

# Ashley Primary School



## Behaviour and Discipline Policy

Date: June 2019

Staff Responsible:

Mrs D Todd - Headteacher

Mr T Haram - Chair of Governors

## **BEHAVIOUR & DISCIPLINE POLICY**

### **AIM**

Our aim is to heighten and encourage social awareness, creating school discipline which is fair, consistent and which establishes a safe, orderly and supportive environment in which both children and teachers may flourish.

The successful implementation of such a policy needs the support and co-operation of governors, parents, teachers, nursery nurses, classroom assistants, dinner and caretaking staff. We all, therefore, need to be aware of accepted behaviour guidelines and strategies for achieving our objectives.

We believe that acceptable standards of behaviour, work and respect depend on the example of us all and that good order and responsible behaviour is the key to a successful school.

### ***Everyone at school will***

- Set high standards
- Respect every person
- Treat everyone equally as an individual
- Apply rules firmly, fairly and consistently
- Encourage the use of awards for achievement.

### **RULES AND REWARDS**

#### **▪ Our school rules**

#### ***I will***

1. Remember to listen carefully to any instructions given to me by my teacher or another appropriate adult.
2. Be polite and helpful at all times to pupils, staff and visitors.
3. Not be involved in any sort of bullying.

4. Be on my best behaviour inside school, on visits, coming to school and on my way home.
5. Help to keep the school clean and tidy.
6. Remember to walk sensibly around the school.
7. Remember to walk in and out of the hall quietly and sensibly.

▪ **Our class rules**

Will be determined by the class teacher and children at the beginning of each academic year and adapted or changed where appropriate.

***These rules will be followed throughout the day no matter what activity takes place. They will be reinforced through our reward system which includes :***

- individual praise and positive recognition
- note to or discussions with parent
- stickers or badges
- weekly awards
- termly awards
- merits
- house points
- involvement of other members of staff eg. going to show previous teacher good work/a visit to Head Teacher or Deputy Head for special commendation
- acknowledgement of achievement in Assembly
- provision of favoured activities at pre-arranged time
- an exercise book comment
- letter from Head Teacher to parents informing them specifically about some action or achievement deserving praise.

## **CONSEQUENCES**

***Consequences of choosing not to follow the rules are agreed in these stages :***

### ***Stage 1***

Children will be spoken to privately or publicly, depending upon the circumstances, by the Class Teacher, or member of staff present at the time.

### **Stage 2**

Appropriate sanctions will be decided by the Class Teacher, e.g. keeping the child in at playtime.

**Stage 3** Teacher may contact parent informally and also will inform Head Teacher. If incident is deemed serious in the first instance. The child should be brought directly to the Head Teacher

### **Stage 4**

Sanctions will be identified with the Head Teacher or Class Teacher e.g. withdrawal from attending clubs or extra curricular activities such as playing for school teams, swimming, or going on trips, attending detention at lunchtime. Punishments **must be** carried out. The parent / carer should be informed of this.

### **Stage 5**

Should a child continue to behave in an inappropriate way, when other strategies and support have been put into place, then exclusion will be considered an option. Permanent exclusion will be considered should there be a persistent period of bad behaviour or a one off serious incident, eg an assault on a member of staff. Advice will be taken from the local authority before any decisions on exclusion are made. LA model letters and procedures will be used should the need arise.

### **Exclusion at Lunchtime**

Any child causing unnecessary distress to other pupils or staff during the lunchtimes will be sent home at and return after lunch for a set period agreed with the parent / carer. Prior to this decision being made the Head Teacher will have discussed this with parents. If there is a child who already goes home at lunchtime, other options will include exclusion from visits, school outdoor activities, theatre visits and parties.

### **Recording of Incident**

A diary of any incidents should be kept by the class teacher and by the Head Teacher, when serious.

### **Lunchtime Supervision**

Sanctions to be used by Supervisory Assistants

1. Stand separately from other pupils for time out, to reflect on actions.
2. Go in later than peers for dinners.
3. Eating separately from other pupils in the hall.

### ***Out and About the School***

All informal contact contributes to standards of behaviour. A teacher should remember to

- greet pupils
- deal with **all** misbehaviour - to ignore it is to condone it!
- Set high standards of speech, manner and dress
- Be positive

### ***In the Classroom***

Create and sustain a positive, supportive and secure environment. A teacher should remember to

- arrive before the class and begin on time
- be well prepared for the lesson
- extend and motivate all pupils
- make lessons stimulating and interesting
- encourage creative dialogue
- keep an attractive, clean and tidy room
- change wall displays regularly and invite parents to come in when appropriate and look at work on display
- use first names
- be caring and supportive to all pupils.

### **CONCLUSION**

This 'Good Behaviour and Discipline Policy' statement will help to ensure a calm, orderly and purposeful atmosphere in our school for the benefit of all

All staff must accept collective responsibility for 'our' good behaviour and discipline. It is pointless to maintain good behaviour in the classroom and ignore unacceptable behaviour elsewhere in the school because 'it does not involve my children'.

Everyone is involved in producing a positive and supportive ethos in our school.