

MYDDLE C. E. PRIMARY SCHOOL



BEHAVIOUR AND DISCIPLINE POLICY

Approved by governors: July 2015

Reviewed with no changes February 2017 by Harris Gough Federation

Updated September 2018: peer on peer abuse. Approved by the PSS committee October 2018

Next Review: October 2019

POLICY

The school expects behaviour consistent with the school ethos which is based on consideration and mutual respect between all those involved in the school community.

Pupils are given the opportunity to discuss the school's expectations for good behaviour so that they recognise their role and responsibilities, the role of staff and the need for sanctions.

Good behaviour will be rewarded and unacceptable behaviour will be dealt with firmly, consistently and fairly in accordance with the school's Behaviour and Discipline Norms and Procedures (Annex A).

The School Code of Conduct (Annex B) sets out the principles to be followed and the School Golden Rules (Annex C) summarise the essentials of good behaviour that all pupils should know.

PURPOSE

Good behaviour promotes a safe, positive and happy atmosphere in the school for pupils, teachers and other adults to work in. Discipline is fundamental to a successful school and integral to any whole school plan. Without these twin pillars of good behaviour and effective but fair discipline the school environment will not be one in which pupils can thrive and benefit from their education.

SCOPE

This policy applies to all aspects of school life. Good behaviour is expected both on and off the school site.

RESPONSIBILITIES

Teachers are responsible for establishing, developing and maintaining good behaviour in the school and particularly in classroom. They discuss class rules with pupils, set the rules and explain the reason behind them. Then they ensure that the rules are followed and developed and clarified as necessary. Teachers should provide a positive role model for pupils and develop good relationships with them based upon friendship and mutual trust and respect. They should provide clear leadership and

authority praising good behaviour and using reprimands and sanctions sparingly but consistently.

Parents and Guardians are encouraged to understand the school's policy on behaviour and discipline and be clear to their own children that they fully support the policy. Their support should focus as far as possible on encouraging good behaviour and they should recognise that they are working in partnership with the school within the Home-School Agreement. Parents and Guardians with whom serious concerns are raised must ensure that they are reported either to the head-teacher or to the appropriate Local Authority contact as appropriate.

Other Adults in School should be conversant with the school's behaviour and discipline policy and be supportive. They should recognise the professional role of the teaching staff in administering the policy. They should be prepared to exercise suitable care and control with pupils but also recognise when it is time to pass on any matters involving behaviour and discipline to the appropriate member of the teaching staff.

BEHAVIOUR AND DISCIPLINE NORMS AND PROCEDURES

The school's guidelines for good behaviour are based upon the fundamental philosophy of **"Respect for Others"**

As a school community we encourage all members:

- to use good manners at all times throughout the school day when speaking and listening to others;
- to respect and care for other people's work, efforts and property;
- to express feelings, e.g. anger, in a positive way without injury or abuse;
- to be truthful, honest and fair with everyone;
- to look after our school and take a pride in it;
- to show self-discipline;
- to take responsibility for their actions;
- to behave in a way which won't be dangerous or harmful to others.

REWARDS FOR GOOD BEHAVIOUR

As a school we believe strongly that a system of rewards encourages positive behaviour, and high standards of good work.

To promote positive behaviour in class the school employs a Merit reward system. A merit is awarded by teaching staff and can be earned by:

- good, accurate work;
- dedicated effort;
- consistent progress;
- consideration for others/good behaviour;
- creative and artistic achievement;
- all round achievement.

These areas in which a Merit may be awarded will be displayed in each classroom and each class will keep an accumulation chart in their classroom showing the Merits awarded. A pupil who has earned 15 Merits is awarded a Headteacher's Certificate.

During non-teaching time children may be awarded a 'Bark Bone' for keeping the Golden Rules. The tokens are collected and counted weekly. This is shared with the whole school on Friday at a Celebration Worship and Scruffy is awarded to the winning class. All children individually

collect their Bark Bone awards for which they are responsible. When they have 5 they are presented with a certificate in Celebration Worship.

Achieving a merit/Bark Bone must be earned, otherwise it will not be valued, and once earned it cannot be taken away.

When 3 Head-Teacher's Certificates are gained during the school year a red star is presented during celebration assembly. When an additional 2 Head-Teacher's Certificates (total 5) are gained during a school year a £5 gift token will be awarded and a 'Well Done' letter will be sent to parents/guardian by the Head-Teacher to in recognition of this special achievement. When an additional 5 Head-Teacher's Certificates (total 10) have been gained during a school year a £10 gift token will be awarded.

