

# STEPHENSON SCHOOL



## Behaviour and Discipline Policy

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## **Introduction:**

The aim of the behaviour and discipline policy is to promote good behaviour, determine the boundaries of acceptable and unacceptable behaviour alongside the hierarchy of rewards and sanctions and indicate how they will be fairly and consistently applied.

## **Statutory Duty of School**

The head teacher and governing body are responsible for promoting good behaviour and discipline in Stephenson School. The Head teacher must publicise this policy, by making it known within Stephenson School and to parents and by bringing it to the attention of children, parents and staff.

The aims of this policy are:

- to promote self-discipline and proper respect for authority among children
- encourage good behaviour and respect for others and prevent all forms of bullying among children
- ensure children's standard of behaviour is acceptable
- regulate children's conduct

## **Policy into Practice:**

Within Stephenson School certain practices will support behaviour and discipline:

- a) Setting good habits early: to help children establish regular attendance and good behaviour from the start, involving parents in the process (e.g. through our parental contract with the school).
- b) Early intervention: prompt intervention is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated.
- c) Clear and consistent consequences: students should be aware of what steps will be taken to adjust their behaviour when they misbehave. (See below.)
- d) Rewarding achievements: positive recognition of individual children or class' achievements in good attendance and behaviour, through positive comments, mentions in assembly, certificates or prizes.
- e) Supporting behaviour management: behaviour management techniques, assertive discipline, individual behaviour programmes and circle of friends can help improve and maintain high standards of behaviour and discipline.
- f) Identifying underlying causes: attention, anxiety, diet, habit, uncertainty about what is expected from them, medication, medical conditions that may contribute to behavioural issues.
- g) Work with parents and colleagues on addressing any underlying causes.
- h) Study support: many activities from homework to extra-curricular activities help reinforce schoolwork.

Stephenson School firmly believes that most disciplinary issues can be handled immediately, in a commonsense manner, by an appropriate member of staff. If sanctions are deemed necessary, they will be as follows:

- Speak to pupil

- Time out from activity
- Restrict privileges (playtime, trips)
- Speak to parents
- Written warning
- Exclusion
- Permanent exclusion

## **Exclusion**

The school reserves the right to exclude a child whose conduct (whether on or off school premises or during school time) has been prejudicial to good order or school discipline or to the reputation of the school. Exclusions may be fixed (suspension) or permanent (expulsion) or may be for the duration of lunchtime break. Only the Headteacher has the power to exclude a pupil from school. This power may not be delegated. The Headteacher may exclude a pupil temporarily or permanently. In all cases the Headteacher will promptly

- inform the pupil's parents of the period of the exclusion, or that the exclusion is permanent.
- give the reasons for the exclusion.
- Inform the chair of the governing body of the exclusion and the reasons thereof.

In the event of a permanent exclusion, the parent(s) will have the right of appeal to the chairman of governing body who will follow the timescales and procedures outlined in stage three of the school's complaints procedures.

## **Working with Pupils and Parents**

Involving children can help reinforce school behaviour policies by active involvement in anti-bullying policies, and contributing ideas through in class discussions.

Stephenson School encourages parents to support good attendance and behaviour.

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