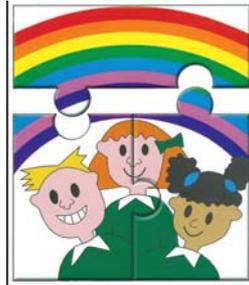


Emersons Green Primary School



Behaviour and Discipline Policy

Draft to Governors:		Draft to staff:	
Ratified: by Full Governing Body		Next Review:	

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.

PURPOSES

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.

To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.

To take positive steps to counter inappropriate behaviour, including bullying, by teaching more acceptable behaviour, and providing a secure environment for all the children.

To recognise and reward the positive achievements of the children in order to promote a positive self image and enhance self-esteem.

To recognise that behaviour is based on making the wrong choice and that every incident of inappropriate behaviour should be considered a learning experience

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.

The 9 School Values are:

Honesty, Confidence, Respect, Citizenship, Trust, Independence, Creativity, Enthusiasm, Success.

All members of the school community are expected to model and communicate these values through their behaviour. Demonstration of these values in children is directly linked to reward systems in school.

At Emersons Green Primary school we operate under a 'no-blame' approach to discipline and behaviour, not making judgements about behaviour incidents or individual pupils, but instead consistently following the behaviour policy. We have a zero tolerance to bullying. We recognise that everyone makes the wrong choices at some time in their lives and believe that any effective behaviour system must be based on teaching children to learn from their mistakes and therefore become better citizens over time.

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 promote good behaviour, make expectations clear to all and provide learning opportunities to allow children to make improvements in their 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.

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. Displays will reflect the school values and promote behaviour expectations.
- The school is designed in such a way that the children have access to work areas and the outside environment, as well as to assist children in managing their behaviour positively. 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.

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. 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. We also utilise additional interventions, such as social skills groups, mentoring or counselling.
- 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. There will also be many planned opportunities to explore this through other activities, such as special event days or assemblies.
- Bullying is not tolerated and a separate Anti-bullying Policy is available.
- The SENCO and other special needs staff can provide further specialist advice and support in the management of pupil behaviour. Some pupils may require an additional Individual Behaviour Plan (IBP) to support in managing and improving their behaviour.

SUPPORT FROM EXTERNAL AGENCIES

There are a range of agencies available to support behaviour in schools that can be routinely consulted, consulted through a referral process or contracted directly.

- Other agencies, which provide support, include: -

School Nurse
Educational Psychologist
School Improvement Adviser
Inclusion Support Service
Behaviour Support Service
Education Welfare Officer
Community Police Officer
Social Services
Medical Services, e.g. GP's.
CAMHS (Child Mental Health Team)
Therapists (Speech and Language, Physiotherapists, Occupational Therapist)

The level of availability does depend on circumstances.

LIAISON AND PARTNERSHIP WITH PARENTS

- A positive partnership with parents is encouraged and essential in ensuring good behaviour.
- 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 6 x year. These are children who have not received a Red Card that term.
- Letters are also sent to parents of children whose behaviour is considered to be a greater concern, in particular if they have received a number of red cards or yellow cards in a short period of time. This will vary depending on the form of behaviour and the time scale.
- 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: -

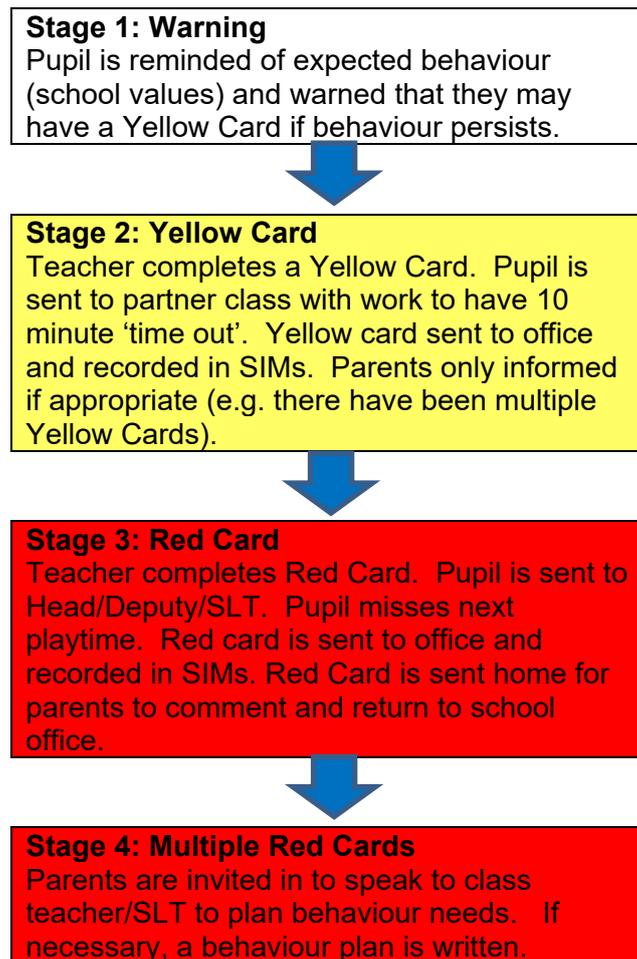
Anti-Bullying Policy, including guidance notes for Parents
Severe Behaviour Policy
Home School Agreement

CONCLUSION

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

See appendix below, for clarification of behaviour sanction and reward system

APPENDIX A: Sanction system:



- Yellow Cards may only be given by the class teacher or HLTA covering the class. Red Cards may only be given by the child's own class teacher or Senior Leader if the class teacher is not available
- Red cards must always be moderated by two teachers before being given to a child. This should include one Senior Leader.
- Two yellow cards in one day lead to a Red card. If the teacher giving out a Yellow Card will not be teaching the child later that day, they must inform the next teacher that the pupil has a Yellow Card.
- Persistent poor behaviour will result in pupils working their way up through the behaviour ladder.
- Straight Yellow Cards may be given for: rough play/behaviour that accidentally results in injury, pupils who are found in the school at break times without good reason or as decided by Senior Leaders.
- Straight Red Cards may be given for deliberate assault, defiance to a member of staff, swearing, racism, homophobia, deliberate vandalism, dangerous behaviour (e.g. running off, trying to leave school site, dangerously climbing furniture) and persistent dishonesty. As soon as it is considered a Red Card may be appropriate, the incident or behaviour must be investigated by a teacher/Senior Leader to ensure that Red cards are fairly, consistently and appropriately given. Pupils should be given the chance to be honest, remorseful, apologetic and to make restitution for what they have done.

APPENDIX B: Reward system:

Pupils will be rewarded for their learning and learning behaviour, given Green Cards for Reading, Writing, Maths, Great Learner, Great Citizen or Inspiration (Home Learning). These will be given out weekly in Friday Celebration Assembly.

There are **9 School Values** which define expected behaviour. Pupils will be given verbal praise for appropriate choices and good behaviour, linked to the school values. Each pupil will have a sticker chart displaying the school values and they will put the sticker on the appropriate value when they demonstrate it. The stickers contribute towards two rewards:

- At the end of term we will have a good behaviour raffle. For each five stickers, pupils will get a raffle ticket to contribute to the raffle. The winners of the raffle will get a book token.
- Every five stickers will give the pupil the chance to choose a reward from a class list of rewards. This could include some 'golden time' or a small toy/stationary/gift from a class box.

The 9 School Values are:

- Citizenship
- Respect
- Trust
- Honesty
- Confidence
- Independence
- Creativity
- Enthusiasm
- Success

Each class may also have its own reward systems as agreed by adults and children at the beginning of the year, specific to activities or expectations within that classroom.