



St Martin's School Policy Document Behaviour and Discipline

Introduction

This document is a statement of the aims, principles and strategies for behaviour at St Martin's CE Primary School

Local Authority guidance has been taken into consideration in the formulation of this policy

Linked documents and related policies: Equal Opportunities; Rewards and Sanctions

Purpose of the Policy

This document provides a framework for the establishment of a happy, secure and orderly environment, based on Christian values and shared ideals, in which children can learn and develop as caring and responsible people, developing as future citizens. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Behaviour Policy

Aims

Our aims for behaviour are that all our children will:

- develop a sense of responsibility together with an awareness of the potential consequences of their own actions
- learn to be tolerant and considerate concerning the rights, views and property of others, regardless of race, creed, age, gender, disability or any other perceived difference
- show care, courtesy and kindness to each other
- be trustworthy, truthful and honest
- develop a responsible and co-operative attitude towards work and towards their roles in society
- achieve their potential in terms of self esteem, academic achievement, aesthetic appreciation and spiritual awareness
- take a pride and responsible interest in caring for their environment.

Principles

Every child has the right to learn and no child has the right to disrupt the learning of others, or to compromise the health, safety or happiness of any other individual. Establishing our strong Christian ethos is an essential prerequisite for quality learning. It depends upon trusting relationships, mutual respect and a process of co-operative team work; the school welcomes and encourages the involvement of the Local Authority, Diocese, governors, parents, members of St Martin's Church 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's core aims by:

- esteeming children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of pride in belonging to the school community, with an awareness of its relationship to wider communities
- providing a well ordered environment in which all are fully aware of behavioural expectations
- supporting and employing school systems of rewards and sanctions and constantly monitoring their effectiveness
- 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 conduct involving bullying, discrimination or harassment



St Martin's School Policy Document Behaviour and Discipline

- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking a pride in, the physical environment of the school
- working as a team, supporting and encouraging one another
- maintaining the Christian ethos and principles of the school.

The governors, Headteacher and staff work towards the school's core aims by:

- taking a lead in the establishment of a positive school ethos
- taking responsibility for devising and implementing a Teaching and Learning Policy which aims to influence positively pupils' behaviour and motivation
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- recording and monitoring attendance and punctuality and responding firmly when either is poor
- recording and reporting incidents of serious misconduct
- taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified
- encouraging community involvement with the school

Teachers work towards the school's aims by:

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- enabling children to take increasing responsibility for their own learning and conduct
- ensuring that learning is progressive and continuous
- being good role models – calm, punctual, well prepared and organised
- taking quick, firm action to prevent one child inhibiting another's progress
- providing opportunities for children to discuss appropriate behaviour
- working collaboratively with a shared philosophy and commonality of practice.

Pupils work toward the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised - bringing necessary kit, taking letters home promptly, returning books and homework efficiently
- contributing to the development of the school's code of behaviour
- conducting themselves in an orderly manner in line with this code
- taking growing responsibility for their environment and for their own learning and conduct.
- accepting increasing and appropriate responsibility for themselves, each other and younger children.

Parents work toward the school's aims by:

- ensuring that children attend school in good health, punctually, and regularly (including taking holidays only outside term time other than in emergency situations)
- providing prompt information to explain all absences
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their children's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour



St Martin's School Policy Document Behaviour and Discipline

- taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- allowing children to take increasing personal and social responsibility as they progress throughout the school
- accepting responsibility for the conduct of their children at all times.

The School Council works towards the school's aims by:

- giving pupils the opportunity to be actively involved in creating positive change and improving school life for everyone
- enabling pupils to work as partners with staff, developing a caring school community
- providing pupils with opportunities to develop skills that will be important throughout their lives
- involving pupils in decision making, problem solving and conflict resolution
- developing an ethos of mutual respect,

Procedures

We work towards the following key procedures to achieve good behaviour:

1. For ensuring the involvement of all members of the school community we include:

- regular review of behaviour issues, policy and rewards and sanctions at staff meetings
- appropriate professional development for teachers, classroom assistants, midday supervisors and administrative staff
- governor training, both centrally provided and in-school
- information to Governors regarding behaviour issues
- School and Class Councils.

2. For developing good partnerships with parents we include

- regular informal contact with teachers who are always accessible to parents after school
- good communication channels including weekly newsletters from school
- two reports per year
- annual parents' consultation meetings
- biannual opportunities for parents and children to review work together
- individual meetings between headteacher and prospective parents
- an induction programme for children entering Reception which includes the opportunity for new parents to get to know each other
- inclusion of the behaviour policy in the information given to new parents
- welcoming parents into the classroom, both on a regular basis (to offer support with reading, for example) and for occasional demonstrations or discussions
- welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities
- a clear policy for children with special needs which involves parents (see Special Needs Policy)
- parental support with reading, involving a record card which is signed by parents.

