

Barlaston C.E. (VC) First School

“Let Your Light Shine”

Behaviour and Discipline Policy

Our Mission Statement

“This school is a place of learning, friendship and fun, in a context of Christian values and ethos. Where each person is uniquely valued and their gifts and potential are nurtured and developed”

Equality Statement

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Dyslexia Statement

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

Aims of the Policy

- To promote good behaviour which makes effective teaching and learning possible
- To develop each child’s pride, self esteem and self discipline
- To enhance pupil attainment
- To develop school as an enjoyable and interesting place to be
- To ensure the safety and well being of all pupils

Behaviour Rules

These rules were compiled and agreed between staff and children

- Keep hands and feet to ourselves
- Be kind and gentle
- Use kind words
- Respect people and property

To uphold these rules and to fulfil our policy aims, emphasis is on promoting good behaviour by using positive discipline strategies, whenever possible, which helps children to feel secure.

By working together, teaching staff, non teaching staff, dinner supervisors and volunteer helpers, use a whole school approach to enhance good behaviour.

All adults working with children in school will praise good behaviour and sensible behaviour, kindness to others and general helpfulness.

We use praise to contribute to an ethos of warm, friendly acceptance, which encourages self esteem, and gives emphasis to appropriate behaviour.

Encouragement to follow the rules

Children understand and respect the importance of following the school rules and the need for appropriate behaviour in and out of the school.

Our behaviour procedure focuses around three main themes, as follows:

- **Instructions** when children are asked to complete a task, behave in a certain way etc these are classed as instructions. We discuss with the children that instructions are to be followed and that is the type of behaviour we expect. Should a child not follow the instructions, they receive a warning.
- **Decision** If a child has been given a warning about their behaviour, they are told they need to make a decision. The responsibility is placed on the child. They either make the decision to follow the instruction or there will be a consequence.
- **Consequence** If the child carries on with the inappropriate behaviour, the consequence will be that they are sent to another class with their work.

Rewards and sanctions to establish and maintain appropriate behaviour.

Rewards

- Verbal praise from adults and other pupils for good behaviour, sensible behaviour and general helpfulness.
- Stickers
- Team points/ good behaviour class points- award given on Friday worship
- Be given responsibility i.e. take care of others, jobs, help in reception playground
- Weekly behaviour awards – a reward for good behaviour as viewed by the class teacher
- Headteacher award – as and when appropriate on recommendation of an adult
- Wristbands from dinner supervisors - to help the children view the dinner supervisors in the same way as they see teaching staff
- Weekly achievements award- a reward for good achievement in any aspect of school life

Sanctions

For unacceptable behaviour there will be a range of sanctions used by the teacher, support staff and dinner supervisors. The sanctions will depend on the severity of the unacceptable behaviour.

- Warning, when inappropriate behaviour has been observed, a child will be given a warning
- Decision, once the warning has been given, the child is told they have a decision to make, they either follow the instruction or there is a consequence.
- Consequence, the consequence will be taking their work with them and going to work in another class
- If inappropriate behaviour happens at playtimes or dinnertime. The child walks around with the dinner supervisor, and behaviour is recorded in the behaviour book
- Should there become regular inappropriate behaviour, or behaviour that follows a pattern, the child will be spoken to by the head teacher/ senior teacher
- If three consequences or more happen in a week, the parents will be contacted for a meeting with the child and head
- A behaviour modification plan with SENCO may be put in place, should this be deemed appropriate, with consultation with parents

Recording of this Information

- Warnings and consequences in class are recorded on a post it note and put on the class wall
- Warnings and consequences outside are recorded on the class behaviour sheet and handed to the teacher, which is then passed onto the head
- All the above information is recorded, providing an opportunity to see regular inappropriate behaviour and patterns by individuals
- Rewards are recorded weekly too, again to develop a pattern of good behaviour for each individual

Roles and Responsibilities

Teachers/Teaching Assistants

To promote good behaviour all above adults will :

- Have high expectations of good behaviour from the pupils
- Be consistent in their dealings with pupils
- Model appropriate behaviour
- Organise equipment and pupils well to minimise disruptions
- Establish routines

- Write inappropriate behaviour in the behaviour book (at break times)
- Plan lessons which offer challenge at appropriate levels
- Provide a range of activities to stimulate and motivate pupils
- Use circle time with their class as an opportunity to allow children to speak about problems which can worry them and explore possible solutions, boost self confidence and self esteem
- Use class and collective worship to illustrate social problems and ways of dealing with them, this will reinforce “whole school approach”
- Use all aspects of SEAL (Social and Emotional Aspect of learning) programme

Roles and Responsibilities

Dinner Supervisors

To promote good behaviour all above adults will :

- Work as a team, following the same procedures with the children in the same way as the class teachers do
- Have high expectations of good behaviour from the pupils
- Be consistent in their dealings with pupils
- Model appropriate behaviour
- Organise equipment and pupils well to minimise disruptions
- Establish routines
- Write inappropriate behaviour in the behaviour book (at dinner times)
- Return the book at the end of each dinner play to the head
- Provide a range of activities to stimulate and motivate pupils
- Supervise the monitors in putting out and packing away the play equipment

Break Times

To minimise the opportunities for inappropriate behaviour during break times.

- Use of adventure playground
- Teachers positively encourage a child who is feeling lonely to join in with the others

- “Wet playtime box” of comics etc is used at break times

Dinner Play

- Use of adventure playground
- At lunchtime, there are a variety of activities for the children.
- Monitors put out and pack away dinner time activities, under the supervision of a dinner supervisor
- Dinner supervisors positively encourage a child who is feeling lonely to join in with the others
- Dinner supervisors record inappropriate behaviour on a class sheet and in a behaviour book, which is given to the head at the end of each dinner play.
- The head teacher will address the inappropriate behaviour enabling the class teachers to make a prompt start on their lessons.

Physical Intervention

Physical intervention will only be used by staff to prevent personal injury to the child, other children or adults, or serious damage to property.

Such incidents will be recorded and parents will be notified

Other Aspects of Behaviour and Discipline

For incidents of bullying please refer to Combating Bullying Policy

Pupils with behaviour difficulties are catered for in our SEN’s Policy

Evaluation

Procedure

To assess the effectiveness of this policy the following standard will be used as termly means of measuring performance.

- Number of pupils sent to Headteacher
- Number of parents contacted termly
- Number of pupils on the SEN register for behavioural difficulties

Review

Summer 2016

Agreed by the governing body

Chair of Governors.....

Date.....