



Rowlands Gill Primary School

Policy for School Behaviour and Discipline

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POLICY FOR SCHOOL BEHAVIOUR AND DISCIPLINE

Rowlands Gill Primary School wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all. Every Child Matters underpins the Behaviour Policy at Rowlands Gill Primary School.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. The Code of Conduct is agreed with the children at the beginning of each school year and periodically throughout the year. All pupils are expected to behave according to the guidelines set out in the Code

Aims

- To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment. Every child has a right to learn without disruption.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to sanction misbehaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- To ensure that the pupils understand that bullying based on any form of discrimination is wrong and will be dealt with firmly by the school (eg. race, ethnicity, language, culture, religion, gender, disability, physical characteristics and sexual orientation (including lesbian, gay, bi-sexual and transgender groups).

Code of Conduct- For Pupils

- We must respect each other, teachers and adults in our school
- We will take care of our school and its contents
- We must be well-behaved and well-mannered.
- We should walk within the school.
- Physical violence is not acceptable.
- Foul or abusive language should never be used.
- We must be punctual in school.
- We should not bring valuables to school



- We should wear the correct school uniform.
- Appropriate footwear should be worn
- Make-up should not be worn
- Children should not wear jewellery in school for safety reasons
- Harm others by using derogatory language based on any form of discrimination e.g.race, disability, religion and sexual orientation (homophobic bullying-use of the word 'gay') etc. Also include harming others on the basis of having an 'unconventional' family structure (eg. two mothers, two fathers etc).

This Code of Conduct has been formulated with the safety and well-being of all children in this school.

Incentive Scheme

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

Rowlands Gill Primary School's scheme is based on Merit/sticker 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.

From Year 1 the children are divided into 4 houses. Children are awarded stickers/merits for thoughtfulness, being helpful, good work, and so on. Each team's merits are counted at the end of the week, and the winning house is announced in assembly. There is a reward for the house which has the most house-points every half term. We hope that each member of a house will urge the others to try their best in every aspect of school life.

Merit certificates will be awarded throughout the year, for example, when a child in Reception Class is able to dress him/herself for the first time, achievements in PE, etc.

Children may be rewarded for their achievements gained both in and out of school.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

At Rowlands Gill Primary School, the majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our Discipline Policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual child's behaviour. Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

Various rewards are used to reinforce positive behaviour:



- change in classroom organisation
- using different resources
- small progressions of changing their behaviour are devised for the child (e.g. sitting on chair for a given length of time, putting hand up to answer questions)
- rewards of stars/smiley faces on work, on charts and in special books
- use of certificates, special stickers for such things as listening, being kind, helpful, and so on
- commenting on a child's good behaviour to other children/other classes
- showing achievements in Assembly
- parents are kept informed as required via homework/reading diary.

By using a positive system of rewards and reinforcing good behaviour, Rowlands Gill Primary School fosters children's positive self-esteem.

Sanctions

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy should state these boundaries clearly and firmly.

Minor Breaches of Discipline

Minor breaches of discipline are dealt with by the staff, in a caring, supportive and fair manner, having regard to the age of the child.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time (such as break times), comment in the reading/homework diary, moving in class to sit alone, writing a letter of apology and loss of a responsibility. The traffic light system is used here as a sanction.

If the unacceptable behaviour is persistent or recurring, parents become involved. If necessary, pupils might have a Personalised Behaviour Plan to monitor and support them in school. This plan involves the parents, teachers and pupil.

Procedures for Dealing with Major Breaches of Discipline

Major breaches of discipline are physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class. The severity of the behaviour will determine the school's response. Rowlands Gill Primary School has a standard procedure for serious breaches of discipline (see



below). Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school.

It is the duty of the Head Teacher or the Assistant Head Teacher to deal with it promptly, particularly if the problem persists.

- Log the incident of misbehaviour as quickly as possible and maintain a record (by a member of staff)
- Communicate information, informing other relevant members of teaching and support staff.
- Increase vigilance at times of transition and other unstructured times of the day.
- Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Head Teacher or Assistant Head Teacher concerning future conduct.
- Withdrawal from the classroom for the rest of the day.
- Verbal contact with parents about their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, exclusion procedures are implemented – and the Governing Body is informed.
- A Behaviour Support Plan is put in place for the pupil to monitor his behaviour
- A conference with parents and support agencies to implement his/her Pastoral Care Support Programme
- In persistent or serious cases, further 'fixed period of exclusion' from school may be applied.
- All fixed term exclusions are noted on the pupil's school record throughout their education.
- Permanent exclusion, after consultation with the Governing Body and the LEA.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child for 5 days or more.
- The Head Teacher informs the Chair of Governors and the Safeguarding Governors regarding these incidents.



The hierarchy for exclusion now follows:

1. The pupil receives a half day fixed term exclusion.
2. Finally, the pupil receives a full day fixed term exclusion.

In very serious cases, if the behaviour has not stopped, governors will consider 'permanent exclusion' from school. The school can also over-ride the hierarchical sanctions and move straight to a permanent exclusion, in which case the pupil will no longer be able to attend school.

Behaviour Support Programme

- To provide a Behaviour Support Programme for the pupil with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition of misbehaviour. (This programme includes rewards and sanctions relevant to the pupil concerned).
- The programme will include opportunities in circle time or groups for the child or children to discuss relationships and feelings towards other pupils.
- If a parent is unwilling to sign and help to implement the Behaviour Support Plan then we recommend that the parents should contact the Local Authority and consider sending their pupil to another school. The school will support the parents in this process.
- Monitor the situation to ensure repeated misbehaviour does not take place eg staff, lunchtime supervisors.
- Communicate with parents as much as possible.
- Outside agencies (e.g. child psychologist, nurse etc) will be contacted, if appropriate, when required

FURTHER GUIDANCE

Lunchtime Supervision

At lunchtime, supervision is by the Lunchtime Supervisor and his or her team. The Supervisor and his or her team should maintain order; usually by reminding children of the standard of behaviour expected in a caring, fair and professional manner. This should defuse the situation. The Supervisor should keep note of children who misbehave persistently. The Mid day Supervisor refers misbehaviour to the Assistant Head Teacher or the Head Teacher, if necessary.

The children should treat the mid day Supervisor and his or her team with the respect due to all adults at Rowlands Gill Primary School. Minor incidents of misbehaviour are resolved at lunchtimes and reported to the teacher.



Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the class teacher, the Assistant Head Teacher, the Head Teacher. Parents will be informed if there is no improvement in behaviour. The procedure for major incidents will be followed.

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending parents' evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Recording of Incidents

Records must always be kept by, in the first instance, the Teacher and then the Head Teacher if it is persistent misbehaviour.

A Record Book is kept by every teacher and the Head teacher.

Monitoring and Reviewing this Policy

This Policy will be monitored by Governors.

This policy will be reviewed October 2017.



Further information

Useful Documents and Resources

DfES/Home Office	Social Inclusion: Pupil Support (Circular 10/99)
Stationery Office	Discipline in schools: Report of the Committee of Enquiry Chaired by Lord Elton 1989 (reprinted 1997)
DfES/ Home Office	Dealing with Troublemakers 1997
DfES	The Use of Force to Control 10/98 or Restrain Pupils
Folens Publishers	Primary Professional Development: Behaviour Management & Policy (FA6505)