



Stebbing Primary School School Discipline and Pupil Behaviour Policy (Renamed from Pastoral and Behaviour Policy)

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Ratified by Gov. Body Oct 2015
Due for review Oct 2018

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. This is a revised version of the original policy that was developed through a process of consultation involving all school staff and governors in 1997 and again in 2004. It has been updated to reflect the whole school training day with Jenny Mosley and the research behind positive reinforcement and Golden Time.

This policy should be read in conjunction with the *School Vision and Mission Statement* in particular, and also with the policies on our “Umbrella Policies” list.

Aims

We aim through this policy to ensure that the *School Vision and Mission Statement* 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 the positive ethos
2. General rules, rewards and sanctions
3. Partnership with parents
4. Exclusion

The Policy

1. Creating the positive ethos

We believe that creating the climate for good behaviour 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 for them the behaviour we expect of our pupils.

Examples of some methods we use to achieve this are:

- Circle time
- Class discussions
- School Council
- Clear health and safety guidelines for children
- Displays of children's work
- Extra-curricular clubs
- Playtime equipment (large apparatus and small games) chosen and purchased by the School Council
- A "quiet area" in the playground, with seats
- Sharing assembly where work and behaviour is celebrated publicly
- Golden Time where the children can choose an activity as a reward for following the Golden Rules and demonstrating positive behaviour
- Always referring to the 6 Golden Rules displayed throughout the school
- A whole school approach to behaviour
- Mentoring
- House point system
- 6s and 7s
- Lego therapy

2. **General rules, rewards and sanctions**

We have 6 Golden Rules which are displayed throughout the school.

- We are gentle.
- We are kind.
- We are honest.
- We work hard.
- We look after property.
- We listen.

Rewards for good behaviour, kind or helpful acts and positive attitudes are awarded in class by the class teacher, by the midday assistants at lunch, and by the Head of School at sharing assembly each week. Members of staff and children may nominate others to receive the rewards. House points can also be given which contribute to a team cup being awarded to the most successful "House" that week.

Misbehaviour is dealt with as quickly as possible, and can be dealt with by any adult in the school. All classes have a warnings and sanctions chart where a child may be moved to the yellow if they choose to break a rule and then moved to the red if they choose to repeat the offence or break another Golden Rule. Being on the red will result in the child missing part of their Golden Time. The amount of time missed is dependent on the offence and age of the child. Playground incidents are referred to the class teacher concerned and Head of School or Senior Teacher where necessary. Repeated incidents will be handled through 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 mentoring programme.

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. Punishments can take the form of "time out" (taking time out of play time in the school house outside the staffroom), lost privileges, completing work, and/or writing a letter of apology. 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.

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.

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

3. Partnership with parents

Parents are invited to school for individual interviews with the class teacher, to discuss their child's work and behaviour twice each year, with an Open Evening in the summer term. They may arrange appointments at other times if they wish.

Parents of children with emotional and/or behaviour difficulties who have SEN support programmes are invited to take part in the review of the Individual Behaviour Plan, and this meeting may be attended by the SENCo and the Head of School. The help of the Educational Psychologist and/or the County Behaviour Support Team may be requested.

4. Exclusion

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.

Where such incidents take place during the lunch hour, lunchtime exclusion may be initiated.