



Shirwell Community Primary School

Pupil Discipline Policy

Rationale

All staff, both teaching and non-teaching, contribute daily in creating a positive atmosphere of learning and security based on a sense of community and shared values. In our pastoral role we promote the values of mutual respect, self-discipline and social responsibility in our pupils, which underline good behaviour.

This policy seeks to help all within the school to make the decision to do their best at all times and show respect for themselves, others and all property and belongings.

The purpose of the behaviour policy and how this contributes to the school's aims

- to make clear to all the high expectations the school holds
- to provide an atmosphere in which children strive to fulfil their potential, not least as responsible members of the school community
- to maximise teachers' teaching time and minimise the amount of time teachers need to spend dealing with discipline matters;
- to have a common approach throughout the school for dealing with behaviour, which both teaching and non-teaching staff can use. In turn, this will provide children with a framework in which consistency and clarity of expectations regarding their behaviour can be reinforced.

Expectations of behaviour

Respect for others

We expect a positive and caring attitude to be shown at all times. This means that we should listen to each other, showing courtesy towards everyone. This includes no physical or verbal abuse and being able to show sensitivity to others' needs and beliefs.

Respect for property

We expect that our own, other peoples' and school property will be looked after properly. This means that all personal belongings, work or achievements, equipment and the school building should be treated with care.

Respect for self

We all need to value ourselves and with a degree of modesty, feel proud of our achievements, whether individually or as a member of a group. This means working hard, concentrating, staying on task and finishing the work set, whilst trying to do the best we possibly can.

Acceptable standards of behaviour, work and respect depend on the example set by us all:

- we all have positive contributions to make;
- good order has to be worked for - it does not simply happen;
- set high standards and apply rules firmly and fairly;

- deal with all inappropriate behaviour - to ignore it is to condone it;
- expect to give and to receive respect;
- treat everyone as an individual.

Procedures and practices

Certain procedures and practices have been agreed in the school to promote good behaviour:

- Children work together to formulate the school rules.

Create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons generate good behaviour and earn respect:

- be prepared for every lesson;
- keep everyone occupied and interested;
- extend and motivate all pupils;
- encourage the children to talk about their work- confidence in discussion is important;
- keep an attractive, clean and tidy room as it reflects your standards;
- maintain interesting, stimulating displays.

Class rules

We have four school rules:

- We come to the classroom to learn. Think about yourself and others and always try and do your best learning;
- Respect all the people in your classroom. We do not allow bullying of any kind;
- Listen to others, let others join in. We have lots of different ages and we must all work together to achieve our best;
- Mistakes help our brains grow. Always try and challenge yourself and do not be scared of getting things wrong.

Staff and parents are asked to help the children identify how these rules should impact on their behaviour in different situations around the school.

Rewards

We use a number of rewards to encourage children to behave well and strive to do their best:

- adults give children verbal and written praise on a regular basis;
- children are given the opportunity to share their success or good work;
- we consider it important to inform parents of their child's progress and success. This may be via the Home-School Link Book or by talking directly with the parent.

Sanctions

Sanctions are applied according to the severity of the unacceptable behaviour, and are intended, whenever possible, to be constructive as well as corrective. The views of the children will always be taken into account and the consequences of their actions and reason for the sanction explained to them.

- a verbal warning will be given, initially from a teacher or another responsible adult;

- the child will be moved away to another part of the classroom or playground, or just outside the classroom for ‘cooling off’ time;
- the child will be sent to the other classroom;
- if the child behaves in an inappropriate way during playtime or lunchtime, the child will be sent into school to miss the rest of playtime. This should be as soon as possible following the incident and with the purpose of helping the child recognise how their behaviour was inappropriate and how the situation might have been resolved in a more suitable way;
- parents will be informed, by telephone or in writing, of any incident considered to be serious. This will also include parents of any ‘victim’;
- following a serious incident or persistent unacceptable behaviour, parents will be asked to meet with the teacher and headteacher to discuss what needs to be done to improve the child’s behaviour at school. This could result in the use of a daily Contact Book, where the teacher informs the parents of the child’s behaviour and vice versa;
- where repeated problems occur with a particular child, advice and support from the LA’s Pupil Referral Service will be sought as deemed necessary;
- where an acceptable standard of behaviour is not achieved, a fixed term or permanent exclusion may be necessary as a last resort. The school will follow Department of Education procedure in this instance. www.education.gov.uk/aboutdfe/statutory/g00210521/statutory-guidance-regs-2012/guidance

Review

This policy will be reviewed in line with the school’s policy review programme.

SignedHeadteacher

Signed Chair of Committee

Date