

# Monkton Park Primary School Behaviour and Discipline Policy



<b>Reviewed– Every two years</b>	<b>Full Governing Body</b>
<b>Adopted on: 21/1/16</b>	

## **BEHAVIOUR AND DISCIPLINE POLICY**

# Aspire Enjoy Achieve

### **Learning together through:**

#### **Kindness:**

I am respectful, friendly and helpful and I care for others.

#### **Creativity:**

I use my imagination to explore and share ideas.

#### **Confidence:**

I believe in myself, and I rise to a challenge.

#### **Independence:**

I am resilient, resourceful and reflective.

#### **Perseverance:**

I don't give up.

## KEY POINTS

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children

“Behaviour and discipline in schools. Advice for headteachers and school staff”. Department for Education. January 2016

## SCHOOL EXPECTATIONS

The School aims to provide a structured environment where quality learning and teaching can take place in relaxed and considerate surroundings.

- The staff and governors are proud of the achievements of the past and present pupils and value each child’s individual abilities. We praise effort over a wide curriculum.
- Governors, parents, all staff and pupils are concerned that valuable class time should not be lost through inappropriate behaviour in the classroom, on the playground or the dining room. If this were allowed to arise, the equal entitlements of many children would be threatened. This we will not allow.
- Individuals are expected to show respect for each other and to accept responsibility for their role in making the School an orderly, calm and co-operative place at all times.
- The behaviour objectives are primarily based on positive approaches with consistent rewards for good behaviour including:-
  - Praise - staff seek to praise pupils for effort and achievement across the curriculum, both in academic work and in other areas related to the community life of the School. Teachers send pupils to the Headteacher to celebrate their achievements.
  - Praise is given for effort and achievement both for inside and outside school activities. Citizenship skills are encouraged and celebrated in Assemblies.
  - House points are awarded for good work and good behaviour. Pupils become a member of one of the four houses:-
    - Oak
    - Elm

- Ash
- Beech

- Each term the members of the winning house are given a special “Reward Playtime”
- Kindness to others is also celebrated by the awarding of certificates.
- Class teachers send postcards home through the post to celebrate effort and achievement.
- Headteacher’s Awards - awarded for special effort, good behaviour and kindness to others.
- “Magnificent Mole” awards are given to one member of each class each term (six times yearly) for children who have made particular effort or have made a particular contribution to the life of the school.
- The children are encouraged to discuss class and school guidelines for good behaviour, which include school attendance and lateness, truancy, bullying; to take responsibility for their own behaviour, learning from good role models as well as from their mistakes.
- Older children are given responsibility are expected to carry out their roles well.
- Parents are asked to co-operate at all levels, and to support our consistent approach to problems. Parents may be consulted if their child’s behaviour is unacceptable.
- If required, an individual behaviour plan will be put in place involving school staff, parents and the child.
- If required outside agencies will be involved.
- Governors will be consulted, informed and their intervention and support sought, as appropriate.

By working in this way we intend to raise the self-esteem of our children, raise their self-confidence and empower them to develop appropriate habits of work and behaviour as they grow and mature both at physical and personal levels.

### **UNACCEPTABLE BEHAVIOUR**

If pupils choose to exhibit unacceptable behaviour they will be made aware that their choice has consequences.

The following are examples of behaviour considered unacceptable:

- bullying – physical, verbal, psychological, emotional
- lying
- stealing
- unacceptable language
- racist behaviour
- refusal to co-operate
- gang intimidation
- fighting
- wilfully hurting others

- throwing missiles
- wilful disregard to property
- vandalism
- graffiti
- possessing and/or passing on illicit drugs and substances
- possessing and/or passing on pornographic material
- religious intolerance
- smoking
- sexual: unwanted physical contact, abusive comments
- discrimination on the basis of gender, sexual orientation, race and religion
- stopping others from learning
- inappropriate use of the Internet and mobile devices.

## **BEHAVIOUR OUTSIDE THE SCHOOL GATES**

When a child is off the school premises the school does have the power to discipline pupils.

At Monkton Park we may discipline pupils for

- misbehaviour when the pupil is:
  - taking part in any school-organised or school related activity
  - travelling to or from school
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.

Under these circumstances the school will give consideration to whether the behaviour,

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public
- or could adversely affect the reputation of the school.

## **BULLYING**

Monkton Park School does not tolerate bullying and this Behaviour and Discipline should be read in conjunction with the school's Anti Bullying Policy.

## **CONFISCATION OF INAPPROPRIATE ITEMS**

Staff have the power to confiscate a pupil's property if it is reasonable under the circumstances.

Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise it is for the school to decide if and when to return a confiscated item. At Monkton Park this will often mean that it is returned to a parent or carer rather than the child.

## **USE OF REASONABLE FORCE**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

At Monkton Park the use of reasonable force is considered carefully and is a rare event. Staff who may need to do so will receive Team Teach training.

## **REWARDS FOR GOOD BEHAVIOUR**

If children keep the Golden Rules the following will be awarded:

Children will:

- ✓ Receive praise from all adults in the school.
- ✓ Receive stars for our super snakes and star charts.
- ✓ Praise notes and postcards sent home.
- ✓ Positive phone calls home.
- ✓ Receive certificates in assembly.
- ✓ Class rewards.
- ✓ Receive points for our houses – winning house – extra playtime of 10/15 minutes each term.
- ✓ Receive Headteacher's Awards.
- ✓ Foundation/Key Stage1/Key Stage 2 – Work of the Week.
- ✓ Magnificent Mole Award one per class each term.

## SANCTIONS FOR POOR BEHAVIOUR

### Key Stage 1

1. 1st warning.
2. 2nd warning.
3. Move to cloud - Lose part of playtime.
4. Move to rain cloud -Lose ALL playtime.
5. Move to storm cloud -Your teacher will speak to your parents and will write in sad book.
6. You will be sent to Mr Rafferty.

### Key Stage 2

1. Verbal reminder = 1st warning.
2. Verbal reminder + card = 2nd warning.
3. Lose part of playtime.
4. Lose ALL playtime
5. Teacher contact parents.
6. Sent to Mr Rafferty.

- Severe clause: behaviour likely to endanger people or property will go to stage 6
- If any child warrants exclusion governors are informed
- Referral to appropriate agencies may be actioned at any stage.
- The Headteacher may at any time send a formal letter to parents who are then requested to visit School to discuss the incident or any repeated problem.

Reviewed by FGB 21/1/16

Signed \_\_\_\_\_