

STEPHENSON SCHOOL



Behaviour and Discipline Policy

Discipline and Exclusions in School (Behaviour Policy)

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, staff, children and governors, based on a sense of community and shared values of the Christian ethos of the school.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- Corporal punishment is not permitted.

Code of Conduct

- All members of the school community are asked to respect each other;
- Children are expected to respect staff, other adults and fellow pupils; they should address staff by their title and surname, and be encouraged to be polite at all times;
- Children are expected to respect their own and other people's property and to take care of books and equipment;
- Children are asked to be well-behaved, well-mannered and attentive;
- Whilst in school, children are expected to walk quietly around school and move carefully on the stairs;
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter;
- Rough play will not be tolerated in the playground and children who are found playing inappropriately are made to have a time out;
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to suspension and possible exclusion;
- Foul or abusive language must not be used;
- Bullying is not tolerated in school (see anti-bullying policy)
- Children are expected to be punctual;
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem;
- Children from Reception should wear the correct school uniform. Jewellery should not be worn apart from stud earrings and except in certain specific cases where jewellery is required at certain times of the year in conjunction with specific religious festivals. Parents need to be aware that in these rare circumstances their child may be asked to either remove or cover up the jewellery for sports lessons where the health and safety of the child or indeed other children is a risk. If this is not possible, the child will be required to sit out for the lesson. Hair attire should be simple and preferably in school colours.
- At the end of the day, children remain with the member of staff in charge of the class until parents/guardians come to collect them from their designated area. Children should say 'good afternoon' before being dismissed. They should leave the school in a proper manner and remain with the adult collecting them.
- This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. Any variations must be arranged with the Head.

Incentive Scheme

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

From Reception, the Stephenson School scheme is based on awards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

End of term certificates are given to each class. These might be for kindness, helpfulness, enthusiasm, politeness, handwriting or improvement and each teacher selects an overall 'pupil of the term' for a special certificate.

Children are encouraged to display their achievements in and out of school in assemblies and in class and through photographic evidence and displays in and around the school.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Consequences of Poor Behaviour

Sadly, there will be times when children need support to behave in an appropriate manner. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

Normal consequences include a verbal reprimand and reminder of expected behaviour, loss of stars, loss of free time such as playtimes (when a constructive occupation will be given), moving to sit alone, sending work home, letters of apology and/or loss of responsibility.

If problems are persistent or recurring, parents will be involved. Children may then be placed on a daily or weekly report system to monitor their behaviour in partnership with the parents.

Procedures for Dealing with Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, persistent bullying, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Head who will deal with it appropriately, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

- A verbal warning by the Head or most senior member of staff in the Head's absence, as to future conduct;
- Withdrawal from the classroom for part of or the rest of the day;
- A letter or phone call to parents informing them of the problem;
- A meeting with parents, and a warning given regarding the next stage unless there is an improvement in the child's behaviour;
- If the problem is severe or recurring then suspension procedures are implemented;
- In a case where exclusion is deemed necessary, a member of the Governing Board will be consulted first;

- A case conference involving parents will follow;
- Permanent exclusion will only take place after consultation with the Governing Board;
- Parents have the right of appeal to the Governing Board against any decision to exclude.

NB – Any major breach of discipline or serious problem may result in parents being asked to take their child home immediately.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, staff and children;
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement;
- By attending Parents' Meetings, parents' functions and by developing informal contacts with school;
- By acknowledging that learning and teaching cannot take place without sound discipline;
- By remembering that staff deal with behaviour problems patiently and positively.

Care and Control of Children

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child. If the child is about to cause bodily harm to his/herself or another child, or a member of staff, it may be necessary to restrain the child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect him or her to another activity;
- Talk to the child – discuss what has happened;
- Discussion in groups or whole class;
- Move the child from the group to work on his/her own;
- Repeat work;
- Miss playtime (but must be supervised);
- Behaviour modification programme – setting targets;
- Remove child from the class – place with Head or in another class;
- Parental involvement;
- Daily report;
- Sanctions as in discipline policy.

Serious incidents are recorded in the child's individual file. No child should be made to stand outside a room on their own unsupervised.

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

Preventative Strategies

See sanctions above and discipline policy procedures.

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary.

The child should be removed from the situation as soon as possible and taken to the Head or a senior member of staff who will take immediate action to involve parents.

An incident report should be written and the situation discussed with the Head or staff member. The Head will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Behaviour Modification Policy

At Stephenson School, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our Discipline Policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation;
- Using different resources;
- Using short term targets when small steps are devised for each child (eg sitting on chair for given length of time or putting hand up to answer questions);
- Rewards of stars/smiley faces on work, on charts or in special books;
- Use of certificates, special stickers for such things as listening, being kind, helpful etc;
- Sharing good behaviour with other children/other classes;
- Celebrating achievement in assembly;
- Involving parents at an early stage to develop an action plan together.

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Helen M Powell
Headteacher

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