

**St Giles C of E Primary School
Behaviour and Discipline Policy**

DATE:
RATIFIED:
REVIEW DATE:

Christian Ethos

As a Church of England School, all of our policies take into consideration and reflect the Christian ethos of our school.

ECM Outcome: Stay safe, make a positive contribution to the community.

Introduction

The UNCRC states in article 28 that: 'Every child has a right to feel safe, valued, protected and to be treated with respect and dignity.' It is fundamental that all our children are, and feel, physically safe and emotionally happy at school.

St Giles C. of E. Primary School is known in the community as a happy and caring school. From the moment children enter they are encouraged to develop habits of self-discipline and to conform to an acceptable standard of behaviour. We provide a safe and positive learning environment within which we seek to develop a mutually supportive attitude where children can understand and express their feelings and respect those of others.

Aims and objectives

General Aims

The School Prospectus includes in its list of aims:

- that each child will be happy and safe at school;
- that each child will develop as a whole person;
- that each child will develop in confidence and responsibility;
- to develop respect for religious and moral values;
- to encourage tolerance of other races, religions and ways of life;
- to celebrate achievement.

We believe that the promotion of these aims makes an important contribution to the development of responsible citizenship.

Objectives for pupils

- to develop self-confidence and self-esteem – showing pride in themselves, their achievements, interest in their activities and pride in their school;
- to develop respect and tolerance for others' ways of life and different opinions;
- to show sensitivity and consideration for others – rejecting bullying and all forms of violence;
- to develop a sense of fairness and an understanding of the need for rules;
- to develop self-discipline, independence and determination – taking responsibility for their learning and their environment.

All staff and pupils have been involved in the development of a succinct Behaviour Code as part of the whole school policy on behaviour and discipline.

The rules are intended to promote a consistency of approach by all adults working with pupils.

Practice

GOLDEN RULES
Be kind and caring to everyone. Respect other people and their property. Walk around the school sensibly and safely. Follow the playground code. Look after the school and its grounds. Look after our school.

The 'Golden Rules' are displayed in all classrooms and prominent places around the school.

School rules

Both in and out of school pupils should behave in a way that will bring credit to themselves and to our school. We expect:

- good behaviour and courtesy;
- helpfulness and co-operation;
- good language;
- respect for possessions and property of the school and others;
- caring for the school site.

Pupils should care for the safety and well-being of everyone associated with the school. This includes:

- walking sensibly in school
- leaving the premises only with permission
- returning immediately to the teacher if their parent or responsible person is not there to collect them;
- not climbing trees, walls or fences;

Pupils are expected to be appropriately dressed and equipped for school life. This includes:

- wearing school uniform as detailed in the school policy and prospectus;
- having the appropriate kit for lessons, including PE;
- not wearing make-up;
- ensuring that jewellery (e.g. earrings) are not worn unless of religious significance. (refer to current Health & Safety Policy)
- naming all articles brought to school – no responsibility is accepted for loss or damage to valuables which should not be brought in;
- avoiding bringing money into school unless there is a good reason, and always in a labelled envelope;
- children are not allowed to bring mobile phones into school.

The school reserves the right to ban any item or practice which, in the opinion of the Headteacher could lead to difficulties between children or lessen the image of the school.

Policy implementation

The implementation of this policy will be undertaken by all staff and overseen by the Head. Midday Supervisory Assistants will record any incidents in the Incident/Accident book for good/bad behaviour. If necessary, also speak to the class teacher. See Appendix A.

Many daily activities in school life provide a vehicle for promoting the development of good behaviour and self-discipline. Staff are encouraged to capitalise on every reasonable opportunity to communicate expectations.

Rewards

In dealing with pupils emphasis is placed whenever possible on promoting desirable behaviour in positive ways. See Appendix B.

Praise: The acknowledgement of successes with both curricular learning and social behaviour provide an important motivator for pupils. In addition to 'on-the-spot' verbal rewards, pupils are sent to the Headteacher for additional praise. Examples of children's work and achievements are displayed in classrooms and around the school.