Before the Celebration Worship on Friday one child from each class will be chosen by their teacher to receive the 'Star of the Week' award.

UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour includes any behaviour that:

- clearly fails to comply with school policy on behaviour;
- has an adverse effect on the atmosphere in the school;
- creates distress, unhappiness or discomfort for pupils or adults;
- prevents effective teaching and learning taking place;
- undermines or disregards authority;
- distracts others from work;
- involves verbal or physical abuse;
- involves refusal to respond to a reasonable request or instruction from an adult.

Peer on Peer Abuse

Staff should recognise that children can abuse their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age.

THE SCHOOL'S RESPONSE TO UNACCEPTABLE BEHAVIOUR

The response to inappropriate or unacceptable behaviour in class may include:

- verbal warning;
- removal to another class;
- daily record card;
- report to Head-teacher.

The response to inappropriate or unacceptable behaviour outside may include:

- name in Bark Book;
- supervised break;
- withdrawal from the activity in which the inappropriate or unacceptable behaviour arose;
- report to classteacher;
- report to Headteacher.

All verbal warnings and reprimands will be administered in a relaxed and controlled manner, speaking quietly and firmly with appropriate eye contact with the pupil. The incident of misbehaviour will be recorded in the Incident Book or the Bark Book as appropriate.

Where an incident has been reported to the Headteacher consideration may be given to further action. This may include loss of privileges such as exclusion from participation in club activities, notification to and involvement of a parent or guardian or involvement of external agencies and ultimately exclusion from school.

SERIOUS MISCONDUCT

When exclusion is the appropriate response to serious or repeated unacceptable behaviour the pupil's parents or guardian will be invited to meet the Head-teacher to discuss why exclusion has become necessary and to inform them about the number of days the pupil will be excluded. A letter is also sent to the parents, outlining the reasons for exclusion and proposed intervention strategies, together with a programme of study and associated support material for the pupil during their absence. School Attendance Officer is also involved.

When the pupil is due to return to school the Head-teacher will invite the parents or guardian to a meeting to discuss how home and school can work together to ensure that the pupil's behaviour improves. On return to school the pupil is welcomed back making clear that a fresh start is being offered with the proviso that acceptable standards of behaviour must be maintained. A programme of assessment and monitoring takes place to support the child. Regular meetings are held between the school and parents or guardian. If acceptable standards of behaviour cannot be maintained permanent exclusion may need to be considered.

THE CODE OF CONDUCT

All pupils will be encouraged to have respect for themselves, for their peers and for adults. Self-respect and esteem is the essential foundation for respect for others and positive efforts are needed to foster it through a planned PSHE programme.

Self-discipline should be encouraged and violence, including verbal violence, must be strongly discouraged.

Persistent bad behaviour often has a cause, and may be a reaction to upset or unhappiness at home or at school. Every effort must be made to try and identify the cause, and modify it where that is feasible.

Early discussion with the parents of a persistently offending child is essential.

Good manners must be encouraged at all times throughout the school day.

If the cause of bad behaviour cannot be remedied by the school staff early consideration must be given to referral to the Special Education Services Department and/or the Social Services Department.

Exclusion from school, for whatever period, will be avoided if at all possible. The ultimate sanction of permanent exclusion would only be used in very exceptional circumstances.

Control of children's behaviour depends upon:

- consistency from all school staff;
- known, and agreed codes of conduct, school rules, and sanctions;
- support from parents and governors.

Whenever possible, good behaviour will be praised and encouraged, rather than focusing on negative conduct.

The expectation that children must have a proper respect for themselves and others, places a very heavy responsibility on parents, school staff and governors. It is essential that these groups are mutually supportive at all times.

SCHOOL GOLDEN RULES TO REMEMBER

- Stop, listen and respond
- Behave calmly and quietly around school
- Be 'caring' towards others and not hurt others by word or action
- Be respectful and helpful to other children and adults
- Take good care of the equipment and building

The child's role

- I should be responsible for myself and manage my own work and look after equipment.
- I will show respect for others and myself
- I will take responsibility for my own actions and behaviour
- I will recognise my ability to have a positive influence on my peers
- I will make sure I am clear on the guidelines for positive behaviour and definition of unacceptable behaviour
- I must show consideration and give support to others at all times.