



Emersons Green Primary School
Behaviour and Discipline Policy

1. **RATIONALE**

Discipline is a system of rules for good behaviour. Good behaviour is that which conforms to the reasonable expectations and requirements of the school and is based on the need for physical safety, feelings of security and considering the needs and feelings of others - 'treat others as you would like to be treated yourself'.

This can best be achieved in the framework of a relaxed, pleasant atmosphere in which children are able to give of their best in all school life, and be encouraged and stimulated to fulfil their potential.

2. **PURPOSES**

- 2.1 To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect among all, and where there is proper concern for the environment.
- 2.2 To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- 2.3 To take positive steps to counter inappropriate behaviour including bullying, by teaching more acceptable behaviour, and providing a secure environment for all the children.
- 2.4 To recognise and reward the positive achievements of the children in order to promote a positive self image.

3. **GUIDELINES**

3.1 **Aims and Ethos**

The aims and values of the school have been agreed by staff, governors, parents and pupils and are reviewed annually. These underpin all our policies.

3.2 **CURRICULUM**

- All children will have access to a quality curriculum, which matches the needs of pupils of different abilities and cultural backgrounds. It is anticipated that this will minimise the frustration, which is often at the root of bad behaviour.

- Positive pupil self esteem will be promoted through high teacher expectations of children's work and behaviour.
- The active involvement of children in their own learning and the wider life of school will be encouraged.

3.3 **SCHOOL ENVIRONMENT**

- All children will be able to work in a learning environment, which is attractive and conducive to work. Displays will be of a high standard so that children are motivated to value their surroundings. Displays will include work from all children at some time during the year.
- The school is designed in such a way that the children have access to work areas and the outside environment. The children are encouraged to use the entire school environment with care and respect.
- Children are also encouraged to be involved in purposeful and creative play at playtimes and dinner times.

3.4 **PUPIL SUPPORT AND PASTORAL CARE**

- Pastoral advice is an important part of the disciplinary framework and it involves all staff. A prompt word of praise or the immediate checking of misbehaviour are important first steps, and all staff will take a corporate responsibility. However, all staff will have the support of senior staff if necessary.
- Some of our children may occasionally demonstrate challenging behaviour. The staff will endeavour to keep in touch with advances in behaviour management programmes, and conditions such as ADHD through in-service training and staff meetings.
- Children causing concern will be discussed regularly at staff meetings in order to provide consistent and appropriate support.
- There is an agreed system of sanctions and rewards, which will be consistently applied by all staff. These will be set out in guidelines for parents and children to share.
- Social, emotional, physical and health education is integrated into the curriculum planning. SEAL has been adopted throughout the school.
- Bullying is not tolerated and separate guidelines for parents are available.
- The SENCO and other special needs staff will provide advice and support in the management of pupils behaviour.

3.5 **SUPPORT FROM EXTERNAL AGENCIES**

- The support staff currently available to the school is: -

School Nurse
Educational Psychologist

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School Improvement Partner
Education Welfare Officer
Community Police Officer
Family Support Worker (Barnardos)

- Other agencies, which provide support for pupils and the family, include: -

Social Services
Probation Service
Medical Services, e.g. GP's.
CAMHS
Therapists (Speech and Language, Physiotherapists, Occupational)

The level of availability does depend on circumstances.

3.6 **LIAISON AND PARTNERSHIP WITH PARENTS**

- A positive partnership with parents is encouraged.
- Parents are asked to sign an agreement that they will support the school's good behaviour policy at the beginning of the child's time in school.
- Letters of praise to parents of well-behaved children are sent home termly / 6 x year
- Letters are also sent to parents of children who are not behaving, as they should termly/6 x year. Usually parents are notified before the 6 weeks are up to discuss unusual or consistently bad behaviour. Parents are encouraged to be actively involved in devising strategies to redress unacceptable behaviour.
- There is a severe behaviour policy, and parents will be notified if severe behaviour procedures are implemented.
- There are a number of guidelines for parents and children to share, these are: -

Good Behaviour - Information for Parents and Children to Share
Bullying - Guidance notes for Parents, and Bullying Policy
Severe Behaviour Policy
Home School Agreement

4. **CONCLUSION**

- The complementary roles of school, parents, governors, and the local community are acknowledged.
- This policy has been written in accordance with the DFCSF/OFSTED/LA Policies and Guidelines.
- The policy will be reviewed regularly
- Copies of the guidelines will be made available on the web site to all parents.

Date: Updated Sept 2009

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