

Carreghofa County Primary School

Behaviour & Discipline policy

At Carreghofa, we take pride in the fact that almost all children demonstrate positive attitudes towards school and are self-disciplined. The following systems are in place to help promote appropriate behaviour throughout the school.

School Procedures

Our School Rules

Children need to be clear about what is expected of them. The school rules underpin the overall ethos our school wishes to create. Children need to be taught and reminded of the rules and the reasons for them. They must know that they will be praised and rewarded when the rules are adhered to. Equally, if the rules are broken, children need to know what sanctions will be imposed. It must be stressed that if a child has chosen to break a rule, they must be encouraged and helped to find an alternative solution next time.

Our School Rules are

- . We are polite.
- . We tell the truth.
- . We try our best.
- . We follow instructions by an adult in school first time.
- . We care for each other.
- . We walk sensibly in school.

Each class will discuss and negotiate their Class Rules at the beginning of each school year as part of their PSHE curriculum. Children may create a class charter or a display of behaviours they have agreed upon. During this time the school rules will also be discussed and reinforced.

Rewards

Staff must remember to look for, praise and therefore reinforce positive behaviour at every available opportunity. This may be for good behaviour, manners, achieving something of particular difficulty to that individual, showing responsibility and initiative, good work etc. in and around school.

Our rewards include;

- * Verbal praise
- * Stickers
- * Written praise on a piece of work
- * Sharing the good work or good behaviour with the rest of the class
- * Sending the child to another teacher, the deputy head teacher or the head teacher to share the good news and share work
- * Contact parents by telephone call, reading record, note or by meeting them on the schoolyard to reinforce achievements
- * Giving the child privileges and responsibilities

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- * Tokens awarded in values assembly
- * Presenting stickers and certificates at Friday's Good Work Assembly

As children progress through the school they are encouraged to take an increased amount of responsibility for their own behaviour. This will include an understanding of the benefits that positive behaviour has for them as an individual in terms of their relationships with others as opposed to behaving well for a specific treat or reward.

Sanctions

The vast majority of children follow the school and class rules without any problem. Children who choose to break the rules must know that sanctions will be imposed. All children are aware of the school rules and the consequences of breaking them.

To ensure continuity throughout the school we use the following system to respond to inappropriate behaviour.

1. Show disappointment by use of body language/expression.
2. Be positive and point out the desired behaviour to the child - e.g. If a child is annoying children at another table "It's time to get on with your learning. Do you need some help?"
3. A quiet verbal warning with subsequent consequences - e.g. "This behaviour needs to stop now or you will need to take some time out."
4. Time out. This will be in a separate part of the class with the sand timer
5. Choice. Children are reminded that behaviour this is their choice and are offered the chance to rejoin the class in the appropriate way.
6. Time out in another room. Children are sent to another teacher and will explain why they have been sent. Children must be accompanied.

If a child is sent out more than twice during one week then the head teacher will be informed. They will then, if they feel it is appropriate, contact the parents and discuss the issue with them. The head teacher and parents will then decide what course of action is required to promote positive behaviours in the child and what further sanctions may also be enforced.

If the inappropriate behaviour continues then a letter will be sent home inviting the parents to come into school and discuss the issue further with the Chair of Governors.

Exclusion from extra - curricular activities or more formal support from outside agencies may also be considered, as and when required. Children may also be asked to complete work missed from lessons due to negative behaviour in their own time.

Particularly extreme behaviours will result in some stages of the sanctions being missed out or in extreme cases the child will not be allowed to remain in class for the safety of the others present. If a child is required to leave the class a senior member of staff will come to get them or the class teacher will accompany them to a senior member of staff. The child will not be sent out on their own.

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Where an issue surrounding bullying is identified the school's anti - bullying policy shall be followed.

Lunchtime Behaviour

The staff involved in school lunchtimes will respond to children's positive behaviours using the methods mentioned in the rewards section of this document. Lunchtime staff will also have available stickers to reward good behaviour and pass positive comments on to teachers at the end of lunchtime.

