



**OUR LADY STAR OF THE SEA**  
**PRIMARY SCHOOL**

# **Policy for Behaviour and Discipline**

## Behaviour and Discipline Policy

### **Rationale:**

“The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves.”

(Elton, 1989)

School communities are most effective when everyone adheres to the whole school policies, has high expectations, high self esteem and respect for each other. The climate is then created which can encourage the development of self discipline, enable pupils to become responsible members of society and in which all can attain their full potential.

### **Purposes:**

- To create a positive environment based on a sense of community and shared values
- To encourage the development of self discipline and a sense of responsibility and caring attitudes
- To increase an awareness of an acceptable code of behaviour
- To encourage a sense of collective responsibility amongst staff and pupils
  - To recognise the importance of rules and acceptable behaviour
  - To prepare children to be good citizens and recognise the importance of Rule of Law as a positive and important British Value.

### **Guidelines:**

- All adults should demonstrate mutual respect as an example to the children
- The appearance of the school must provide a positive learning environment – a stimulating classroom environment is essential
- Children must be presented with an appropriate differentiated learning experience
- The school must provide a welcoming atmosphere for parents so that effective relationships are developed between parents and school
- There must be a fair and consistent approach to unacceptable behaviour.
- Positive behaviour should be praised and rewarded

*Children should be encouraged to:*

- take responsibility
  - make good choices
- reflect upon their actions, to look at alternatives and contribute to school and class rules
- explore increasingly complex issues related to behaviour within the school, local community and wider world
  - see school rules as being supportive
  - understand that rules and laws are vital part of British Society and this should be valued

## **Establishing Acceptable Behaviour**

### **The Classroom**

All teachers set high standards of behaviour within the classroom developed through planned moral and social education.

Children work within an agreed code of behaviour where they are encouraged to respect and take care of each other and their environment.

#### ***Behaviour not acceptable in the classroom includes:***

- lack of respect for others – body language, facial expressions
- bad language
- talking when the teacher is speaking
  - talking when other children are asking or answering a question
- shouting
- pushing each other
  - running
- isolating each other
- not sharing equipment
- distracting other children
- being off task
- not tidying the classroom
  - inappropriate haircuts
  - not wearing school uniform

### **Around the School and Playground**

Teachers all take general responsibility for high standards of behaviour around the school and work as a team.

#### **Behaviour not acceptable around school includes:**

- fighting
  - swearing
- running inside the school
- shouting or screaming
- throwing litter
- playing/standing in cloak room areas
- playing in toilet areas
- vandalism and graffiti

## **Strategies for Developing Good Behaviour**

### *Children to be:*

- given opportunities to reflect upon behaviour within the school with peers and adults – part of the School Council and class meetings
- involved in a code of conduct in their class (Class Rules)
- given responsibilities – school council representatives, classrooms may have monitors for tidying books, pencils, looking after the laptops, switching off lights, tidying displays etc.
- well motivated and their learning extended where appropriate

### *Teachers to:*

- prepare interesting differentiated work
- have a well organised classroom – create a stimulating environment for children to work in
- encourage children to build relationships through carefully planned moral, social and spiritual education
- operate school reward system within the classroom – children are praised and get smiles/stickers/certificates for good behaviour
- identify children to receive an award for good behaviour presented by the Executive Headteacher in a special assembly each week
- end lessons at a suitable time so that classrooms are left in an orderly fashion (tidy) at the end of each session

## **Around the School**

It is important that teachers work as a team – teachers support each other and all support staff, praise good behaviour and speak to any children behaving inappropriately.

Teachers and teaching assistants, on yard duty, are responsible for the children being lined up in a quiet and orderly manner.

All children are expected to leave and enter classrooms quietly and orderly.

It is important that set procedures are established in the school to promote a sense of calm and order.

## **Strategies for Dealing with Problem Behaviour**

### **Class Teachers**

Class teachers are responsible for dealing with general bad behaviour both in the classroom and around the school.

### *Disciplinary measures:*

- Teacher reprimands child – verbal warning
- Accompanying teacher on duty at playtimes
- Not representing the school on teams i.e. football, netball, etc. for a set period eg. one game
- Teacher responsible for teams must check on the behaviour of children who frequently misbehave
- If reprimanded off-site e.g. at the swimming pool – rules of the swimming instructor will be applied

If a child contravenes the code of behaviour repeatedly the teacher needs to keep a diary, noting the dates and details of the behaviour. In conjunction with this a merit card will be used to log behaviour during the day – this card will go home with the child every night so that parents are able to follow progress.

In some cases, arrangements will be made to send children to Easington Colliery Guidance Learning Centre (GLC)

### **Assistant Head Teacher**

If more serious incidences occur such as frequent aggressive behaviour, bullying, stealing, bad language directed at members of staff or vandalism the deputy head is informed immediately. (At present these rarely take place.)

For serious, persistent unacceptable behaviour parents will be contacted and children will be referred to the GLC. This will involve the child attending the GLC for 1 to 3 days – depending on the level of unacceptable behaviour.

### **The Executive Head Teacher**

The AHT will inform the Executive Head Teacher when she feels an incident is sufficiently serious. Teachers must inform the Head Teacher if they believe the behaviour warrants a fixed term or permanent exclusion from a school team or school.

### **Parents**

The Head Teacher will decide, after consultation with teacher and senior staff, when it is necessary to inform parents. Parents may be informed by telephone or by invitation into school to discuss issues. It is important that concerns are dealt with quickly and sensitively.

It is the schools responsibility to inform parents of good behaviour as well as bad. This may be in the form of:

- verbal reports of improved behaviour,
- child being in receipt of good behaviour stickers,
- certificates and
- parents being invited into school to celebrate a special assembly when their child is presented with an award for behaviour.
- Parenting Contract

## **Children**

It is important that children understand what the expectations of the school are with regard to acceptable and unacceptable behaviour.

Children need to experience a consistent approach to behaviour and know the consequences of poor behaviour.

Children should feel that they have a 'voice' in determining the school and class rules. At the beginning of each year a class set of rules should be drawn up in consultation with the children and teacher. These rules should be displayed in the classroom and referred to when infractions of the rules occur. Rules should follow the lines of:

### ***Class Rules:***

*To be agreed at the beginning of each year with children and teacher.*

- 1) Stay on task
- 2) Keep hands, feet and objects to yourself
- 3) Listen carefully when the teacher is talking
- 4) Take care of the classroom and look after books and equipment
- 5) Walk sensibly in the classroom

### ***School Rules:***

- 1) Follow instructions
- 2) Keep hands, feet and objects to yourself
- 3) Keep the school in good condition
- 4) No bad language
- 5) Walk sensibly and quietly in the school
- 6) Be polite and helpful to everyone

### ***Rewards:***

The following is a list of rewards that will be used in the school:

- 1) Verbal Praise
- 2) Good Behaviour Stickers
- 3) Certificates

### ***Consequences:***

The following is a list of consequences to be used:

- 1) Verbal warning
- 2) 1 minute after class/ 5 minutes away from the group
- 3) 2 minutes after class/ 10 minutes away from the group
- 4) Telephone/Letter home to parents (advisory call/letter)
- 5) Referred to Exec. Head or Assistant (request to see parents) - from Exec. Head teacher
- 6) Referral to GLC