Responsibilities: When a pupil has shown a consistent improvement in some aspect of their work or behaviour, their achievement can be recognised by the award of an appropriate classroom or school responsibility.

Assembly: Each Friday we use assembly to develop a sense of community. Pupils are publicly congratulated for special efforts made during the previous half term with occasions for parents/carers to join the celebrations.

Awards and Achievement Certificates: At St Giles we have a House system comprising of four houses; Honesty, Trust, Courage and Hope. Children are awarded marbles by all staff for whole class effort, good attitude and behaviour; these are exchanged for shed tokens of equipment at playtime:

20 marbles = 1 shed token and 30 marbles = 2 shed tokens. Team points are given for individual hard work and good behaviour. All adults working within the school are able to give team points and these are collected individually towards Headteachers Certificates

40 Team Points – Bronze

60 Team Points – Silver

100 Team Points – Gold

140 Team Points – Bronze Star

160 Team Points – Silver Star etc

In addition a significant achievement during the week can be rewarded with an Achievement Award. These are presented during Assembly. Children may be sent to show Headteacher their work for praise, team points and a sticker. Headteacher awards are also given for exceptional effort and achievement. A running total of whole school team points is kept and we have a 'team of the week' – shown on our shield.

Sanctions

Classroom: Teachers are required to ensure a well disciplined atmosphere from the moment children come in the classroom. A firm verbal reprimand is usually sufficient for children who do not behave well or waste time.

If appropriate it may be necessary to keep a child in at break time or lunch time either to finish particular work or as a punishment. Children are not allowed to stay in the classroom during breaks without supervision. Children are not to be sent to stand or work outside their classroom as a disciplinary measure. They should be relocated in the classroom, or arrange for them to work with a nearby colleague.

Behaviour levels are clearly displayed in each classroom and pupils are clear about expectations and consequence if they make a wrong choice.

Playground: MSA's are expected to deal directly with minor problems in the playground. Children can be stood by a wall or sent into school for a brief cooling off period. Incidents of both good and bad behaviour can be recorded in the Incident/Accident Book. More serious or persistent problems should be referred to the teacher on duty and communicated to the class teacher. Teachers should check for incidents at the end of the lunch break dealt by looking at the Incident/Accident Book or by talking to the MSA's and deal firmly with any problems which have arisen.

Racist remarks: All staff are expected to deal promptly with racist remarks and gestures with a firm reprimand. The incident should be recorded and reported to the class teacher and if the offence is repeated parents will be consulted. In persistent cases parents may be asked to discuss the matter with the Headteacher and the guidance of the authority's MECSS team may be sought.

Referral: In most cases, the member of staff responsible at the time of an incident is expected to deal with sanctions and follow-up. For serious cases of misbehaviours or work problems children should be sent accompanied to the Headteacher for verbal reprimand. If possible please give them warning first.

Parents are usually notified in persistent cases with the expectation that school and home will be able to support each other to prevent further occurrences. Sanctions to be considered in consultation with parents will include:

- loss of break times / reporting to the Headteacher for a set period.
- the use of a Headteachers report sheet for a set period working with parents.

For very serious misbehaviour the Headteacher had the right to exclude children from school. The process is complex and is detailed in the Exclusion Manual kept in the Head's office.

Physical Contact

As with all state schools any form of physical punishment by staff is not allowed. Be aware that there should be no physical contact with children which could be misconstrued. Err on the

side of caution – there have been several cases where staff have ended up in difficulty. The LEA has issued guidelines for effective and safe use of physical restraint. See separate Physical Restraint policy.

Liaison

The parent/school partnership is particularly important in promoting the development of good behaviour. Parents are kept informed about school activities through the weekly newsletter and they are always welcome to visit the school by appointment. The school also keeps parents informed regularly about their child's progress through reports, consultation meetings and informal contacts. When any behaviour or work problems arise, parents are contacted at an early stage.

Full support is expected from parents in dealing with their child's behaviour. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements which might affect a child's performance at school.

Agencies: Close links are established with external support agencies – School Support Unit, EWO's and Educational Psychologists, Family Support Worker, Social Services, Health Authority and Police – and contact is made when appropriate.

