

Barwick and Stoford Community Primary School

Discipline and Behaviour Policy

**CONTENTS:**

1. Our Aims
2. The Ethos of Barwick and Stoford Community Primary School
3. The Ethos - Teachers and Children
  - i) Communication
  - ii) Expectation of the children
4. The Role of the Class teacher
5. Promoting Good Behaviour - Rewards
  - i) Praise
  - ii) Display of Children's Work
  - iii) House Points
  - iv) Certificates
6. Sanctions and Punishments
7. Conclusion

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**The Five Golden Rules of Barwick and Stoford CP School**

These five golden rules are reviewed annually in the Autumn Term:

- Always treat others the way you would like to be treated.
- Always respect other people in our School.
- Be safe at all times.
- Always try your best.
- Respect school property and the property belonging to others.

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**Discipline and Behaviour Statement**

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***“Good behaviour and discipline in schools are essential to successful teaching and learning.”***

DFE Circular 8/94

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In Barwick and Stoford Community Primary School we aim to

- ~ promote and reward good behaviour as well as giving learning sanctions/consequences for unacceptable behaviour;
- ~ provide a caring and concerned environment where everyone feels appreciated and is able to develop as an individual;
- ~ promote respect for others amongst all those involved within the school;
- ~ promote qualities of tolerance, self-discipline and awareness of others;
- ~ know, understand and value all of our children and develop their sense of belonging;
- ~ educate the ‘whole’ child so that he/she becomes well integrated into the community;
- ~ instil respect for moral and ethical values and a tolerance of other cultures, religions, disabilities and ways of life;
- ~ equip the children with the social skills needed to relate to others and the community.

The aims of this discipline/behaviour policy are to:

- ~ encourage a whole school approach to discipline and behaviour;
- ~ establish clear guidance of what is unacceptable in terms of behaviour;
- ~ give clear guidance on the types of rewards and sanctions we use within our school.

## The Ethos of Barwick and Stoford Community Primary School

The ethos of Barwick and Stoford Community Primary School is set by staff, support staff, parents and children. The school's ethos is contingent upon the practical commitment of its entire staff.

At Barwick and Stoford Community Primary School:

- we are a happy and caring school, one in which we hope all children will feel able to grow and fulfil their potential as individual citizens;
- we value the importance of good relationships between children/children and children/adults;
- we are committed to honesty and trust;
- we help the children to develop a caring attitude towards their peers and surroundings which they take to the outside community;
- we promote positive behaviour and strategies to deal with inappropriate behaviour.

### The Ethos – Staff, Volunteers and Children

How the teaching staff and ancillary staff behave does have a significant effect on the school's climate.

As a staff we believe strongly in the following issues and aim to commit ourselves consistently to them.

#### Communication

The way we talk with each other, parents, visitors and children is important. Whether we are in the playground, in the classroom, in the corridors or in the staffroom, we should at all times remember our responsibilities as professionals, particularly when we are under pressure and should try to continue to be exemplars of good practice. We endeavour at all times to listen carefully, respond positively and stay calm. **Sarcasm and tone are not an option.** We respect other people's views and the positions they hold.

Whilst investigating any issues relating to behaviour, adults will adopt a strategy of listening to each child in alphabetical order of their first names in order to explain their view. Other children must respect the speaker and wait their turn understanding they will also be listened to as well.

As an STC Friendly School, we have embedded all forms of communication to engage all children whatever their communication ability.

#### Expectations of the Children

We expect all children to respond to teachers and other adults calmly, sensibly and with respect having had expected responses modelled throughout the school.

Children should never be encouraged to be familiar with us and although we know that for some children we are viewed as almost 'family friends' they must be taught to respect our positions as teachers and school employees

See also the Governors Code of Conduct and Volunteers code of Conduct.

## The Role of the Class Teacher

The classroom is the most important place in school education. Children need a calm and purposeful classroom atmosphere. Therefore, the class teacher is pivotal in the promotion of good standards of behaviour and discipline. Teachers need to have high expectations of all their pupils, in terms of both achievement and behaviour. Discipline is most effective when teachers can be constructive and positive, and when they are specific about what behaviour is expected of a pupil and what is unacceptable.

Therefore, as a role model, the class teacher plays a significant part in shaping the attitude and values and personal and social development of the children.

eg:

- a) Valuing the contributions made by each member of the class and supporting equal opportunities in the broadest sense
- b) Encouraging good working relationships between pupils and pupils/pupils and teachers etc.
- c) Encouraging mutual respect, tolerance and open-mindedness
- d) Encouraging the development of an ethos within the classroom which supports the proper exercise of responsibility
- e) Giving children the opportunity to be involved in decisions about features of their life at school.
- f) Using a broad and balanced range of teaching methods which support the **active** involvement of pupils in lessons
- g) Maintaining an attractive and well organised classroom environment

Within our school, all the time, teachers are reinforcing these principles through word and action and using a whole range of strategies to encourage children to appreciate them.

## Promoting Good Behaviour

How we reward good behaviour.

All Staff at Barwick and Stoford Community Primary School recognise that by adopting a positive approach, by giving the children a secure and caring environment and by having high expectations of them, we can provide the kind of environment that promotes good behaviour. We think it is important to recognise effort and hard work and reward good behaviour.

Within our school, there are five types of reward used:

1. **Praise** - This can be given anywhere, by anyone to anyone. It is perhaps the most frequently used reward and is given for work, effort or behaviour.
2. **Display of children's work** - This is another 'reward' which teachers often use. It rewards both good work and effort. With limited display space, the children recognise that to have a piece of work displayed, it must have been good **for them**, and often acts as a form of motivation for future pieces of work.

