

Behaviour and Discipline Policy

Policy No : 39

Aims

At Dinting Church of England Aided Primary School we aim to foster a positive approach to the management of behaviour. Children learn most effectively when they are well motivated and praised for their achievements, and when parents are fully involved in, and supportive of, the behaviour strategies employed. In specific we aim to:

- Create a harmonious and effective working environment for staff and pupils at the school.
- Set the boundaries of acceptable behaviour and begin to prepare children for life beyond school.
- Provide orderly conditions in which the pupils at Dinting will learn to give of their best.
- Ensure collective responsibility of pupil's, teaching and non-teaching staff, and enable consistent practise at Dinting.
- Ensure the safety of pupils and staff.

Staff Responsibilities

In order to achieve our aims for behaviour and discipline at Dinting the teaching and non-teaching staff shall:

- Ensure that the Christian ethos of the school and its rules are apparent in the management of the school.
- Keep rules to a minimum, ensure they are relevant, and make apparent the reasons for individual school rules and discipline strategies.
- Recognise that effective teaching and class management are an invaluable influence on the climate of behaviour within the school.
- Ensure that the pupil's are not simply passive receivers of this policy but are actively involved in monitoring incidents and reviewing procedures.
- Be alert to bullying, sexist behaviour and racial harassment.
- Ensure that good behaviour/work is celebrated and a balance is maintained between positive and negative behaviour management.
- Make explicit to parents the partnership that we expect with them in delivering our targets for behaviour and keep parents fully informed of their child's attitude and behaviour.

General School Rules

- We always tell the truth
- We always try our best and listen to each other

- We are always kind, polite and helpful
- We always move quietly and calmly around our school
- We always look after our property and other people's property

Playground Rules

In addition to the general School Rules there are three rules for the children's safety outdoors:

- Remain within the play area boundaries
- No climbing on fences or railings
- Do not play on the steps or their railings.

Out of doors the whistle is a signal that an adult is about to speak and therefore children are expected to stop, look at and listen to the person who has blown the whistle.

When the whistle is blown a second time – line up in register order

All children are escorted into school by their class teacher after each playtime.

During lunchtime children will stop, look and listen to the person who has blown the whistle and **walk to the line, to line up in register order** –.

Rewards

1. Verbal praise
2. Silent acknowledgment – smile, thumbs up
3. Positive written comments on work
4. Stars/stickers/smiley awards
5. Special individual activities in class
6. Special responsibility in class or around school
7. Sent to another teacher for commendation
8. Certificate sent home to parents- star of the week award
9. Sent to Headteacher for praise, recognition and sticker
10. Mention in Sharing Assembly for consistent or special achievement.

Golden Time/ Green all week.

An inclusive rewards system is in operation. All children are entitled to 30mins 'golden time' activities at 3.00pm every Friday afternoon, activities include: outdoor time; art; singing; computers; board games; lego etc. However, if a child chooses to break one of the agreed school rules they receive a yellow warning card, if they continue to ignore the rules they receive a red consequence card which prevents them from having a green week. For each red card issued they will lose their 'golden time' in blocks of 5 minutes. Each class teacher has a class log and the reason why the red card was issued must be recorded and at the end of each half term the logs are reviewed to identify any issues.

Dinting Shop

Good behaviour/work is rewarded through a points system. All members of staff can award a points card to any child who they consider has behaved in an exemplarily way or achieved academic success. The points are collected by the individual child and can be redeemed in the school shop. Points can be banked in the school bank and saved to 'purchase' an item from the shop or they can be exchanged for a smaller item if the child chooses. Each child is responsible for their points, banking them and exchanging them in the shop. This system encourages children to save for larger items and develops life skills around 'money' and making choices/decisions. The table below is a **guide** (not a definitive list) for awarding points, it is essential that all staff issuing points follow this guide so the children view the system as fair and open to all. There are three different points' cards that can be awarded.