Monitoring and review of policy

Evaluation of the effectiveness of the policy will be continuous and made through observations by staff of general behaviour, and by regular review of reports and records:

- Team point award scheme.
- Racial abuse / Bullying / significant misbehaviour record file.
- Any relevant injury / accident reports relating to misbehaviour.

Review of these records and any changes in legislation or other relevant developments will inform the need to revise this policy.

This policy will be reviewed every 2 years.

Appendix A: Dealing with bullying

Definitions

- Physical – hitting, kicking, taking belongings
- Verbal – name-calling, insulting, racist remarks
- Indirect – spreading nasty stories about someone, excluding someone from social groups

Bullying behaviour has three things in common:

- It is deliberately hurtful
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Staff become aware of possible bullying if:

- a child shows physical marks
- a child is looking miserable
- a child's work or social behaviour changes dramatically
- a child is scared of going home or coming to school
- a child is afraid to be near someone else
- a child is isolated and is not chosen for teams

Identifying bullying

Bullying can be identified at an earlier stage by allowing positive discussion in class. This could take the form of Circle Time where the class sits in a circle and discusses problems and solutions they themselves highlight. There is an agreed framework of guidelines and it provides an opportunity for group encouragement and self-esteem building. The children must be encouraged to tell staff of any problems as they occur. For their part, staff should always listen and take appropriate action where necessary.

Strategies for dealing with bullying incidents

Following a case of bullying, the issues should be discussed with both parties, and the offender and victim should be dealt with in an appropriate manner. The offender could be segregated for a period of time. Incidents should be recorded in the bullying or racism logs which are monitored regularly by the Headteacher. In cases of serious bullying the offender's and victim's parents will be informed and involved. Both parties and the situation will be monitored closely.

Control measure to help prevent bullying

- There are areas in the playground, away from the football pitch which can be used for quieter play. There are playground markings and other games are encouraged to prevent aggressive play.
- Children are helped to build up their own self-esteem by positive self-evaluation, role play, assertiveness training and positive reward strategies such as our merit point scheme.
- Children are taught how to walk away from incidents without hitting back or losing face. 'Talking Feet' to be used.
- Regular discussion time, through circle time, is created in order to talk through issues and problems together.
- Older children are encouraged to play with and help younger children in different aspects of school life.

Appendix B: Team point scheme: guidance for staff

TEAM POINT

Aims

This scheme provides a positive reinforcement system for use by all staff throughout the school.

- Team Points are awarded in order to praise, encourage and reinforce appropriate attitudes, good manners and thoughtful behaviour.
- It is not intended to use the scheme to reward academic achievement solely but attitudes to work.
- The scheme is intended to enhance the standing of those children who behave well and encourage good attitudes and behaviour amongst those who find life more difficult.
- It should also create a positive environment for all staff, particularly support staff who rarely have the opportunity to reward behaviour that they consider to be of merit.
- Team points must not be taken away. Other sanctions must be applied.

Practice

- Each child receives a Team Point sheet.
- When a child gains 40 points they will receive a Bronze certificate 60 for a Silver and so on as already detailed

Marbles

- Marbles are awarded when a whole class shows good effort, attitude and behaviour.
- Marbles are counted and shared in assembly on a Friday.
- 20+ marbles are exchanged for a class playground equipment token
30+ marbles are exchanged for 2 class playground equipment tokens
- Marbles may not be taken away, other sanctions must be applied.

Appendix C: Levels

1. If I disturb my teacher or my friends when I should be learning, I will be reminded to make the right choice.
2. If the poor behaviour continues, I will be asked to move.
3. If I continue to make the wrong choice, I will be asked to fill out a 'timeout' sheet.
4. If my behaviour does not improve, I will be asked to leave the classroom and fill out a second 'timeout' sheet in a different class. I will stay there for the rest of the lesson and my parents will be informed.
5. If I continue to misbehave in the classroom, I will be sent to the headteacher and a Behaviour Support Plan will be put in place to help me. My parents will be informed again.