



St John's Primary School
Behaviour and Discipline Policy

The behaviour and discipline policy reflects the aims of the school. The school recognises that good behaviour and discipline are the result of a partnership between all staff, the governing body, parents and children. The aim of this partnership is to offer the children the opportunity to develop self-discipline and to have a high regard for themselves and others. All staff are responsible for encouraging good behaviour and challenging poor behaviour. As role models it is essential that staff set high standards of personal behaviour.

Self Respect

Children at St John's Primary School should:

- know that they are valued and respected
- be treated as individuals.

Self Discipline

Children at St John's Primary School should:

- be encouraged to take increasing responsibility for their own actions
- be clear about staff expectations
- be aware of how members of staff can help them.

Concern for Others

Children at St John's Primary School should:

- be encouraged to respect others
- value contribution from others
- be encouraged to listen to the views of others
- be encouraged to develop positive feelings towards others
- receive and give support.

Honesty and Fairness

Children at St John's Primary School should:

- be encouraged to value the truth
- develop a respect for the opinion and ideas of others

Politeness

Children at St John's Primary School should:

- be spoken to in a polite manner and learn to speak to others in a positive and polite manner.

Principles of Good Discipline

Staff at St John's Primary School maintain high standards of discipline amongst children and whenever possible this is based on the principle of positive reinforcement for good behaviour rather than sanctions. However, it is recognised that on occasions sanctions will be required for breaches of school rules and these should be carried out in a constructive manner; condemning the behaviour without humiliating the child. Our aim should be to teach children that there are consequences if they deliberately (it is their choice) ignore the code of behaviour which the vast majority of pupils maintain in school.

Only rarely will sanctions be applied to large groups of children, and then mainly for health and safety reasons.

Guidelines for staff on rules, values, rewards and sanctions:

School Rules – these should be clearly on display in all classrooms and referred to on a regular basis.

At St John's ...

We always try our best.

We make the most of our learning time.

We respect each other.

We are always polite.

We look after our school and our belongings.

We move around our school sensibly.

Rewards

We believe that if appropriate behaviour receives positive attention, and is rewarded, then children will strive to behave the best they can in school. We therefore believe that the most effective way of achieving this is to build positive relationships and praise good behaviour.

- **Bricks in a Box** – Each class should have a ‘bricks in a box’ (or equivalent) whole class reward system. Children should be clear what ‘bricks’ will be rewarded for and what the whole class reward will be once the ‘jar’ is full. The children should be able to fill the ‘box’ frequently.
- **Star of the Week** – these are given out in a weekly assembly and certificates are sent home to parents. These exist to provide opportunities for teachers to acknowledge the following:
 - Good or improved work
 - Good or improved behaviour
 - Contributions to the life of the class or school community
- **House points** - The children in each class are split into four equal houses. Each child may be awarded a house point for good behaviour, politeness, co-operation, progress, effort etc.
- Friendly smile
- Specific, verbal praise – try to praise every child for something every day.
- Stickers
- Certificates
- Positive communication with parents – end of school day, notes home
- Praise from a member of the SLT or Headteacher

Values

At St John’s we believe in the explicit teaching of values and each half term we focus on a particular value. These are taught through assemblies, displays, PSHE lessons and through links made in other lessons. Each class should have a values display in their classroom.

Sanctions

From Year 1 up, each class has a Behaviour Ladder with 8 rungs. This should be displayed in a prominent place and referred to consistently.

If children display unacceptable behaviour (such as being out of their seat, inappropriate remarks to other pupils, interrupting, calling out, ignoring instructions or silly noises) they are moved down the behaviour ladder. It is important that children are clear as to why their behaviour is unacceptable. E.g. “You are moving down the ladder because you are calling out, and at St John’s we make the most of our learning time.”

All children start afresh each day.

For extreme rudeness or poor behaviour, children can be moved down to rung 6, 7 or 8.

If children are persistently on the ladder, this should be discussed with parents.

Where a child’s behaviour is causing serious concern and the usual sanctions have been applied without success, the SENCo should be informed and other agencies may be involved, e.g. Behaviour Support, Educational Psychologist.

Serious incidents of poor behaviour should be logged on a Behaviour Incident Report (available in the staffroom and Staffshare) Once completed, they should be handed to Head of School or Deputy Head. This enables behaviour across the school to be monitored, and patterns to be identified.

Each class will have a laminated red card. You must take this with you to the field etc. If it is sent to the office the staff there will know it is an emergency and a member of the SLT will go to the classroom immediately.

1.Warning
2.Move near the teacher or other adult
3.Time out – 5 minutes
4.Miss 1 minute of play
5.Miss 2 minutes of play
6.Miss 5 minutes of play
7.Sent to another teacher for the remainder of the session
8.Sent to Miss May or Mrs Harrup

The Playground

All teachers and TAs on duty should ensure they are outside promptly in order to supervise the children.

Rewards

Where children are displaying good behaviour which demonstrates our rules or values, they can be given a raffle ticket. Children should be told why they have received a raffle ticket. E.g. "Thankyou for letting the other children join your game, that showed real kindness." A winning raffle ticket is drawn each week in an assembly and a small prize awarded.

Sanctions

If children behave inappropriately in the playground, they should be reminded of the school rules. If a sanction is appropriate children should miss a few minutes of their playtime – either by sitting in a particular place or by staying with an adult on duty. For very poor behaviour a member of the SLT should be called or informed.

Strategies for promoting good behaviour

Classroom Management to promote good behaviour

To avoid opportunities for bad behaviour:

- Always be in your classroom before the children come in
- As the children enter the classroom, stand in the doorway so you can see the children outside and inside.
- Have something for the children to be getting on with as they come into the classroom. Have all your lessons well prepared, so everything you will need is at hand and you can start the lesson straight away.
- Use visual timetables so that children know what to expect during the day.
- Children should not bring in items from home other than those needed for schoolwork. This avoids any problems with items getting lost, spoilt or stolen.
- Always position yourself where you can see the children.

Using positive support to build positive relationships

- Get to know the children as individuals.
- Do not presume children know the appropriate way to behave.
- Treat the children with respect
- Talk to children in a calm and polite manner, avoid shouting at children.
- Always listen to child's point of view
- Use circle time to discuss behaviour issues.
- Ensure children are supervised in the cloakrooms; teaching assistants should supervise these areas.
- Regularly communicate children's successes with parents.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to totally eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Children are encouraged to speak out and ask for help from staff and from their peers. (Refer to Anti-Bullying Policy)

The Head of School

The Head of School is available as a 'final resort' for staff. Children may be sent to the Head of School following persistent disruptive behaviour or unkindness to others. Involving the Head of School in this way is not seen as a weakness, but as one aspect of the disciplinary structure of the school.

Parents

The role of the parents is crucial. The school works collaboratively with parents so that children receive consistent messages about how to behave at school. The school rules are explained in the Contact Book and parents are expected to read these and support them. We try to build a supportive dialogue between the home and school, and we inform parents if we have concerns about their child's welfare or behaviour. Where formal discussions take place, either at the instigation of the teacher or parent, a record should be kept by the teacher and the Headteacher informed.

Exclusions

On rare occasions, it may be necessary to exclude individuals from school following serious or persistent misbehaviour. The governors have adopted the Surrey County Council Exclusion Policy:
www.surreycc.gov.uk/exclusionguidanceforschools

Evaluation

This policy will be reviewed annually taking account of new knowledge or other changes affecting the school.

Date: September 2017

Date of Next Review: Sept 2018