



Stebbing Primary School School Discipline and Pupil Behaviour Policy

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Introductory statement

This document is a statement of the aims, principles and strategies for the fostering of social and moral skills, and the maintenance of good behaviour and discipline at Stebbing Primary School.

Aims

We aim through this policy to ensure that the *School Vision* is being put into practice. More specifically we aim to encourage pupils to:

- develop self-discipline, self-motivation, self-esteem and responsibility for their own work and for their actions towards other people;
- develop a positive attitude towards learning and the ability to sustain concentration and develop capacity for personal study and independent learning;
- develop good behaviour, courtesy, trustworthiness and respect for people and property;
- form constructive relationships with one another, with teachers and other adults, and work collaboratively;
- show respect for other people's feelings, values and beliefs.

Summary of the main areas covered by this policy

1. Creating a positive ethos
2. Dealing with behaviour incidents
3. Partnership with parents
4. Exclusion

The Policy

1. Creating a positive ethos

We believe that creating a climate for good behaviour and having high expectations of our pupils is fundamental to any system of behaviour management and pastoral care. To this end we endeavour to:

- provide an environment that is welcoming, comfortable and safe;
- maintain a culture of openness, approachability and acceptance;
- be an inclusive school, providing equal opportunities for all children;
- maintain an environment that recognises effort and achievement;
- value each pupil's personal experiences and lifestyle;
- model the behaviour we expect from our pupils.

Examples of some methods we use to achieve this are:

- A whole school approach to behaviour
- Circle time/PSHE discussions
- Class discussions
- School Council
- Year 6 responsibilities (House Leaders and Captains)
- Clear health and safety guidelines for children
- Displays of children's work
- Extra-curricular clubs
- Playtime equipment (large apparatus and small games) chosen by the pupils
- A "quiet area" in the playground, with seats
- Sharing assembly where work and behaviour is celebrated publicly
- Dojo time where the children can choose an activity as a reward demonstrating positive behaviour and attitudes to learning.
- Learning mentoring
- 6s and 7s/9s, 10s, 11s
- Lego therapy
- Year 6 adult learning buddies
- Year 6/reception buddies
- Zones of regulation
- Play leaders
- Behaviour Plans (when required)
- Learning Mentoring (when required)

2. Dealing with and reporting behaviour incidents

We use class DOJO as a way of rewarding positive behaviours. Each child has their own avatar and works towards earning points to exchange for various classroom rewards. Classes decide on these rewards collectively. The core principles which children work towards are:

Being helpful
Being kind
Good manners
Listening
Teamwork
Working hard

Rewards for good behaviour, kind or helpful acts and positive attitudes are also awarded in class by the class teacher, by the midday assistants at lunch, and by the Headteacher during sharing assembly each week. Members of staff and children may nominate others to receive the rewards.

Misbehaviour is dealt with as quickly as possible, and can be dealt with by any adult in the school. Care is taken to explain the consequences of a child's actions and to help the child to understand these and to consider more appropriate behaviour. Consequences can take the form of "time to think", lost privileges, completing work, and/or writing a letter of apology.

Consequences will always aim to link directly to the inappropriate behaviour, For example if a child is misbehaving at lunchtime then they may miss some of their lunchtime.

Midday assistants report misdemeanours that occur during lunchtime break to class teachers or another member of the class team when necessary.

Repeated incidents of unacceptable behaviour will be handled by creating a behaviour plan which will track the child's behaviour throughout the day allowing us to highlight any trigger points and work through them or refer them to the one of our mechanisms for support (see section 1).

In cases of serious incidents or persistent misbehaviour, parents are notified and may be invited in to school to discuss how school and home can work together to modify the behaviour. These incidents are recorded on our low-level concerns online document or a yellow behaviour form.

Although very rare and a last course of action, in some cases we may feel it is necessary to impose an after school detention, for which 48 hours notice is given to parents, and lasts for half an hour from 3.00 to 3.30 pm.

3. Partnership with parents

Parents are invited to school for a family consultation with the class teacher, to discuss their child's work and behaviour twice each year, with book looks throughout the year. They may arrange appointments at other times if they wish.

Parents of children with emotional and/or behaviour difficulties or who have SEN support in place are invited to take part in a termly review of the plan. The SENCO or Headteacher may also attend these.

4. Exclusion

Although not our usual practice and a consequence which has not been used in school for a number of years, in the rare case where a child's behaviour is likely to cause injury to themselves or others, or is seriously disrupting the work of other children, exclusion may be necessary. Under these circumstances current legislation will be followed.