Personal/social skills	
Good manners e.g. saying please and thank you without prompting Politeness e.g. holding doors open, standing to one side to let adult pass Good dining room skills e.g. using a knife and fork correctly, tidiness	1 point
Being a good friend e.g. helping someone in the playground who is lonely/sad/hurt Giving up time for others	3 points
Overcoming personal barriers e.g. being a good team player, exceptional kindness consideration towards others.	5 points
Academic skills	
Outstanding effort, trying really hard	1 point
Improving work e.g. acting upon verbal advice or written comments	3 points
Overcoming a challenge to achieve success	5 points

Dinner Time Plan

For many children lunchtime is the most important part of school day. We are all agreed upon the need to make it as pleasant a time as possible. Co-operation and communication between teachers and supervisors is important and valued. A playground leader is employed over the lunch hour, their remit is to plan and provide a variety of activities to engage all children. The activities are to take place in the playground, garden and field and the Mid Days support the children with these activities. The playground leader is responsible for the organisation of equipment and ensuring all resources are safe for use and put away securely at the end of the session. Children can choose which activity they take part in each day. At any one time there must always be 2 supervisors in the playground. All mid days have a first aid bag which they have in the play ground

any injuries which can not be dealt with in this way come into school and brought to the attention of another member of staff so the midday can remain in the yard. Lunch is served through continuous cafeteria system. One class at a time is summoned, by ringing a bell in the playground, to wash hands, line up in corridor and then either fetch sandwiches or go to the trolley for a school meal. Children choose the table at which they wish to sit, provided there is space. When finished children scrape their plates into the trolley in the hall or put their sandwich box in the box and go out into the playground.

Wet lunchtimes

Mrs Gill's classroom for all EYFS and Key Stage 1

Miss Taylor/ Mr Bailey's classroom for all Key Stage 2, until their own classrooms become available when they will go to their class.

At any one time there will be no more than 30 children in a classroom with 1 mid day supervisor, if the numbers go over 30 they must be sent to a classroom which has available space. Mid days cleaning the dining rooms will be expected to look after children if they are sent to the classroom and cleaning must wait until lunch time is over when the kitchen staff will help to clean the dining room if necessary.

During some lunchtimes staff offer, a variety of clubs which the children are able to attend. All general school rules apply throughout lunchtime as at all other times. All children should walk within school. Rewards/consequences directly from supervisors within lunchtime, consequences must then be reported to teacher and recorded on log.

The Headteacher's actions:

On review of the log sheets each term, persistent offenders, i.e. no green weeks will be spoken to by Headteacher, if this continues for another term parents will be informed. A significant breach of school rules will result in the child being spoken to and Parents informed (see severe behaviour clause)

Exclusion (*section 64 of the School Standards and Framework Act 1998 (as amended Education Act 2002: regulations No. 3178 and 3179)*)

The total number of fixed-period exclusions will not exceed 45 school days
The parent/guardian will be informed immediately when either fixed-term or permanent exclusion occurs and given the following information:

- The period of exclusion
- The reason for exclusion
- That representation can be made to the governing body about the exclusion

- The way in which representation can be made
- The Headteacher will write to the parent within one school day of the decision with the information indicated above
- The letter should include details of the continuing education of the pupil including the setting and marking of work
- The right of the parent to see the pupil's school record
- If the exclusion is permanent, all details leading up to the exclusion including fixed-term exclusions
- The contact number for the LEA and the Advisory Centre for Education (ACE 0808 800 5793)

Severe behaviour clause

A child will be sent to Head teacher who will contact parents and put the incident in the behaviour incident file if s/he:

- Wilfully and severely hurts another person
- Wilfully and severely damages property
- Overtly refuses to work
- Engages in behaviour which prevents class from functioning

Children must know that these consequences will follow if school rules are broken. Staff, including support staff, will only apply these consequences/sanctions when they have clear evidence of a broken rule. There is no acceptance of hearsay or tale telling.

In this way we endeavour to ensure that consequences are both fair and seen by the children to be fair, thus avoiding much of the resentment that accompanies the unfair application of punishments.

We accept that the Reception Class is a special case where the emphasis needs to be upon helping children to become part of the school community rather than the rigid application of the discipline policy. Suitable allowances will be made for the formative experience and understanding of these very young children. For example, names are unlikely to be written down until several verbal warnings/explanations have been given.

System for Enforcing General School-wide Rules and Class Rules

Each teacher is responsible for organising his/her own playtime detention

One teacher and Teaching Assistant on duty in playground at break-times

Plan joint action for severe behaviour problems

Approved by Governing Body at the meeting held October 2017

November 2010	Reviewed and Approved
March 2012	Reviewed and Approved
October 2012	Policy updated with Class names and Actions Taken
September 2013	Reviewed and approved
September 2014	Reviewed at whole school staff meeting 5.9.14 and updated with points system and shop.
September 2015	Reviewed at whole school staff meeting, approved October 2015
September 2016	Reviewed at whole school staff meeting 5.9.16, approved governors 12.9.16
September 2017	Reviewed at whole school staff meeting 18.9.17, approved governors 5.10.17