

HALLATON CE PRIMARY SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

1 Objectives

1.1 Hallaton CE 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 that recognises a positive approach to the behaviour of children in school. To quote the Elton Report:

We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction. (Discipline in Schools Ch. 4 Para. 50)

2 Aims

2.1 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.

2.2 To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.

2.3 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).

2.4 To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities.

2.5 To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.

2.6 To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

2.7 To acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be valued and enjoyed.

2.8 To support each member who needs help and encouragement, in particular nurturing the self-esteem of all.

2.9 To listen with care to one another's views and opinions and values them.

2.10 To acknowledge the school's legal duty under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN.

3 Values

We believe in emphasising positive behaviour in school. A well-managed, orderly environment in school will encourage children to react in a positive caring way.

4 Golden Rules and Class Rules

4.1 Each class has responsibility for drawing up their own set of Class Rules. Class Rules compliment the Golden Rules that apply across the school (see Appendix A). Golden cards can be awarded by all staff to recognise good behaviour. Rewards for positive behaviour vary across classes.

5 Encouraging Good Behaviour

5.1 We must be aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved.

5.2 The ethos or climate of the school as a whole is central to establishing and maintaining high standards of behaviour. The HMI report Good behaviour and discipline in school emphasises the part played in this by the example set by teachers and other adults: "Where teachers are seen by pupils to work hard, to put themselves out in the interests of pupils, to have high standards, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves... where teachers insist, firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour, they are more likely to obtain them." (Paragraph 53)

5.3 We try to encourage good behaviour through the use of praise. Praise should be used to celebrate and reinforce good behaviour. Praise can be given in formal and informal ways, in public and in private, for maintenance of good standards as well as for particular achievements. 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.

6 Misdemeanours

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

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

6.3 Our sanctions include: • Warning • Reminder • Yellow Card • Red Card

6.4 If the unacceptable behaviour is persistent or recurring, parents become involved. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.

6.5 Major breaches of discipline such as physical assault, deliberate damage to property or stealing are extremely rare at Hallaton CE Primary School and it is the duty of the Headteacher to deal with it promptly.

7 Procedures for Dealing with Major Breaches of Discipline

- An oral warning by the Headteacher concerning future conduct.

- Withdrawal from the classroom for part or rest of the day.
- A meeting with parents to inform them of their child's unacceptable behaviour and strategies for moving forward.
- 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 – after consultation with the Governing Body.
- A case conference with parents and support agencies
- Permanent exclusion, after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.
- The school may carry out a Risk Assessment of Challenging Behaviour. NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

8 Playtimes

8.1 At playtimes we expect that the same rules will apply as during the rest of the school day, and that children will respond to the supervision of the lunchtime supervisors. Lunchtime supervisors should be treated with the same respect as other adults in the school.

9 Role of Parents

9.1 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. Parents will be encouraged to sign the school's home/school agreement – see Appendix B.

9.2 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.

10 Care and Control of Children

10.1 Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

10.2 Staff should always promote good behaviour through praise.

10.3 If there is a need for sanctions, the following may be invoked, depending on circumstances:

- redirect 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 break time (but must be supervised)
- remove child from the class – place with Headteacher or in another class
- parental involvement
- daily report

11 Preventative Strategies

11.1 See sanctions above.

12 Behaviour Modification

12.1 At Hallaton CE Primary School, the majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our working practice all staff use behaviour modification strategies to change an individual child's behaviour.

12.2 Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

12.3 Various methods are used to reinforce positive behaviour:

- change in classroom organisation
- using different resources
- using Pupil Outcome Plans, whereby small steps are devised for the child e.g. sitting on chair for a given length of time
- commenting on a child's good behaviour to other children/other classes
- showing achievements in Assembly
- involving parents at an early stage to co-operate on an action plan.
- circle time/RSHE lessons

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

13 The Law

13.1 The law states that teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. The sanctions that apply are that teachers have the power to confiscate a pupil's property.

13.2 Malicious accusations against school staff made by a pupil will result in disciplinary procedures.

13.3 Reasonable force may be used on the occasions where it would prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

The Governors of Hallaton CE Primary School have formally adopted this policy. The Headteacher and Governors will review it two years from the date below.

Signed.....

Last Review November 2021

Next Review November 2023

Golden Rules

Do be gentle

Do be kind and helpful

Do be polite and respectful

Do work hard

Do look after property

Do listen to people

Do be honest

Do not hurt anybody

Do not hurt people's feelings

Do not forget to say please and thankyou

Do not waste your time or other people's

Do not waste or damage things

Do not interrupt

Do not hide the truth