

# High Spen Primary School



## Behaviour and Discipline Policy

Last Reviewed: Nov 2018



# Mission Statement

**Happy, healthy children achieving their full potential.**

## Introduction

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents, governors, LEA officers and inspectors.

The policy was drawn up through a process of consultation with teachers, non-teaching staff, pupils and parents.

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## Rationale

We believe that the ethos of the school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of utmost importance:-

- enables teachers to teach and pupils to learn
- raises self esteem
- provides a harmonious atmosphere
- is accepted and required in the wider society
- communication is very important and all pupils and staff need to know exactly what is expected of them

# **Aims of the Behaviour and Discipline Policy**

- to fulfil all legal requirements
- to provide an orderly, fair, consistent and safe environment for all
- to provide an environment where effective teaching and learning can take place
- to encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
- to develop a whole school approach to behaviour

## **Pupils need**

- regular attendance
- to access a safe, stimulating environment
- to feel valued
- to be offered an appropriate, well-balanced curriculum with realistic expectations
- to have good role models
- to develop an understanding of right and wrong

## **Parents need**

- to know that their children are safe and are going to be treated fairly
- to be welcomed into school as partners in their children's education
- to be well informed and involved with their child's life in school
- to know they will be expected to take responsibility for the behaviour of their child both inside and outside of school

## **Teachers need**

- to be able to teach without disruption
- to be supported by a clear and consistent implementation of the behaviour policy
- to work in partnership with parents
- to be supported by school staff, governors and other agencies
- to be valued, respected, consulted and informed

## **Implementation**

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:-

- PSHE curriculum, SRE and SEALs
- Celebrating achievement, recognising social progress
- Links with the community

## **Desired Behaviours/Expectations**

All staff and children have a role in reinforcing expectations through the school.

The ethos of the school and the mission statement is promoted by teachers in their classroom practice. Reference should be made to the teaching and learning policy.

Rules are implicit within the expectations stated in the school booklet. Expectations laid out in the school prospectus, and health and safety messages are reinforced through communication and explicit reminder, for example;

- sweets are not acceptable in school during break times
- uniform should be worn
- children require permission to enter buildings before 9am or during break times
- children should wear appropriate clothing to protect them from sun burn

- jewellery should be left at home, other than plastic retainers
- bags and coats should be left in cloakrooms
- valuables, including toys, should be left at home
- listen carefully to instructions and act straight away

## **Rewards**

House points are distributed in different ways through the school. All children are rewarded certificates for effort and achievement throughout the year.

We encourage children to set their own targets for behaviour and achievement based on their own potential and the expectations laid out in the booklet. Teachers give guidance but, children monitor their progress and record in their Record of Achievement folders. Children can refer to their targets set in the end of year reports to parents. Targets can relate to attitude, behaviour, work or relationships. These targets can be used by teachers as a basis for awarding house points and certificates.

Certificates can be awarded by the class teacher for achievement and effort, these are presented in Heroes Assembly.

Effort medals are awarded on a daily basis for children who display improving attitudes to work or outstanding effort.

Praise assembly is an important element of the school week. Parents and friends are invited to share in a celebration of team or individual effort or achievement at the end of Friday afternoon. Sporting effort on behalf of the school is recognised. Children share achievements made at clubs outside school. School certificates and special certificates are awarded. Examples of work are shared.

## **Behaviours to be discouraged**

- bullying; physical and verbal
- violence of any kind (hitting, kicking, shoving, biting, spitting)
- racial or verbal abuse (isolating, name calling, winding up, teasing, threatening, cheekiness)
- absconding, running out of school
- truancy

- repeated non-compliance with school rules
- destruction of property/equipment
- stealing
- telling lies, blaming others
- persistent disruption of lessons
- refusal/non-compliance
- poor punctuality
- defiance

## **THE CONSEQUENCES**

1. Discussion with the teacher
2. Sent to a senior member of staff
3. Miss playtime
4. Sent to the Headteacher
5. Parents are contacted

## **Exclusions**

- Exclusions guidance is based upon current GMBC and DFE guidance and current legislation, which sets out responsibility of Headteacher, governing body and the LA
- Exclusion will not be used if there are alternative solutions available (eg reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move)
- Only the Headteacher or directly appointed staff have the authority to exclude and will notify parents/carers within one school day by phone and letter
- Detailed records of incidents are kept and exclusions reviewed by governing bodies

- Exclusion will only be used for serious breaches of school policy, eg
  - verbal abuse
  - violent or threatening behaviour
  - persistent, defiant, disruptive behaviour
  - racist or homophobic abuse
  - bullying
- As soon as the pupils is excluded, the school will provide appropriate work to be collected by parent/carer and returned for marking
  
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented

## **Permanent Exclusions**

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil.

This can arise from an accumulation of fixed-term exclusions or as a result of a very serious one-off offence

Serious one-off offences may include

- Serious actual or threatened violence
  
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Exclusions will not be used for

- Minor incidents (failing to complete homework, forgetting dinner money)
  
- Poor academic performance
  
- Non-attendance, lateness