Unfortunately unstructured play is when most inappropriate behaviours are displayed. Carreghofa has a range of activities to improve and enhance lunchtimes. Should inappropriate behaviours be displayed during lunchtime the following graded sanctions are imposed:

1. Show disappointment by use of body language / expression.
2. Be positive and point out the desired behaviour to the child - e.g. if a child is intentionally disrupting other children's games "It's time to play sensibly and let them enjoy their game."
3. A quiet verbal warning with subsequent consequences - e.g. "Stop annoying that group or you will have to stand against the wall."
4. The child is shown a yellow card and stands against the wall for a period of time similar to their age ie 4 year old = 4 minutes.
5. Further inappropriate behaviour will result in the child being shown a red card and sent into school to see a senior member of staff.
6. If a child chooses to ignore a red card and they are not causing any further problems the class teacher must be informed and the child will miss their playtimes the following day.
7. If a red card has been shown and the child continues to misbehave then a member of staff will be sent for.

Each supervisor will carry a record book to record red and yellow cards. If a child appears twice in one week then this should be brought to the attention of the head.

The same rule of contacting parents if a child repeatedly is sent to the head teacher applies in these circumstances. If, after meeting with parents, the pupil is again sent to the head teacher because of inappropriate lunchtime behaviour they will be excluded from the school premises at lunchtime.

Extreme behaviours such as disrespect towards the dinner supervisors, bullying, inappropriate language or violence towards others will result in step 5 being enforced straight away.

Children are not allowed in school during lunchtime, unless they are in the dinner hall, going to the toilet (they should be given a band by supervisor to show they have asked to come in) or supervised by a member of staff.

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Other Circumstances

The children in Carreghofa come from a wide variety of backgrounds. Instability in a child's home life may affect their behaviour in school. We must appreciate that those children who are experiencing personal disruption for whatever reason may begin to exhibit inappropriate behaviour in school as a reflection of their circumstances.

Staff need to be sympathetic to the needs of the individual and recognise that the sanctions system, detailed earlier in this document, may not be appropriate for everyone and that a lot of behaviour problems may be avoided if we spot the warning signs early. This is not a suggestion that staff let some children "get away" with inappropriate behaviours but that staff use professional judgement. All staff need to be aware of pupils who may need extra care and consideration for a period of time; this information can be shared briefly in staff meetings and briefings, but does not need to go into the child's personal file.

Some suggested ways of dealing with special circumstances are;

- . Give the child some "time out" to calm down in a pre-designated area of the room or school.
- . Put some time aside for the child either by asking them to help you at break time or by talking to them when the other children are on task or by working with them in class.
- . Assign a teaching assistant for them to talk to for an amount of time per day.
- . Give them a physical task to do.
- . Divert them and promote responsibility e.g. "Sue's finding this work a bit difficult, do you think you could give her a hand?"

If a child's behaviour suddenly becomes inappropriate without apparent reason, staff need to contact parents immediately and inform the head teacher.

Home School Links

Carreghofa has a history of good relationships with parents and we believe that a child's education both academic and social results from an affective partnership between school and home. Should a child's behaviour cause concern the school will contact the parents as soon as possible to avoid an escalation of events. If it is deemed necessary, support from outside agencies will be sought.

The school will seek the support necessary for a child experiencing problems or exhibiting serious inappropriate behaviours. The intention is that if support is sought early on then further problems may be avoided and appropriate provision can be organised.

Parents are required to sign a Home School Agreement at the beginning of each school year.

Serious Offences

Staff, pupils and parents must be aware that serious offences will require the involvement of parents straight away. All parties will then discuss the incident / problem and look for solutions. The school will endeavour to support the parents and child in any way it can, and in return the school will look for the support of parents and child for any action that may need to be taken.

Fixed-term and permanent exclusions.

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Only the head teacher (or acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, they will inform the parent immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish appeal against the decision to the governing body, which should be done in writing, and sent FAO the chair of governors.

The head teacher will inform the LEA and the chair of governors about any permanent exclusions and about any fixed term exclusions beyond five days in any one term.

If the governor's appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Review of Behaviour and Discipline Policy

This document should be reviewed with the help of the *Governors*, staff (teaching and non-teaching), children and parents.

'A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible.'

Elton Report, 1989

This Policy was reviewed in May 2016 and will be reviewed every 3 years.

This policy has been agreed and ratified by:

Chair of *Governors*

Signed _____ Date_____

Head teacher

Signed _____ Date_____

Chairperson of the school council

Signed _____ Date_____

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Date of Issue:	
Agreed by:	
Date of Previous Issue:	
Review Date:	