

BEHAVIOUR AND DISCIPLINE POLICY



AIM

- To endeavour to nurture self-discipline amongst all children.
- To create a happy and hardworking environment based on respect, between teachers, between teachers and children, between children, and for all who are part of the school on a daily or occasional basis.
- To nurture a positive and caring ethos at the school.
- To work closely with parents for the benefit of the school and all pupils.
- To implement uniform discipline at the school.

OBJECTIVE

- * To ensure appropriate behaviour at all times, inside and outside school.
- * To instil a respect in the pupil towards himself/herself (self-respect), towards fellow pupils, and towards society (inside and outside school).
- * To respect the school and property.
- * To have everyone accept responsibility for their behaviour and be self-critical and self-disciplined.

DISCIPLINE POLICY STATEMENT

There are three interdependent aspects to good discipline:

1. PREVENTION OF PROBLEMS

Professional staff in any educational establishment are expected to use that which is noted here naturally, becoming second nature to them. The purpose of this is to ensure an amiable relationship, taking the heat out of the situation so as to avoid explosive incidents. In specific cases, suitable, calm language, quiet, respectful words succeed in containing a critical situation which could deteriorate.

2. TEACHER BEHAVIOUR STRATEGIES

A situation could be avoided or prevented from deteriorating by taking the following action:

- **Be clear and firm when giving instructions and noting expectations**, i.e. does the pupil **understand** what needs to be done and **how** to go about this? Vague and indecisive instructions pose a problem.
- **Make sure that the child does not lose face in front of the class** – do not belittle or deride.
- **Bear in mind that circumstances and behaviour differ from one person to the next** – home circumstances and values vary greatly from one child to the next. A child's foul and offensive language could reflect natural occurrences at home. This might not be acceptable, but it shapes how the situation should be dealt with.

3. REMINDING PUPILS OF THE RULES REGULARLY

Visible signs such as **walk along the corridor** should be displayed.

Schedule time during PSE lessons and circle time to model, remind of and review good practices, following the recommendations of the Webster-Stratton programme throughout the school.

Remind children of disciplinary measures and ensure consistency among every member of staff.

POSITIVE DISCIPLINARY METHODS

These methods are:

- uniform and standard among all members of staff
- based on an understanding of what is acceptable and what is unacceptable at the school in terms of behaviour
- to collaborate with parents.

EXPECTATIONS OF ACCEPTABLE BEHAVIOUR

It is required that every:

- member of staff should be aware of the expectations
- pupil should be aware of the expectations
- parent should be aware of the expectations.

GUIDANCE - DISCIPLINARY PROCEDURE

1. The class teacher to deal with the class according to the school procedure.
2. The Headteacher to deal with persistent or serious misbehaviour.
3. Keep records (date, transgression, punishment) in the Incidents File.
4. Invite parents to discuss the situation.
5. Consider further statutory steps following a discussion with governors.
6. Collaborate with the Behaviour Support Teacher when necessary, either for the school to receive guidance and strategies to implement or for the specialist teacher to conduct sessions with individuals, a class or group.

THE SCHOOL'S EXPECTATIONS

It is expected that children:

- follow the teacher's instructions concerning entering the school/building, *e.g. wait in line quietly outside/come in quietly and without fuss - Webster-Stratton methods;*
- go directly to the place in which they will be working;
- do not bring a coat into the classroom;
- will be ready for the lesson with any equipment (*books, writing implements, homework diary, biro/pencil/ruler/eraser*);
- put their bags and possessions away in the appropriate places.

DURING LESSONS

- When the teacher is talking to the class as a whole, children should remain quiet and concentrate on listening (Give Me Five).
- When a question is asked of the class, the children should raise their hands to answer (Quiet Hand), and not shout out at once.
- Children are expected to work sensibly with other members of the class without provoking them or disrupting their work.
- Eating or chewing is prohibited during lessons.
- The teacher's instructions on how to work should be followed throughout the lesson.

AT THE END OF LESSONS

- Children should not start putting things away until told to by the teacher.
- When they receive instruction, they should put their equipment away tidily, without rushing.
- Children should remain quiet, while waiting to leave.
- Children should follow their teacher's instructions on leaving the room, *e.g. chairs under or on the tables, leave as rows/tables, leave quietly without disrupting others.*

EXPECTATIONS IN THE BUILDING

- Children are to walk quietly from one room to the next, without running or shouting or disrupting others (Walking Feet).

EXPECTATIONS IN ASSEMBLY

- Children are to walk quietly into (and out of) the hall and to sit down, quietly and without fuss, and to listen and respond appropriately (Five Me Five, Quiet Hand and Walking Feet).

DOING OUR VERY BEST

Children are expected to:

- make **a good and consistent effort** at all times;
- present their **best work** at all times;
- present a good quality **homework** and put it in on time;
- be **courteous** at all times (with fellow pupils, teachers, other staff members, visitors);
- show **respect** towards their teachers, other adults, fellow pupils and towards themselves.

