



## Pupil discipline policy

### **Aims**

Through the overall school aims we strive to develop a trusting and caring environment, based upon mutual respect and understanding where all people are treated fairly. The school ethos is based on these aims and around the qualities of Care, Courtesy, Consideration and Common sense.

We aim to enable children to develop reasoned self-discipline and socially acceptable behaviour, demonstrating good manners, respect and helpfulness towards each other and all adults.

We aim to allow all at the school to reach a high level of self-esteem where children are happy, feel good and enjoy each other's company.

We aim to maintain high standards of tidiness and orderliness around the school, encouraging children to take a pride in their school and the wider community.

### **Responsibilities**

#### **Children are expected to**

- Behave in an orderly, purposeful and sensible manner at all times
- Show courtesy and respect to all members of the school and visitors
- Be thoughtful, helpful and understanding to each other at all times

#### **Parents are expected to**

- Be aware of the school's Pupil Discipline Policy and actively support it, discussing any problems with the staff, Headteacher or Chair of Governors if necessary

#### **Staff are expected to**

- Set high standards of social behaviour, be polite, well disciplined and thorough
- Listen to children, making it clear through their response that children's comments and reactions matter
- Seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly and firmly with those who do not maintain the high standards expected of them

#### **Governors are expected to**

- Refer all matters regarding discipline to the Headteacher or Chair of Governors who will discuss these matters together and with the staff if necessary
- Be familiar with the school policy and actively support it

## **Visits, school journeys and school transport**

All of the aims and responsibilities set out above apply when children are involved in any educational, sporting or social activity off the school site. All children are ambassadors for their school when on these journeys and expectations of behaviour and discipline are as high as those within school.

## **Rewards and Sanctions**

### **Main aim**

The main aim of the Discipline Policy is to maintain the highest levels of acceptable behaviour without having to resort to sanctions. The discipline applied as a result of misbehaviour will be fair, firm and appropriate so that children are left in no doubt that only the best is expected of them.

### **Acceptable behaviour**

Children's behaviour is acceptable when they carry out their everyday school lives in accordance with the agreed policy and show respect and tolerance for others.

### **Discipline**

We take every opportunity to teach and encourage children to behave as disciplined members of the school community. When children do not behave appropriately, they are disciplined or punished according to need. The school will take a dual strategy approach to children who display significant behaviour problems. First, there is a structure of accepted behaviour and it will be expected that all children at the school work within it. If not, then the agreed school sanctions will apply. Secondly, all staff acknowledge that it is their responsibility to manage the behaviour of children in their care and that a range of strategies will be deployed to support the child in overcoming their behaviour difficulties. Staff will draw up Individual Education Plans (IEP) in consultation with the school Special Education Needs Co-ordinator to outline this planned support.

### **Rewards**

The school rules for rewards and sanctions are based upon six principles of positive behaviour which make up our golden rules. The golden rules are displayed around the school for easy reference and details of these are attached in appendix A.

### **In class**

All at the school have agreed to expected standards of behaviour. These are clearly displayed in all classrooms and teachers remind children of them regularly. The aim is to provide a good and purposeful learning environment for the vast majority of children who wish to learn. A breach of these rules results in removal from the classroom to a member of the Senior Management Team.

### **In the playground**

If children misbehave in the playground, they will be reprimanded, kept away from other children or reported to the class teacher or Headteacher if it is thought necessary.

### **Lunchtime**

Lunchtime supervisors have the same authority as teachers and will apply the same sanctions, ie, reprimanding, removing and/or reporting to the class teacher or Senior Management Team at the start of afternoon school. If an incident is particularly serious, children will be sent immediately to wait by the office and a Senior Leading Management Team member will be sent

for. If deemed appropriate the child may be internally excluded for the rest of the day and supervised work may then be set.

### **School visits**

The agreed rules apply to all children. Staff will deal firmly and fairly with misbehaviour wherever it occurs in the school, or on visits elsewhere since all venues are regarded as extensions of school and the children act as ambassadors of our good name. Incidents of serious misbehaviour on school visits will always be reported to parents.

### **The Headteacher**

Incidents reported to the Headteacher are considered very serious. The Headteacher will interview the children and discuss the matter with the class teacher to decide what sanctions will be applied or if parents should be informed. If parents are told, they will be invited to discuss the incident with staff, to find an agreed approach to improvement. The Chair of Governors may be informed for the record as well. The Head reserves the right to place a child in another classroom or internally exclude the child if deemed necessary.

### **Exclusion**

In very serious cases, and in accordance with LEA and National policies, it may be necessary to exclude a child. The exclusion will either be for a set period, or permanently, with parents' right of appeal to the Governing Body.

### **Policy review and evaluation**

The Headteacher is the staff member with overall responsibility to ensure that the Behaviour and Discipline Policy is implemented and reviewed. The review will be annual and will involve consultation with staff and School Governors.

## **Policy on bullying**

It is the aim of the School Behaviour policy to help create a positive, supportive, atmosphere which is based on shared values and a sense of community.

There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences of race, religion, gender, sexual orientation, ability are absolutely repudiated as reasons for bullying.

The rules by which we conduct our affairs are derived from this aim and it is important that all staff and pupils clearly understand them. It is equally important that all staff act as effective role models in their relationships with children and with each other.

Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch and less aggressive pupils can be drawn in by group pressure.

Bullying of whatever kind is unacceptable and must not be regarded as an inevitable, or necessary, part of growing up. It must be clearly understood by everyone that it is wrong and will not be tolerated in this school, or on the way to and from school.

Staff should be alert to signs of bullying and harassment, must take seriously any complaint of bullying, and deal with it firmly, fairly and promptly

### **Bullying can take many forms, including**

- Physical - hit, kick or manhandle
- Verbal - teasing/name-calling/insults relating to physical/social appearance, disability, gender, ethnic origin, sexual orientation or personality
- Psychological - spreading rumours, excluding from activities/discussions/groups of friends
- Extortion - threats to obtain money or property
- Damage/Theft - to/of belongings.

### **Within our personal and social education programme**

- Across the Key Stages, games, simulations, strategies and stories are used to help children to understand that actions have consequences for themselves and others

### **As a school, we shall seek to**

- Support children who are being bullied
- Help bullies to change their behaviour
- Meet those concerned individually and find out the facts of any incident
- Use peer group pressure to actively discourage bullying
- Break up bully groups where it seems necessary
- Inform parents immediately if the incident involves violence
- Involve parents at an early stage if an incident is serious or repeated
- Help children develop positive strategies and assertiveness
- Record incidents of bullying in pastoral books so that they can be monitored
- Involve and discuss with children agreed class rules and behaviour
- Involve other agencies, eg, Education Psychologist when necessary

### **It is everyone's responsibility to try to prevent bullying from happening.**

Signed:

Date: March 2011

Review Date: March 2012