

## Eastry Church of England Primary School

### Policy for Children's Behaviour and Discipline

**Aim:** To ensure that all adults in the school work consistently to support positive pupil behaviour. As a Church of England Primary School we aim to provide a happy, safe, secure, welcoming environment for all our pupils and staff. The caring ethos of our school and our unified and coherent set of values based on the Christian faith enable us to recognise the dignity of each human being. We also aim to develop in each child, self-esteem, a sense of responsibility, an understanding of the needs of others and a respect for their way of life.

It is important that there is good communication between children, staff and parents so that everyone is aware of the school's expectations in terms of behaviour and discipline.

It is expected that parents and pupils will sign and return the School Values. These will also be emphasised when home links books are used.

Behaviour and discipline is the shared responsibility of all adults working with children under the responsibility of the school. This will include students on work experience or teaching practice and any voluntary assistants in school.

The following principles enable a caring environment to be provided: -

- Encouragement rather than reprimand
- Genuine praise and constructive criticism
- Consideration of equal opportunities
- Acceptance of authority, whilst allowing the development of the individual
- Sensitivity to individual needs

#### Expectations

A high standard of behaviour is expected in all aspects of the school.

It is the responsibility of all staff to ensure that children behave safely at all times. Everyone should walk in and around the building unless taking part in PE.

Violent or aggressive play (eg copying TV/films) will be discouraged and toy (or real) knives and guns are not to be brought into school.

Social aspects of a child's education are as important as academic aspects. Relationships that are kind, gentle, honest and friendly, as well as polite and courteous are to be encouraged.

Members of staff should talk to children in a friendly but firm way so that the children are left in no doubt what is expected of them.

Children will be encouraged to be tidy and organise his/her work and preparation. Children should be attentive and listen carefully, always giving of their best.

**The quality of education of the many must not be impaired by the unruliness of the few.**

To reinforce this, the school has specific School Values which link our Christian Ethos and British Values which are:

Value, respect and show compassion for each other.

Always do our best and persevere.

Listen when someone is talking.

Understand we have kind hands, feet and thoughts.

Everyone be honest and tell the truth.

Smile, be joyful and welcome everyone into our school!

These underpin the school policy on behaviour and discipline:

- We respect the culture, beliefs, opinions and values of others.
- We treat everybody equally.
- We understand and respect the roles of the people who help us.
- We know that we are all unique and always try our best.
- We know right from wrong.
- We understand the consequences of our actions.
- We try to help other people.

### **Positive Reinforcements**

Positive recognition is essential in order to encourage good behaviour in school. Staff must recognise individual or group good behaviour and reward it with positive comment or stickers. Children who are behaving and/or working sensibly and quietly need to be noticed and congratulated. Children are rewarded for academic effort with a Gold Point and when they have collected 10 Gold Points, they will receive a certificate from the Headteacher. Teachers nominate children who have successfully demonstrated our Christian Values during Friday worship

To help the children achieve this we provide opportunities to raise children's self-confidence, reward their good behaviour and provide them with ways to voice their opinions and concerns. These are:

**Golden Time:** For 30 minutes on a Friday children are given the opportunity to do activities chosen between them and the class teacher as their reward for keeping the School Values. Certificates are awarded each term to children who have kept their Golden Time for the whole term.

- **Play/Lunch Times:** The playground is equipped with: games, dressing up clothes, basketball hoop, Buddies for younger children
- **Strategies for worried children:** Child are encouraged to talk to their TA, worry cards are used and younger children display how they feel by using visual prompts

### **Playground/lunchtime rules**

The School Values apply for lunchtime and play time as well. Hard balls are not allowed for health and safety reasons. The picnic benches are to be used for sitting at and playing quiet games.

### Lining up

On hearing the bell ring, children are expected to stand still. The teacher on duty will ask the children to walk to their lining up positions on the playground and wait quietly for their teacher to bring them to class.

### Sanctions

If a child is breaking a School Value they will receive a verbal warning. On the second occurrence, they will receive a 2<sup>nd</sup> warning or in some cases a warning card. On the third occurrence the child loses five minutes of Golden Time. On losing 15 minutes during one week, the child is sent to the Headteacher who sets some achievable targets so the child has the opportunity to earn some Golden Time back. The parents are informed by letter and invited to discuss the matter with the class teacher. Loss of Golden Time can only be used if children are not keeping to the School Values. Violent and aggressive behaviour will result in an immediate loss of at least 5 minutes Golden Time

Some children are subject to a behaviour support plan and these children are dealt with on an individual basis with their sanctions planned for different situations.

Where necessary staff have been trained in Positive Handling strategies and techniques via the Team Teach programme (see positive handling policy)

The usual sanction within this policy will be loss of Golden Time. Some individual incidents will require individual responses and there are other sanctions available including:-

- Rewriting/ completion of work either in the classroom with an adult present or outside the headteacher's office or in the quiet area (no need for an adult to be present as these are heavily used public areas)
- Loss of break time either in the classroom with an adult present or outside the headteacher's office or in the quiet area (no need for an adult to be present as these are heavily used public areas)
- Removal from class. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions.
- Internal exclusion (This would involve working in a separate room with Teaching Assistant on work set by the Class Teacher) Internal exclusion would be followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will already be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- Lunchtime exclusion to be followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- Managed Moves Protocol/In fair access
- Fixed term exclusion. Followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is

- likely to be excluded will already be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
- Permanent exclusion. Followed by a reintegration meeting to formulate a plan. Advice will be sought from external agencies. At this point any pupil who is likely to be excluded will already be the subject of a Pastoral Support Plan and additional strategies in an attempt to prevent such exclusions
  - The GOVERNING BODY'S PUPIL DISCIPLINE SUB-COMMITTEE will consider representations from parents following exclusions (see the specific terms of reference in the Governors Handbook)

**External agencies could include:**

Specialist teaching and learning service  
 Exclusions officer  
 AEN  
 Educational psychologist  
 Educational welfare officer  
 Social services  
 Early Help  
 Partnership with parents

**All School Visits and Trips**

A high standard of behaviour is expected when children participate in school trips and visits as they are representing the school. Unacceptable behaviour (ie aggression [both verbal and physical] against staff and/or children, destruction of school property, continued refusal to carry out instructions from staff) witnessed prior to any trip or visit could result in the child in question not being allowed to participate in trip. This warning will form part of the letter informing parents about the trip. Should the need arise the child in question will remain in school, supervised by an adult and the parents informed.

**Bullying**

It is implicit in our School Values that bullying will not be tolerated. It is unacceptable that children or adults will be hurt verbally, physically or emotionally. Children are actively encouraged to tell a member of staff if there is any concern about bullying taking place. The Headteacher and staff will be closely involved in resolving these incidents. (Refer to the Anti-bullying Policy)

**Prejudicial Behaviour** This can be a factor in radicalisation and extremism. It is unacceptable that children or adults will be subject to this. Children are actively encouraged to tell a member of staff if there is any concern about this taking place. The Headteacher and staff will be closely involved in resolving these incidents. (Refer to the Tackling Extremism and Radicalisation Policy)

**Review**

This policy document will be reviewed in 3 years or as appropriate in response to local or national initiatives, evaluations of monitoring procedures and as detailed in the school development plan

Policy agreed	February 2018
Review Date	February 2021