Every child is expected to **follow the school's rules** and the **teachers'/staff's instructions** at all times.

Parents and teachers are expected to work towards the same aim and support each other.

All school staff are expected to follow the same principles (i.e. Webster-Stratton).

UNACCEPTABLE BEHAVIOUR – STAFF IMPLEMENTATION METHODS

Unacceptable behaviour from pupils includes:

- a pupil challenging a member of staff
- a pupil showing disrespect towards a member of staff
- a pupil showing disrespect towards another pupil
- a pupil showing disrespect towards school property and the property of others at the school
- a pupil breaking the law
- a pupil absconding from school premises
- a pupil persistently refusing to conform to the school's rules.

As a result of unacceptable behaviour, school staff will take the following measures, putting these outcomes in place.

FIRST TRANSGRESSION – Examples – chewing, throwing paper, challenging a pupil, rudeness, swearing, making a noise, etc.

Teacher's Action – A verbal or non-verbal warning reminding the pupil that if another transgression occurs, a specific outcome will follow.

SECOND TRANSGRESSION – A second verbal or non-verbal warning reminding the pupil that if another transgression occurs, a specific outcome will follow.

THIRD TRANSGRESSION – The pupil to be separated from other children and his/her name moved down to a sad face. Losing the Commendation Card and losing privileges.

FOURTH TRANSGRESSION – The pupil's name moved down to a 'crying' face and losing playtime.

IMPORTANT – IN A CASE OF PHYSICAL OR VERBAL HARM – implement the **Quiet Chair** immediately.

SERIOUS TRANSGRESSION – Sometimes, it is necessary to act swiftly and sharply when a serious transgression and misbehaviour occurs. When a serious transgression takes place, it will not be necessary to implement the four steps – **the child will be sent to the Headteacher immediately**. Examples of **serious transgressions** are: *fighting, intentional damage to property, vandalism, bullying, defiant behaviour and refusing to respond to a teacher, obstructing the work of the class.*

CONTACTING PARENTS

If there is persistent serious misbehaviour or problems, the Headteacher will contact the parents either:

- * on the telephone/by letter, informing them of the incident;
- * or invite them to school for a formal meeting to discuss the matter.

EXCLUSION

- 'Exclusion' takes place in exceptionally serious circumstances.
- Headteachers may exclude a pupil for up to 45 school days in a school year. The current limit is 15 days in any particular term.
- Where a pupil receives a fixed-term exclusion, the exclusion will be for the shortest possible time necessary.
- Where a pupil receives a fixed-term exclusion of one or two days, the Headteacher will arrange for the pupil to receive school work to complete at home.
- When a school 'excludes' a child, it will adhere to the regulations/guidelines of the Education Authority and Welsh Government on the matter. Details are contained in the Exclusion Code.

POSITIVE ACTION, PRAISE – STAFF IMPLEMENTATION METHODS

These guidelines should be applied consistently by all members of staff, especially the method of recording praise.

Principles of praising good behaviour should be based on the following points or on any other aspect deserving of praise:

- special and consistent effort
- consistently high attainment and standard of work at the school
- higher than usual attainment in a specific task – project, test, object, etc.
- general presentation and neatness of work
- polite, well-mannered and civil behaviour
- empathy and concern
- a willingness to help pupils/staff – helpfulness
- good behaviour on educational visits
- public contribution at the school and beyond, e.g. Urdd, sports, other individual activity.

HOW TO PRAISE – GUIDELINES FOR STAFF

INDIVIDUAL TEACHERS

Webster-Stratton methods are put to regular use:

- * Verbal (consistent, daily praise, giving the reason for the praise, e.g. "Thank you for holding the door open for me", or in public at an assembly).
- * Non-verbal (raising a thumb, giving a wink, providing a star, etc. consistently when a pupil displays good behaviour).
- * Written (when responding to work or presenting a certificate to take home).
- * Reward charts and certificates (rewarding through individual, group or class charts and certificates).

THE ROLE OF THE CLASS TEACHER

The class teacher is vital to the continuation and development of good discipline at the school. Similarly, the class teacher is the key component in terms of the pupils' pastoral care.

The link between the class teacher and pupils is refined through the following methods:

- personal knowledge, fostered and nurtured from the start
- the parents and the pupil to provide information about absences through a form/letter, and about educational or social problems that affect the pupil's education
- playing a key role in the process of praising and rebuking pupils who are in the class; this entails collaborating closely with the Headteacher when such matters arise
- receiving and using pastoral/disciplinary information to promote the welfare of the particular pupil according to school methods
- receiving and providing written observations regarding performance, concerns about, or praise of pupils.

CONCLUSION

Discipline is an essential part of a child's development, so as to ensure an education of the best quality and allow the pupil to grow and develop into a responsible member of society.

Policy Adopted: Autumn Term 2013

Chair of Governors: _____

Headteacher:

Date: _____

Policy Review Date: