



MERSHAM PRIMARY SCHOOL

Behaviour and Discipline Policy

Date reviewed/updated	January 2018
Next review date	January 2021 or earlier if needed

Signed: _____ Chair of Governors Date: _____

_____ Headteacher Date: _____

WHOLE SCHOOL POLICY

Introduction

This document is a statement of the aims, principles and strategies for Mersham Primary School.

DfES guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with: the SEN policy, Anti-bullying policy, and child protection policy and the policy for teaching and learning to establish the general ethos of the school.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment, in which children can learn and develop as caring and responsible people. Our policy is written for all members of the school community to allow each one to understand the behaviour ethos of the school and to apply it consistently and fairly. We are committed to maintaining appropriate standards of behaviour affecting children's social, emotional and intellectual development.

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using appropriate monitoring and support
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self discipline
- To prevent bullying.
- To prevent racial abuse

Evidence increasingly suggests that; in today's society exposure to aggressive and even violent behaviour is an increasing problem that children have increasing difficulties with co-operation, friendship, concentration and listening and many children are arriving in school with fewer social skills.

At Mersham Primary School we wish to promote a partnership approach to behaviour management.

As a school we are supporting the Positive Action strategy and our approach to managing behaviour within the school is driven by its principles. The program aims to "empower greatness" by teaching children to understand and manage themselves to;

- Reach their potential
- Know they are meant for accomplishment
- Achieve self- mastery
- Feel good about themselves

As a school we promote the philosophy "You feel good about yourself when you do positive actions and there is a positive way to do everything." This is best illustrated through the "Thoughts, actions, feelings" circle which explains behavior as a whole process.

Underlying Principles

- Every child has the right to learn, but no child has the right to disrupt the learning of others.
- Every child has the right to come to school without fear of abuse or prejudice.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the Local Authority, governors, parents and carers and others in the community.

Responsibilities

All members of the school community – teaching and non teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a well ordered environment in which all are fully aware of behavioral expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs,
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work,
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school, working as a team, supporting and encouraging each other.
- promoting a healthy approach to life

Liaison with Parents

Parents may be informed informally about minor incidents, and will be kept informed about any significant or repetitious poor behaviour and the details of action taken, also incidents involving their child, where there has been a significant level of distress.

Outside agencies

Any worries about any pupil may be discussed with the Special Educational Needs co-ordinator (SENCO) and other professionals working with the school there are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and head teacher, or as the result of discussion at an in-school review. Any outside agency will need information, therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Family Liaison Officer
 Specialist Teaching and Learning Service
 Educational Psychologist
 Education welfare Officer
 Teacher for Hearing Impaired
 Teacher for Visually Impaired
 Speech Therapist
 Physiotherapist

Monitoring

In light of this policy the Senior Leadership Team and governing body will continually monitor the behaviour throughout the school.

The effects of this policy will be evaluated through consultation with all the parties involved. Agreed changes to this policy will then be incorporated as necessary.

AIMS

The school will

- (1) Eliminate impediments to a whole school approach
- (2) Ensure that initial staff contact with children new to the school is conducted with empathy
- (3) Provide children with the opportunity to discuss the need to behave appropriately within the school and wider community.
- (4) Provide good role models in order to encourage good behaviour, orderly conduct, respect for others, care for personal belongings and respect for other peoples' property.
- (5) Draw up a whole school approach to its strategy for dealing with children who choose to misbehave.
- (6) Establish school rules emphasising the promotion of positive behaviour these will link to our school values
- (7) Agree appropriate recognition of good behaviour and establish a strategy for dealing with inappropriate behaviour
- (8) Ensure children know and understand what is expected of them.
- (9) Support other members of staff when appropriate.
- (10) At all times support and encourage a caring ethos within the school.
- (11) Draw up a partnership contract between Parents, the school and individual children.

Our expectation at Mersham is that good behaviour is essential to the maintenance of a caring friendly community

School-Wide Rules

(1). The following rules which apply to the **whole school** have been adopted. The children and all staff within the school have been informed of these rules and they are displayed around the school to reinforce and to act as reminders.

School-Wide Rules

- 1 We follow instructions the first time we are asked.
- 2 We move about the school quietly and sensibly.
- 3 We take care of our belongings and respect other people's property.
- 4 We are kind, friendly, helpful and polite to all people at all times.
- 5 We keep our hands, feet and other objects to ourselves.

