The Headteacher monitors the effectiveness of this policy on a regular basis.

The school keeps a variety of records concerning incidents of misbehaviour. For example, the class teacher may keep a 'behaviour book' for specific pupils. There is a designated member of staff who helps children deal with lunchtime behaviour issues (ie helps empower children to manage their own feelings and reactions). She makes teachers aware of possible emerging issues so that they can be swiftly tackled. Her work is recorded in the 'Thinking Room' book and this is regularly monitored by the Headteacher.

The school keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Signed: Headteacher \_\_\_\_\_ Date \_\_\_\_\_

Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_

**Next Review Date: July 2017**



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### **APPENDIX 1 - LUNCHTIME PROCEDURES**

Children who behave inappropriately will:

- Be given a verbal warning in the first instance
- Children who break rules may be sent to the 'Thinking Room' so they can reflect on their actions. They will be supported by a designated adult who will help them to consider why their actions were wrong and why there are consequences. The children will also be helped to empower themselves to make the right decisions. The designated adult may need to discuss particular issues with the relevant class teachers / Headteacher
- The Headteacher will liaise with the senior midday supervisor on a daily basis so that identified issues can be swiftly tackled
- If inappropriate behaviour persists, parents will be informed
- Persistent bad behaviour may result in lunchtime exclusions

#### **Some Strategies to use:**

- Walk around the playground holding a child's hand for varying amounts of time
- Give warnings calmly (avoid 'knee-jerk' reactions)
- ***Anticipate incidents by being vigilant and spotting potential difficulties*** (e.g. don't wait for a fight to develop before intervening, divert younger children's attention etc.)
- Set up activities for children to take part in eg Singing Playgrounds, skipping, ball games etc
- In the dining hall, move child to another table away from peers if behaviour is still inappropriate after a warning. If behaviour continues, one minute time out in entrance hall
- Persistent inappropriateness in dinner hall will result in referral to Thinking Room support

It is important that ***good*** behaviour should be rewarded eg lunchtime pupil of the week certificates, award team points etc.



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### **APPENDIX 2 – Classroom Procedures**

- Warning look
- Verbal warning – reminding child of rules
- Initial on board
- Tick by name for minutes owed (each tick represents one minute of playtime owed) Class teacher to supervise the detention. Names on board will be deleted at the end of the detention indicating a fresh start.

If inappropriate behaviour becomes persistent, support will be sought from SENDCO/SLT/Headteacher. Parents will be informed

### **APPENDIX 3 – Examples of Inappropriate Behaviour**

- Fighting, spitting
- Bad language
- Bullying – physical or verbal
- Answering back, being rude to adults
- Not following instructions
- Climbing, swinging etc. other than in designated areas
- Going over the fence without permission to retrieve ball
- Ignoring 'Out of Bounds' rulings
- Misuse of small apparatus
- Kicking, throwing stones
- Not eating sensibly at the table