

Collaton St. Mary C of E Primary School

Behaviour and Discipline Policy.

Introduction:

Children have the right to learn and to work in a safe, secure and happy environment. Teaching and class-based staff have the right to teach in a calm environment. As an important part Christian ethos, we strive to create a school where good behaviour is expected yet acknowledged, while the discipline for those not achieving our expectations is firm, fair and while including the opportunities for redemption.

Purposes:

1. Children and adults in our school have both rights and responsibilities. These are:

Rights.

Children and staff will care for and respect each other

We need to be safe.

All children's learning is equally important.

We care about our classroom, environment, work and belongings.

Responsibilities.

Care for each other

No swearing, teasing, fighting.  
Keep your hands and feet to yourself.

Walk carefully in and around school.

Everyone will listen when someone is speaking to a group or class.

Follow the teacher's direction first time.

Pick up litter.

Ask permission to use other people's belongings.

No marking on walls, desks etc

2. Both adults and children must be aware of our policy.
3. There must be consistency in the administration of the policy.
4. Good communication between home and school is important as parent, child and teacher each have their respective parts to play in the promotion of good behaviour.
5. Our Christian ethos, as reflected in our Mission Statement, implore us to:
  - Value our children as unique individuals
  - Give every child time to express their feelings, concerns, fears and opinions in appropriate situations
  - Respect every child as an individual young person
  - Encourage every child to respect themselves
  - Spend time with any child who needs counselling and support.
  - Involve the children in the consideration and treatment of others

6. We acknowledge that in a school there could be outbreaks of bullying of differing scales at any time. We seek to support the bullied by creating an openness so that children will feel free to share their concerns. Procedures for the identification of the bullied and bullies are established. Action to be taken will be clearly identified.

Guidelines:

Specific guidelines are developed in detail for the following aspects:

- Recording and rewarding achievement
- Noting and recording unacceptable behaviour, including involving parents
- Pupil discipline procedures
- Arriving and departing school at the beginning and end of the day
- Entering and leaving the buildings
- Moving around the school
- Managing lunchtimes
- Playground and breaktime rules
- Wet weather arrangements
- Safe working in PE and in other practical situations (see Health and Safety policy)
- Support for new, less experienced, temporary and supply staff (NQT mentoring)
- Support from outside agencies ( refer to Senco and Child Protection/Looked after children designated teacher)
- Working in the building out of school hours(staff) refer to policy
- Working in the environment (Health and Safety policy and Torbay Outdoor Education policy)

1. REWARDING POSTIVE BEHAVIOUR:

This is developed to encourage each child as an individual and to develop skills in teamwork and spirit.

We do this by:

- The generous use of praise
- The use of beads in a class jar in each class. This denotes a level at which the whole class deserves a treat at the end of a given period of time. Also the beads are given in house colours so that house team point positions can be derived on a monthly basis. The beads are given for good work, behaviour or effort; enthusiastic support; consideration or kindness; showing responsibility.
- Yellow and white beads that are used to reward good general classroom or playground behaviour. This helps to fill the jar.
- Collecting a full jar of beads that leads to a class treat, which has previously been negotiated
- Giving children who have made a good contribution, certificates of achievement, which are presented in key Stage Worship. These will include subject progress, effort, sports and games, good behaviour, helpfulness, presentation, progress, etc. etc.
- When a child achieves 5 different certificates, they can be put forward for a Headteacher's Gold Award
- Five Gold Awards give eligibility for a Special Award
- Badges, stamps and stickers can also be used as motivational features]
- There is also the St. Francis of Assisi award, given to a whole class showing great community care and commitment

- Special events, such as 'Kindness and Politeness' weeks or 'It's Cool to Be Kind' certificates to nominate helpful colleagues-

## 2. Managing unacceptable behaviour.

Classroom sanctions:

- The child's name is written on the chalk board/OHT/Flip chart
- If there is any further unacceptable behaviour, ticks are placed by the side of the name:

Name	Warning!
1 tick	Five minutes lost from playtime
2 ticks	No playtime
3 ticks	Change of class and no playtime
4 ticks	Visit to the Headteacher and internal exclusion
5 ticks	A conference of child, parents, teacher and Headteacher.