3. For providing children with opportunities to discuss appropriate behaviour we include:

- Personal and Social and Health Education designed to promote mutual respect, self discipline and social responsibility
- a programme of Religious Education which includes ethical and moral issues (see RE Policy)
- Circle Time, a forum for discussion held in every classroom when appropriate
- Collective worship setting expectations for behaviour and conduct



St Martin's School Policy Document Behaviour and Discipline

4. For promoting desirable behaviour we include:

- staff acting as role models
- staff offering guidance to children including praise and encouragement
- the provision of a curriculum designed to stretch and engage each child
- classroom organisation which facilitates independent working
- the encouragement and appreciation of children who act as positive role models
- collaborative work within classes and across year groups which helps to develop good relationships eg Activity Week, Book Week
- paired reading between classes
- lunch time seating with Willow taking responsibility for younger children on their table
- a House Merits system

5. For eliminating undesirable behaviour we include:

- clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff
- a system of demerits which may involve a letter to parents
- a schedule of sanctions for undesirable behaviour
- conscientious supervision of pupils at all times
- immediate and thorough investigation of allegations of bullying and racial or sexual harassment
- a readiness to tackle persistent emotional and behavioural problems through the special needs procedure (see Special Needs Policy) and outside agencies.

6. For promoting the care of our physical environment we include

- displays of children's work to enhance the environment, engage children's commitment and increase self esteem
- involvement of children in agreeing rules for appropriate behaviour (eg Playhouse Rules)
- the commitment of Association funds to improvements to the school environment (eg the Environmental area, acoustic tiles, sunblinds) and the involvement of the Committee and School Council in decision making as to priorities.



St Martin's School Policy Document Behaviour and Discipline

Discipline Policy

We recognise that occasions may arise where in the interests of all members of the school community, it may be necessary to invoke disciplinary procedures for the following type of incidents:

- Bullying
- Physical violence
- Discriminatory taunts and insults
- Frequent disruptive behaviour in or out of the classroom
- Theft
- Vandalism
- Foul or abusive language
- Deliberate and repeated rudeness and defiance.

It should be noted that verbal corrections and reprimands which a teacher may give in the course of day to day working do not fall within the terms of this document.

Where children are finding it significantly hard to conform to the expectations of the school, in terms either of their behaviour or work, regular communication between home and school has often been found to be helpful. A daily journal is completed by teacher and parent (with contributions from the child when deemed appropriate), providing immediate feedback for all parties on positive as well as negative behaviour, attitude and incidents.

Where appropriate, the school makes use of a "Report Card", with behaviour targets agreed by child and teacher, sometimes with the involvement of parents, as an intermediate stage between informal and formal disciplinary proceedings.

Except in the case of extremely serious breaches, where immediate exclusion may be appropriate, formal disciplinary procedures will include some or all of the following measures.

- A note recording the date and subject matter will be retained on file.
- Discussion with the child and the relevant member of the teaching staff. The headteacher may be present during this discussion, but will, in any event, be notified of its subject matter and outcomes. If formal procedures are to be invoked, a letter will be written home advising parents of the incident.
- Contact with parents, by letter, phone or in person to inform them that there is an ongoing problem.
- Discussion with parents.

The child will be informed that these contacts are taking place.

- A meeting between child, the parents and a member of the teaching staff to discuss the problem. Again, the headteacher may be directly involved, but if not, will be fully informed. Following the meeting a full record of the meeting and potential resolutions placed on file.
- If the problems continue a contract of behaviour to be drawn up between the child and the school; a copy will be sent to the parents, a copy placed on file and a copy retained by the child for personal reference.
- Advice and help will be requested at any point from the Educational Psychologist, Child Guidance Officer, Social Worker, School Governors or others as appropriate.



St Martin's School Policy Document Behaviour and Discipline

-Exclusion, either for a fixed period or permanently, may be used as a sanction in extreme cases.

A decision to exclude a pupil will be taken only:

- in response to serious breaches of the school's discipline policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Before excluding a pupil, **in most cases**, a range of alternative strategies, as listed above, will have been tried.

For further details, including the rights of parents to appeal, please contact the school office.

Developing Positive Relationships

We try at all times, and through a variety of strategies :

community

- to foster caring, supportive and respectful attitudes amongst the children
- to encourage older children to feel a sense of responsibility for the happiness and welfare of younger children
- to observe children's interactions in different situations
- to be alert to children who may appear unhappy or isolated in class or the playground
- to respond to parents' concerns about their children's emotional well-being
- to intervene positively when relationships do break down
- to maintain adequate supervision of areas where bullying might occur

Preventative strategies will include creating opportunities, through discussion, role-play, stories, pictures, videos etc. for children to :

- explore their feelings
- come to terms with the power of their own emotions and take responsibility for controlling them
- accept that anger is a normal, sometimes justifiable emotion
- consider the effects of their actions upon others
- explore alternative and non-aggressive responses to personal confrontation
- develop assertive behaviour
- consider appropriate reparation towards people whom they have hurt
- learn to accept genuine and sincere offers of regret with grace

Bullying

All children, parents and staff need to understand :

- the difference between bullying (deliberate, systematic, acts of aggression from a stronger party to a weaker victim) and quarrelling (a two-way process between equals)
- that bullying can take non-physical forms e.g. name calling, exclusion from group activities etc.

Occasionally situations will persist where children are unable to resolve problems or unwilling to change their behaviour.

It will then be necessary for the headteacher to become formally involved, and for the Governors' Discipline Policy to be involved. This will probably begin with the use of the report card system and there will also be early involvement with parents. Incident logs may be kept and other disciplinary measures will be invoked as appropriate (see Discipline Policy).

All pupils, staff and parents need to be aware that deliberate or repeated acts of bullying will not be tolerated within our school.