



# Behaviour And Discipline (Children) Policy

Date Approved	26/10/16
Date of Renewal	10/19
Headteacher	.....
Chair of Education Committee	.....

## **Purpose of the Policy**

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

## **Aims**

Our aims for behaviour are that all children will:

- be tolerant and understanding with consideration for the rights, views and property of others;
- develop a responsible and co-operative attitude towards work and towards their roles in society;
- achieve their potential in terms of self esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- take a pride and responsible interest in caring for their environment.

## **Principles**

- Every child has the right to learn and no child has the right to disrupt the learning of others.
- The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of governors, parents and others in the community.

## **Responsibilities**

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- esteeming children and adults as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising, and positively reinforcing good relationships, behaviour and work;
- rejecting all conduct involving bullying or harassment;
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently;
- caring for, and taking a pride in , the physical environment of the school;
- working as a team, supporting and encouraging one another.

## **The Headteacher works towards the school's aims by:**

- taking a lead in the establishment of a positive school ethos;
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken;
- recording and monitoring attendance and punctuality and responding firmly when either is poor;
- recording and reporting incidents of serious misconduct;
- taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified.

## **Teachers work towards the school's aims by:**

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement;
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude;
- enabling children to take increasing responsibility for their own learning and conduct;
- ensuring that learning is progressive and continuous;
- being good role models – punctual, well prepared and organised;

- taking quick, firm action to prevent one child inhibiting another's progress;
- providing opportunities for children to discuss appropriate behaviour;
- working collaboratively with a shared philosophy and commonality of practice.

**Pupils work toward the school's aims by:**

- attending school in good health maintained by appropriate diet, exercise and sleep;
- attending school regularly;
- being punctual and ready to begin lessons on time;
- being organised – bringing necessary kit, taking letters home promptly, returning books efficiently;
- contributing to the development of the school's code of behaviour;
- conducting themselves in an orderly manner in line with this code;
- taking growing responsibility for their environment and for their own learning and conduct.

**Parents work toward the school's aims by:**

- ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time);
- providing prompt notes to explain all absences;
- providing support for the discipline within the school and for the teacher's role;
- being realistic about their children's abilities and offering encouragement and praise;
- participating in discussions concerning their children's progress and attainments;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- taking an active interest in children's learning by giving due importance to homework;
- allowing children to take increasing personal and social responsibility as they progress throughout the school;
- accepting responsibility for the conduct of their children at all times.

**Procedures**

**For developing good partnership with parents include:**

- regular informal contact with teachers who are usually accessible to parents before and after school;
- a weekly assembly to which parents are invited;
- good communication channels including weekly newsletters from the school and PTA;
- biannual parents evenings;
- a programme of productions and PTA events;
- an induction programme for children entering Reception;
- welcoming parents into the classroom on a regular basis;
- welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities;
- a clear policy for children with special needs which involves parents;
- encouraging parents to comment in and sign homework diaries on a regular basis.

**For providing children with opportunities to discuss appropriate behaviour:**

- a School Council of pupil and staff representatives which meets on a regular basis;
- a programme of Religious Education and PSHCE which includes ethical and moral issues;
- the compilation of a set of rules to begin the school year by each class at the beginning of the Autumn Term;

**For promoting desirable behaviour include:**

- staff acting as role model;
- staff offering guidance to children including praise and encouragement;
- the provision of a curriculum designed to stretch and engage each child;
- classroom organisation which facilitates independent working;
- the encouragement and appreciation of children who act as positive role models;
- collaborative work within classes which helps to develop good relationships;

- rewarding good behaviour with House Points.

**For eliminating undesirable behaviour:**

- responding to behavioural problems in a prompt, consistent, appropriate and measured manner;
- conscientious supervision of pupils at all times;
- rapid and stringent response to incidents of bullying and racial or sexual harassment.

**For promoting care of the physical environment include:**

- display of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem;
- involvement of children, parents, governors and representatives of the wider community in the planning, and, where practical, the implementation, of developments to the school environment.
- the commitment of PTA funds to developments to the school environment
- a variety of security measures including movement sensitive lighting and alarm systems.

Children making false allegations against staff maybe temporarily or permanently excluded from the school.