- The bases of this system are the responsibilities section noted at the beginning of this policy. The failure to adhere to any of these responsibilities will trigger this system.
- Offending children will be given a letter to take home, which will inform parents about the detention and ask for the note to be signed and returned the next day. The onus is on the child to return the signed letter, and failure to complete this task on the right day will add one further day's detention or until the note has been returned
- During the detention, very low key and unexciting, pressurised tasks will be administered, deterring the children from treating the detention as a refuge on a less attractive day
- For Key Stage 1 children, the greatest punishment is to be sent to Class 5
- Names of all offenders are kept in a Break time detention book, managed by Mrs Jones, so that regular offenders will trigger letters to be written home, outlining the poor behaviour and seeking an urgent appointment with the teacher.
- Pupil behaviour difficulties are included in the SEN internal termly reviews
- For very regular offenders or those whose poor behaviour demands urgent and concentrated work, the following will be enacted:
  - The child/parent/teacher/Headteacher/Senco meeting with:
  - The outcome being a contract, with a target for behaviour modification set, with a time scale for achieving it
  - A reward for achieving it
  - The teacher will keep notes about the child's behaviour
  - The Senco will develop an IEP for the child, in conjunction with the teacher
  - Further work may involve the Educational Psychologist and/or the Behaviour Support team

More formal procedures are available for use in extreme measures, the hierarchy of them are:

- Collection of the child for the remaining part of the day to create a breathing space
- Exclusion for a fixed period under the regulations
- Permanent exclusion

There are appeal procedures for the above and it is vital that proper and detailed notes have been kept about the child's antisocial behaviour.

## 2. THE START AND END OF THE SCHOOL DAY.

The start of the day.

This aspect is to protect children before and after the school day.

Children should not arrive at school before 8.45am. If there are particular reasons for early arrival, there must be a letter requesting such arrival times, addressed to the Headteacher, for his consideration. Children arriving before 8.45 are to gather in Class 5. Failure to do this will lead to an automatic detention. Parents are requested to keep their early morning calls upon the teachers time as minimal as possible. Parents are always welcome to talk to teachers at the end of a school day. Morning playground duty starts at 8.50am.

The end of the day.

The children will be released from their classrooms once they have all been accounted for on the return from Worship. Parents are asked to wait outside the classrooms until all the class has been dismissed.

Reception/Y1 children will be released directly to their parents

Any child not collected, or whose parent has informed us that they will be late, will assemble in a named room. They must not wait in the playground or other circulation area. An automatic detention will be awarded. No Football or similar games are to be played in the areas mentioned. Again, non-compliance will lead to an automatic detention.

Older children, who make their own way home, must do so as soon as they have been released from class

Clubs

It is a definite rule that permission slips must be completed before a child can stay for a club, unless the leader can be ensured of the parent's wishes.

Play and lunchtimes.

All children must stay in their respective playgrounds, under the supervision of the teacher or MTA concerned.

Corridors and cloakrooms must be cleared as quickly as possible. Older children may act as monitors to help this process. Failure to comply will also lead to an automatic detention.

Children must treat MTA's with respect and politeness. They have been given a selection of certificates to reward children for supportive behaviour. These are worth

one team point each. They also have a larger certificate, which holds equivalent value to a certificate towards the gold award.

All staff are to insist upon polite responses at all times. This is an expectation, not a novelty!

At the end of breaks, a bell is rung and KS 1 children are called into class. KS 2 children have a bell or whistle and are called to line up. Again, the highest expectations are to be the norm.

Wet weather arrangements.

On such days the children are likely to become a little restless, particularly after a few days of being kept in. At Breaks staff should arrange for the children to be supervised in their rooms at all times. Even on dry days there must never be a situation where children are left unsupervised in their classes. Each class should have a collection of wet weather activities for the children so that they can be occupied. MTA's have a library of such activities. We encourage activities such as videos to be shown. Children must be sat down and there must be no hint of poor behaviour. MTA's must bring poor behaviour to the attention of the child's teacher so that a decision can be made regarding a possible detention.

Date of implementation: 1<sup>st</sup>. February 2001.

Date for review: Spring Term 2003.