

Reviewed by:	Curriculum Committee
Last updated:	September 2008
Next review date:	September 2009

Behaviour and Discipline

Rationale

If effective teaching and learning is to take place the good behaviour is an essential element of the successful classroom. This behaviour policy is an extension of our PSHE policy and builds on the philosophy of the school.

Aims

We aim for children to:

Develop a clear sense of right and wrong

Develop respect for others and their property

Understand that people are responsible for their actions

Realise the importance of honesty, trust, tolerance and politeness

Teachers and parents work in partnership to foster good behaviour and to provide good role models for behaviour towards other people and towards property. Children are encouraged to develop self-discipline and co-operation.

All staff, teaching and non-teaching, adhere to the school system of rewards and sanctions. As such, appropriate behaviour is reinforced through this system as necessary. Where a sanction is applied there must be an emphasis on the action and how it might be corrected or avoided next time.

Children are expected:

To move carefully around the school and in classrooms

To look after each other

Not to distract others in class

To treat property and equipment with care

To be polite to everyone

To respect games and friendships of other pupils

To be tolerant

Not to do or say anything that might hurt someone else

Rewards and sanctions

Our emphasis is on rewarding good or desirable behaviour. In this way strategies can be used to modify behaviour that is unacceptable.

Rewards include verbal praise, stars/stickers, Headteacher stickers,

certificates and sticker book rewards.

When behaviour is unacceptable action is taken in accordance with our discipline strategy grid, see below. The discipline strategy grid echoes our Special Educational Needs policy and recognises that different levels of support are needed to deal with different levels of behaviour problems.

In most cases the member of staff present deals with the behaviour and accompanying reward/sanction at the time. If the incident happens at lunchtime the behaviour is recorded in the incident book and reported to the class teacher. In order to reinforce the unacceptability of an action the pupil may be sent to the Deputy or Headteacher. If the unacceptable behaviour continues, or the breach of discipline is more serious, then the child's parents are informed so that a way forward can be discussed. In some cases this may involve the intervention of an external agency such as the Educational Psychologist. In exceptional circumstances the Headteacher is able to suspend or exclude a pupil.

Bullying

Although bullying is not tolerated in school we recognise that instances of bullying may occur. We try to foster in pupils an openness and willingness to talk about the concerns that we have. We also encourage older pupils to look after the younger ones and report any concerns they may have about a friend to a teacher.

If an instance of bullying is suspected staff act straight away. The Head and subsequently parents are informed so that the matter can be resolved as soon as possible.

Please refer to the school anti-bullying policy.

**Seaton Primary School
grid**

Discipline Strategy

Stage	People involved	Actions taken	Reasons for moving to next stage
1. General Discipline	<p>All School Staff: Teacher</p> <p>Headteacher Learning Support Assistant Mealtime Assistant</p> <p>All Children</p>	<p>High expectations Personal and Social Education Positive reinforcement of good behaviour - rewards Praise and Encouragement Facing up - Apologising and Forgiving Peer mediation Telling off Time out Loss of privilege</p>	<p>The school approach is to encourage and expect good behaviour at all times. General discipline is maintained on a day to day basis as required. Agreed punishments are used when behaviour is unacceptable or a school rule is broken.</p> <p>For continuing unacceptable behaviour or specific indiscipline go to next stage. For a serious breach of school rules go to higher stage, as necessary.</p>
2. Initial Concern (Class Action)	<p>Teacher Headteacher (perhaps) Parent Individual Child</p>	<p>As above Behaviour Log started Parent support / action sought Strategy teaching</p>	<p>If specific monitoring shows unacceptable behaviour continues a letter is sent home informing parents of 'concern'. Go to next stage.</p>
3. Concern (School Action)	<p>Teacher SENCo Headteacher Parent Individual Child</p>	<p>As above Behaviour Plan devised by school Behaviour contract agreed with parent and child. Targets set Specific behaviour management identified.</p>	<p>If targets for improved behaviour are not met within the time set and or behaviour continues to be unacceptable a second letter is sent home informing parents of 'serious concern'. Go to next stage.</p>

4. Serious Concern (School Action plus)	Teacher Headteacher SENCo Parent Individual Child External Agencies	As above Involvement of Behaviour Support Team or Educational Psychologist. Possible exclusion at Lunchtime or specific parental action may be required.	If, following further advice and support, there is no improvement in behaviour within the agreed timescale or if there is a second serious breach of rules which puts the individual or others at risk, the school will move to the final stage.
5. Exclusion	Headteacher Governing Body Parent Individual Child Devon County Council	Temporary or Permanent Exclusion in accordance with the school exclusion policy.	The school exclusion policy sets down the procedures for carrying out an exclusion, the appeal processes and expectations regarding re- admittance to school and other alternatives.