Colville Primary School
Behaviour and Discipline Policy

Purpose:

- To inform staff, parents and governors about how the school manages behaviour
- To enable all members of the school community to understand their rights and
- responsibilities
- To provide a support framework for staff, pupils and parents
- To enable a consistent approach to managing behaviour across school
- To share and record strategies, sanctions and rewards to support good behaviour
- To support the educational aims of the school
- To ensure the conduct of all members of the school community is consistent with
- the school's values

Aims: to develop an ethos in which

- Children are safe and feel secure
- Relationships are built on mutual respect
- The skills of self-discipline can be developed
- All children can learn at levels appropriate to them
- People feel their views are listened to
- There is respect for people and property
- Fairness and honesty are valued
- Individual self-esteem is valued

Introduction:

This policy has been developed in consultation with Governors, staff and pupils. It's underpinning principle is that of 'unconditional positive regard' – ' you are OK…… it is the behaviour that isn't'. Children and adults who have good self-esteem can cope with difficulties better and do not often feel the need to behave 'badly'. It is important that any behaviour management system should support the self-esteem of the individual. Our aim overall is to develop self-discipline, rewards and sanctions may be a necessary step on the way to this.

Rights and responsibilities:

Rights are based on the values of the school, which are

Mutual respect *Respect for property*
Fairness and honesty *Care and consideration of others*
Self-respect *Self-discipline*

The rights implicit in these values for the whole school community are

The right to be safe *The right to fair treatment*
The right to be heard *The right to be treated with respect*
The right to be able to learn and teach without unnecessary interruption

Rights don't exist in a vacuum. They only happen if everyone takes responsibility for protecting these rights.

Responsibilities include:

Staff:
Providing appropriate work in a well-ordered environment
Treating all pupils with respect and fairness
Expecting the best – praise and reward success
Being consistent
Rejecting all conduct involving bullying or harassment
Working in partnership with parents

Pupils:
Trying their best in everything
Letting other pupils and teachers get on with their work
Sorting out disagreements without fighting
Being respectful and polite
Listening to others
Taking responsibility for their environment, learning and conduct

Parents:
Ensuring children attend school in good health, punctually and regularly
Ensuring children are able to learn when they arrive, eg not tired, hungry
Participating in discussions about their child's progress and behaviour regularly
Working in partnership with the school

Code of Conduct:
Each class is to discuss, devise and agree its own classroom rules, which are then displayed in their room.

How the school encourages good behaviour
Teaching and classroom strategies may include:

- Voice level charts
- Class responsibilities
- Praise, recognition for good work and behaviour
- Clear and consistent expectations
- Taking of examples of good work to other staff
- Class rewards
- Circle Time – regular team building class sessions
- Golden Time
- House points
- Certificates
- Golden assembly each Friday
- Responsibilities – whole school and class, e.g. school council, House Captains

For those for whom these are not sufficient there is a range of other strategies, which can be used alone or in conjunction:

- Target sheets or cards – rewards for achieving targets within given time limits
- Take good reports or work to other staff including senior staff
- Home school books to engage parents in behaviour support work
- Time out
- Punishments to fit the behaviour, e.g. apology letter, cleaning up …
- Internal exclusion
- Exclusion at lunchtime
- Loss of privilege or responsibility, e.g. House Captain, attending football club
- Fixed term exclusion
- Permanent exclusion

Children with Special Educational Needs (SEND) will be treated fairly and with due consideration of their particular challenges. The school will work with other agencies and parents to ensure that SEND pupils are supported and not disadvantaged due to their circumstances. SEND pupils will have regular input at Additional Support Programme (ASP) meetings to address and evaluate their behaviour targets.

Unacceptable Behaviour

Low Level
Any behaviour which demonstrates lack of respect for others e.g. calling out, teasing unpleasantly, mild rudeness, disobeying class rules or reasonable requests preventing others working, lack of respect for people or property, undirected (accidental) swearing.

Extreme Behaviour
Deliberately hurting someone else
Deliberate verbal abuse of another child or adult
Deliberately damaging property
Refusal to cooperate
Continued low level disruption over time
Disruption of whole class

How poor behaviour is dealt with:

There is system of consequences.
1. Non-verbal warning (e.g. 'look', hand movement etc)
2. Verbal warning
3. Consequence stated – 'If you don't …. then you will have to move, lose playtime
Etc
4. Consequence carried out
5. Continuation of behaviour results in involvement of more senior member of staff

Extreme Behaviour can jump these consequences.
Incidents of extreme behaviour are referred to senior member of staff and recorded where necessary. Parents will be informed at the Senior Manager's discretion and the headteacher/deputy headteacher will be made aware of incident. Where continual and consistent extreme behaviour as apparent the child may be excluded for a fixed period of time.

Exclusion and Suspension

For extreme or persistent poor behaviour exclusion from class or play can be a useful sanction. Arrangements can be made for a child to be excluded to another class or area in the school with supervision, or for more serious problems to the Deputy or Headteacher. Parents should be notified if this happens more than once.

Exclusion from playtimes and lunchtime is appropriate if these times are where the problems happen or as a punishment. Children can carry out an appropriate task under supervision by school staff, e.g. finish work, write an apology. These exclusions at break and lunchtime should be timed and appropriate to the behaviour. The Headteacher/Deputy will be made aware of pupils being excluded from lunchtime so they can organise necessary supervision. If a child is missing large amounts of lunchtime the parents need to be involved and a programme of behaviour improvement begun. In extreme cases exclusion from school at lunchtimes can be considered.

Suspensions or Permanent Exclusion from school will be carried out in line with LA procedure for extreme acts of misbehaviour, continued deliberate disruption of learning or violence towards a
child or adult.