

BEHAVIOUR MANAGEMENT & DISCIPLINE POLICY (School)

Policy No: 06

To be Reviewed: Annually

Person Responsible for Review: Head Teacher

As a school we recognise the need to set appropriate limits to manage the behaviour of the children in our care. Physical punishment or any form of punishment, which causes pain or discomfort, will not be administered nor will any kind of humiliating or hurtful treatment occur.

General aims

- To provide a happy atmosphere in which both staff and parents work together for the welfare of the children and where the children are pleased to adopt certain standards of behaviour.
- To encourage children to develop values in a sense of self-discipline and an acceptance of responsibility for their actions, to be polite, well mannered, helpful to each other and to become good citizens.
- To strengthen children's interest in learning and to ensure that they are well taught according to their differing ages and abilities.

The fundamental principle that underpins our whole approach to school behaviour is that no one has the right to prevent another child from learning or a teacher from teaching.

The general standard of behaviour in school is the collective responsibility of the whole staff who will challenge unacceptable behaviour.

These aims are best achieved in the framework of a pleasant environment in which pupils are able to give of their best, both in the classroom and in extra-curricular activities, and are stimulated to fulfil their potential.

This, in turn, demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising where possible, and the setting of a good example by both staff and parents.

Rewards - the positive side of discipline

In our school's behaviour system we aim to emphasise the positive approach of encouragement and praise, rather than the negative one of criticism and

punishment. We tell a child what we want them to do - NOT what we do not want.

When we have to criticise we attempt to be constructive by giving advice on how to improve.

We believe that the majority of pupils will respond to encouragement and that a good reward system is essential to progress.

There is a named person who has responsibility for matters relating to behaviour management issues.

We encourage good work and behaviour through verbal praise, reward stickers and reward certificates. Golden Award Certificates are given out during Golden Assembly and the children who receive the award have their names written in the Golden Book, which is displayed in the school foyer.

School rules

Rules exist in order to ensure the well-being and safety of the whole community. These can only be enforced with the complete co-operation of staff and parents. After discussion with the children these rules have been established.

1. When an adult or child is talking we stop, look and listen.
2. We walk around the school without talking so that we do not disturb others.
3. We care for our friends on the inside and the outside.
4. Each class will also decide on additional Class Rules which are then displayed in the class room.

Strategies and Practices

Classroom

- High expectations at all times. Children learn and respond when they are motivated to have high self-esteem.
- Clear and consistent approach.
- Staff will not speak over a noisy environment.
- Children must know what 'signal' will be used and what the expected response is.
- Good behaviour and example will always be praised, e.g. isn't F working quietly.
- When behaviour is inappropriate, the behaviour NOT the child will be criticised.
- Loss of play or 'Golden Time' - the opportunity to regain these should be made clear.

Playground

- Time out (i.e. 2/5 minutes).
- For serious concerns another member of staff should be sent for.
- If behaviour on the adventure playground is inappropriate then the child should be removed for that session and the class teacher informed. If this behaviour is subsequently repeated they should not be allowed to use the area for a longer period of time.
- After the bell, children are expected to walk to their lines without talking.
- Remind children to WALK on the pathway to the adventure playground

The framework used for dealing with negative/disruptive behaviour

Stage 1

The classroom teacher sets out clear guidelines for acceptable behaviour in the classroom and around the school. A Code of Conduct, which we expect the children to observe, is displayed in each classroom.

Stage 2

If a child displays serious unacceptable behaviour then the pupil's name and incident will be recorded in the School Incident Book. SENCO will be involved - will monitor entries in the book and deal with any concerns.

Stage 3

A third entry within a half term will warrant the parents of the child being informed of the child's behaviour. Unsatisfactory behaviour may prompt the withdrawal of privileges and the enjoyment of activities, the parents having been made aware.

Stage 4

If the programme fails to modify the child's behaviour or is not supported by the parents, the school reserves the right to ask that the child be withdrawn from the school forthwith. The school recognises that it has a duty of care to ensure that the teachers are able to teach and all children able to learn without hindrance from an individual

Repeated negative or disruptive behaviour will result in the Meadowpark Exclusion Procedure being followed.

Exclusion procedure

Where a child demonstrates repeated negative or disruptive behaviour a "behaviour management" programme will be implemented, if reasonably possible.

Parents will meet with the school to agree the behaviour management programme; specific targets will be set and a review date agreed.

If the behaviour management programme leads to a modification in the child's behaviour no further action will be taken.