

The Richmond School

Discipline and Behaviour Policy

GENERAL STATEMENT

Acceptable standards of behaviour, work and respect depend upon the example of us all. Everyone within the school community has positive contributions to make. Good behaviour has to be worked at: it does not simply happen. All concerned must have high expectations, set good standards and apply rules firmly, fairly and consistently. Good behaviour is essential to the smooth running of the school and to the development of good work habits; it helps to set high expectations and high standards of work. The importance of involving parents in this aspect of the school's life cannot be stressed enough.

AIMS

Through this policy on discipline and behaviour we aim to:

ensure that a common approach to the maintenance of good discipline and behaviour is understood and practised by the whole school community;

provide a pleasant, safe, welcoming environment in which all members of the school community may work and play;

provide a framework within which children's moral, spiritual and social development may be enhanced by experience and example;

provide agreed codes of behaviour that are straightforward and easy to follow;

outline clearly and concisely standards of behaviour which all the school community, including the children, agree to be acceptable;

provide guidance on certain daily routines which affect the whole school community.

ORGANISATION AND MANAGEMENT: AGREED CODES OF BEHAVIOUR

CLASSROOM CODE OF PRACTICE

Children should at all times be considerate towards other members of the class. Everyone is of equal importance.

Children should be encouraged to take a pride in their work and set high standards for themselves.

Sexual or racial harassment is not tolerated. Any occurrence will be dealt with immediately.

Children should be encouraged to listen attentively to others and to take turns in speaking.

Children should learn to share and to take turns in all activities.

Children should not disrupt others in the class during lessons.

To reinforce the above, each year a class contract outlining positive behaviour will be written.

OUT & ABOUT THE SCHOOL

Most behaviour problems occur during the greater freedom of break times and we expect that children should keep to the following code:

Always think of others;

Apart from balls no other item may be thrown unless a member of staff has given express permission;

Supervising staff to use own judgement regarding what constitutes safe play.

Dinner time assistants will reward good behaviour with their own reward scheme involving stickers.

Persistent unacceptable behaviour or a violent act will result in the offender being sent to the Mid-day Controller who may decide (depending on the offence) to verbally warn the child, send the child to another room for eating, stop the child going out to play, or immediately refer the incident to the head teacher. For more information please refer to the Dinner Time Policy.

The code of behaviour used in and around school should be evident at all times, including excursions connected with the school and at home time;

INDOOR BEHAVIOUR

To ensure the smooth running of our school community, the following code should be observed:

- always think of others;
- always sit quietly and sensibly;
- always be aware of others when opening and closing doors;
- walk quietly in school at all times;
- Sit quietly and sensibly in the hall and listen;

REWARDS AND PUNISHMENTS

Mutual respect between children, staff and parents should be fostered within a caring community. In order to create a positive atmosphere we need to establish a healthy balance between rewards and punishments. Staff must encourage children in good behaviour and deal calmly, fairly, but firmly and consistently with inappropriate or disruptive behaviour. To achieve good standards, staff should deal with disciplinary problems as and when they occur, if necessary involving other members of staff. Inappropriate behaviour must not be ignored. Recognition, praise and encouragement should be used as much as possible in all situations. Work or behaviour worthy of praise can be rewarded with 'ticks' (see below), shared with peers, the Head teacher and other members of staff, School assemblies will be used to give recognition of success of varying kinds. Our success is tested not by the absence of problems, but by the way we deal with them. It is important that those involved in settling disputes should not over-react:

Avoid confrontation;

Address the problem;

Listen;

Try to establish the facts;

Judge only when certain;

Use punishments sparingly.

Be aware of the school policy on Use of Reasonable Force to Control or Restrain Pupils.

Use the school merit system to reinforce good behaviour

5 ticks earn 1 merit,
10 merits earn 1 certificate,
10 certificates earn 1 bronze badge,
20 certificates earn 1 silver badge,
30 certificates earn 1 gold badge,

DEALING WITH PERSISTENT UNACCEPTABLE BEHAVIOUR

We are all aware that, however supportive we may be, there are occasions when unacceptable behaviour can become persistent and difficult to handle for a variety of reasons. In such cases the following procedures should be followed:

We should be aware that this is potentially extremely damaging, not only to the child, but to the progress and attainment of the rest of the class;

Wherever possible, incidences of unacceptable behaviour should be dealt with by the appropriate member of staff, using the procedure outlined in the previous section;

Where this fails, or is deemed not appropriate staff will initiate the Staged Behaviour Policy. Each classroom will have a picture chart of the children with a set of coloured cards underneath. Green will be shown at the start of each day. As warnings are issued the card colour will be changed.

STAGE 1 YELLOW A warning is issued and the child given a target on how to move back to green.

If the child is still not behaving they move to STAGE 2 ORANGE. The child is given final target on how to move back to yellow.

If poor behaviour continues the child moves to STAGE 3 RED. This results in the child going in the hall at the next playtime and writing a letter to parents giving reasons why he is in the hall. Letter sent to parents. The next day the child returns to green.

At the end of the day all children who are still on green will receive one tick. All children who have not been in the hall on more than one occasion for one half term will participate in one afternoon's treat, which will be organised by the class teacher. Children excluded from this will be supervised by the head teacher.

STAGE 4 After three visits to the hall parents are called into the school to have a Behaviour Conference with the class teacher, SENCO and other members of SMT. A behaviour action plan will be decided upon at this meeting. This will involve a home/school record of behaviour, and/or regular updates with parents or guardians, it may be decided to involve the behavioural support unit;

STAGE 5 If a child is put in the hall four times in one half term parents are invited to a meeting with the head teacher/class teacher. At this time a fixed term exclusion will be discussed and future support strategies will be explored.

For any child who persistently disrupts other children's learning during the course of a lesson he or she will be sent to the head teacher or a member of the SMT to cool off. If this disruptive behaviour continues the child may be excluded for a fixed term. If the disruptive behaviour becomes regular the child may be excluded permanently.

If a child physically or verbally abuses a member of staff or is involved in a violent action considered extreme against another child, the Head reserves the right to exclude children for a fixed term. If a child continues to exhibit violent or abusive behaviour the Head teacher may exclude him permanently.

In extreme circumstances permanent exclusion will be used according to the Education act 1997.

IMPLEMENTATION, MONITORING AND EVALUATION

The monitoring and evaluation of the Behaviour and Discipline Policy is the responsibility of all members of the school community, but is a particular responsibility of the Head and Senior Management. This is to be achieved in a variety of ways:

Discussion on behaviour and progress will be held as appropriate;
Regular monitoring of recorded incidents;
Reviews to evaluate standards of behaviour, and thus the quality of the learning environment throughout the school.

This policy will be reviewed on a regular basis.

Approved by Governing Body: *S. Blanchard-Hall*

Date: 20.01.11