Classroom Rules

- * These will be established through discussion between children and individual class teachers.
- * The emphasis being on the creation of an appropriate working environment specific to the age and individual related needs of the children.
- * They should emphasise appropriate learning skills;
Questioning, listening and answering skills,
responding appropriately to adults and peers,
acceptance of responsibilities,
presentation of work,
following guidelines or instructions,
respect for others, their ideas and opinions in group work and sharing activities,
meeting / setting targets
managing time
care in the use and storage of resources,
- * These may vary from time to time according to need.
- * They should not exceed five in total.

The class rules will be displayed in individual classrooms and all children will sign to show they are in agreement to them.

(2) The consequences of not adhering to these rules

All classrooms will display a traffic light style colour system to provide the children with a visual cue as to the appropriateness of their behaviour. This will be used as follows:-

The first infringement	The member of staff should use their discretion to issue; A verbal warning which will be recorded by moving the child's name off of the green starting point and into a blue "waiting area"
The second infringement	The child's name is moved to Amber 1 indicating that the child should move seats and work alone within the classroom
The third infringement	The child's name is moved to Amber 2 and the child will miss 5 minutes from the next play
The fourth infringement different	The child's name is moved to Red and they are sent to work in a classroom for a period of time set by the class teacher. This will then be reported to parents at the end of the day.

All serious behaviour incidents will be discussed using the Positive Action Thought-Actions-Feelings circle allowing the child to discuss and explore their choices and consider more positive reactions to situations which occur.

The method of recording infringements will be for Amber Infringements, a note to be added to the class teacher's daily record keeping folder/book, for Red Infringements, a note of the incident will be kept and a record of the behaviour added to the Behaviour Monitoring File. Each day the child is given a clean slate, but the Behaviour Monitoring File will be retained to identify children who are persistently misbehaving. This file will be held in the office and monitored by SLT.

In cases where the behaviour is considered too serious to follow the normal procedure the child is sent directly to a member of SLT.

Exclusion

The headteacher, acting on behalf of the governing body, reserves the right to exclude pupils on a 'Fixed term' or permanent exclusion in extreme cases. The headteacher will follow the procedures set out in law and statutory guidance provided by the Local Authority, which are designed to ensure fairness and openness in the handling of exclusions.

Whenever the headteacher excludes a pupil, the parent should be notified immediately, ideally by telephone followed up by a letter within one school day.

(See Exclusions Guidance 2003)

(3) The reward for adhering to the rules is as follows:

CLASSROOM

Each class teacher will use their own, age appropriate, strategy to reward *good work*. This will range from stickers in Key Stage One to raffle tickets in Key Stage Two. A **Gold** step will be displayed alongside the colour coded behaviour system in each class to reward those children who have throughout the day/week consistently demonstrated *good behaviour*.

House points are given for good work. These are recorded within the child's classroom. Each week house Captains will collate the class house points and the House Cup will be awarded in assembly to the team who has been awarded the most. House Points can be given by all members of staff.

PLAYGROUND

Children should be rewarded for friendly and good behaviour through verbal praise and encouragement. Where supervising staff wish to recognise exceptional behaviour, stickers or House Points may be issued.

HEADTEACHER'S CERTIFICATES

The Headteacher's award should be given to one child from each class on a weekly basis for demonstrating work or behaviour in line with our school values.

Certificates should be completed by staff by Friday morning and given to the headteacher **before** class assembly starts.

The certificate holders will be announced in assembly on Friday - a few minutes is spent in reminding / reinforcing the standards expected and in general praise.

All staff need to be familiar with the stages of this system. The practice of rewarding children who are always well behaved needs to be acknowledged - not just those who in the past have demonstrated examples of inappropriate behaviour.

The idea that children have a choice needs to be highlighted. All children are capable of behaving well, but occasionally they **choose** not to do so.

When giving a warning to a child, it is important that the teacher or other adult informs the child of the detail and reason why their behaviour is inappropriate using the Thoughts, Actions, Feelings Circle.

Inclusion Statement

The school operates a differentiated behaviour policy with reasonable adjustments for disabled pupils with challenging behaviour,

- The peers of disabled pupils are taught the reasons why the school operates such a differentiated policy,
- The school will train and use playground prefects,
- The school operates a self-controlled time out system for identified pupils,
- Staff are supported by outside agencies in developing their approach to behaviour,
- Exclusions will be monitored for impairment/ethnicity where appropriate,
- Support staff are trained to run lunchtime activities,
- Counselling will be made available for pupils where appropriate,
- Vulnerable pupils and those at risk of exclusion are supported by key members of staff during playtimes,
- The school will seek to develop emotional intelligence and give pupils a range of strategies for dealing with conflict.