3. **Team Points** – Team points are awarded to individual children to promote good work / behaviour.
4. **Certificates** - There is a 'Well Done' assembly every Friday when certificates are awarded.
5. **Pupil of the Week** - Each class teacher nominates a pupil who has shown excellent progress which can be in any area and the child is awarded a special certificate.
6. **Whole Class Rewards** – Each class is also rewarded as a class which leads to special activities within the classroom – e.g. tea party, extra play.
7. **Head Teacher's Stickers** - These are awarded by the Head Teacher when nominated by the class teacher for a pupil who has produced an exemplary piece of work.
8. Other rewards may be put in place for individual pupils where necessary.

Therefore by adopting this positive approach and recognising good work, effort and behaviour, we aim to promote an environment which, through pupils own motivation and self discipline, eradicates the need for punishment and sanctions.

### **Sanctions and Punishments**

Heads and teachers have legal authority to impose reasonable punishment where necessary. It is important to make clear that bad behaviour is unacceptable and will have consequences. Rules of behaviour should be constructed in such a way as to ensure that pupils learn to expect fair and consistently applied punishments when merited. Such rules should be designed to promote good behaviour and should make apparent the distinction between serious and minor offences.

Where punishment is necessary, the following general rules should be observed:

- ~ teachers and support staff should avoid the punishment of whole groups for the activities of individuals unless there are exceptional circumstances;
- ~ 'ringleaders' should be picked out where appropriate.
- ~ individuals should not be made scapegoats for the activities of a class or group;
- ~ sanctions which are humiliating or degrading must not be used;
- ~ sanctions should be in proportion to the offence;
- ~ it should be made clear to the child that it is the **specific** behaviour which is unacceptable and not the child **although the child will be given 3 warnings for their inappropriate behaviour before a sanction is given.**

Some children may be given specific target charts to modify particular behaviour.

Depending on the severity of the situation or incident, sanctions, short of exclusion, will take a variety of forms - examples of these are set out in the following table:

Stage	Examples such as	Sanction/Punishment	Authorised by
<b>Minor</b>	Bad table manners Out of bounds, behind any fenced or walled area, fussiness, dropping litter, running in school (occasionally)	A talk, time out for a few minutes (within sight), reflection time.	TA Teachers LTS
<b>Moderate</b>  <b>* 3 warnings must be given</b>	Bad talk Skirmish, 'heat of the moment' fights, *repeatedly calling out in class, *not following instructions spitting, laziness, lying and dishonesty, *not doing work as asked (occasionally), *out of bounds and refusing to respond, spoiling other children's work answering back and rudeness *noisily running around school being sent out of service	Where the disruption is in the classroom or extra curricular activity a 'Time Out' facility may be used including a club ban.	Teachers TA LTS
<b>Serious</b>	Abusive language Stealing, wilful damage to other people's property, bullying, habitual fighting, spitting at people. endangering themselves or others (first time offence), (e.g. running out of school, climbing on roofs), refusal to conform despite repeated requests (e.g. refusing to return to class after lunch break). Biting – leaving significant mark repeated lying and dishonesty racist comments homophobia	Parents informed and sanctions, e.g. loss of play times for a week, loss of lunchtimes for a week which may lead on to lunch time exclusion if behaviour was exhibited during these times. Also internal exclusion where a pupil will be set work and carry this out in another class Cards marked off for each session (See appendix) Specific work to be sent home to be completed	Teacher Headteacher
<b>Very Serious</b>	Running out of school grounds (more than once) Deliberate physical abuse of staff, Premeditated or continuing physical attacks on other pupils, Large scale destruction of property, Offensive weapons brought into school	Parents called in immediately and child excluded on a fixed term. Continued actions impose a permanent exclusion	Headteacher

### **Exclusion**

The Integrated Therapy Service may also be requested to become involved, when the class teacher expresses specific concerns about an individual pupil.

If unacceptable incidents still occur, then the Headteacher has the authority to decide whether a fixed term or permanent exclusion is warranted based on a Graduated Response. If the decision is made to permanently exclude the pupil from school, the Headteacher will seek advice from Pupil Services at County Hall and follow the advice given in the 'Guidance for Schools' and the PEVP Panels.

**Please Note:**

Corporal Punishment of children, in any form, is illegal. Teachers should only ever restrain children if they believe:

- a) the child poses a potential risk to the teacher or other children, or
- b) the child poses a potential physical risk to him/herself and should therefore be prevented from hurting him/herself.

(See school's Physical Intervention Policy)

Only members of staff who have been trained in 'Team Teach' can physically restrain a child. In the event of such a situation arising in a) or b) the Headteacher should be informed immediately by the completion of appropriate paperwork.

**Bullying (see separate policy)**

**Conclusion**

The success of the implementation of our policy is deeply rooted in the quality of the relationships we have in the school between children and children, children and adults and adults and adults.

We recognise that membership of our community confers duties, responsibilities and rights upon all of us who work together in the school.

By following the guidance set out in this policy we can be consistent in our approach to discipline and behaviour and continue to promote all of the good qualities we have at Barwick and Stoford Community Primary School.

This policy is reviewed annually in the Spring term with any amendments being communicated to all stakeholders.

Last Review Spring 2017

Signed ..... Chair of Governors: Date:.....