



Winster Primary School

CofE (Controlled)

Policy Document

Behaviour and Discipline Policy

Summary

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to enable all members of school to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, to promote good behaviour, rather than merely deter anti-social behaviour.

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Review date:	Spring 2016	

Behaviour and Discipline Policy

Written Statement of Behaviour Principles

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Aims and Expectations

- To abide by the School Golden Rules as compiled by the children as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- To behave in a considerate way towards each other.
- To treat each other fairly regardless of age, ability, race, gender, cultural heritage and religion and to apply this behaviour policy in a consistent way.
- To help children to grow in a safe and secure environment.
- To become positive, responsible and increasingly independent members of the school community.
- To reward good behaviour in order to develop an ethos of kindness and co-operation.

Golden Rules

- Be polite and use good manners
- Move sensibly around school
- Keep our school tidy
- Be kind and helpful to others
- Always do our best

Rewards

The whole school community will praise and reward children for good behaviour in a variety of ways:

- congratulate children;
- nominate children for rewards in the celebration assembly;
- celebrate outstanding recognition with the Headteacher award;
- stickers for consistent good work or behaviour, to acknowledge outstanding effort, or for acts of kindness, to be put on a bookmark;
- a gold leaf and certificate to be presented for completing a bookmark;
- celebration assembly to recognise children's achievements;
- a green leaf for a certificate in assembly
- distribute lunchtime stickers to acknowledge a variety of commendable acts;

- acknowledge all the efforts and achievements of children out of school.

Sanctions

The school will not tolerate bullying of any kind. We will ensure that the victim is fully supported. We do everything in our power to ensure that all children attend school free from fear.

If we discover that an act of inappropriate behaviour has taken place, we will act immediately to stop any further occurrences of such behaviour, using the traffic light system:

In the classroom:

- give verbal warning and move name from green to orange;
- give verbal warning and move name from orange to red;
- remove playtime in 5 minute increments.

In the playground/at lunchtime:

- give verbal warning;
- time out of playtime for 5 minutes.

Occasionally, alternative strategies will be used as a form of behaviour management dependent on the need.

It is important that children understand the connection between behaviour and outcomes.

It is the responsibility of all adults to ensure that the code of conduct is adhered to.

The Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The Role of Parents

We explain the school ethos in the school prospectus, and we expect parents to support this.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The governors provide the appeal panel in case of an exclusion.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent Exclusions

We will follow LA policy and procedures should an exclusion need to be considered.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Review

The governing body will review this policy every three years. It may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.