

Reviewed June 2007

FELLSIDE COMMUNITY PRIMARY SCHOOL

DISCIPLINE AND BEHAVIOUR POLICY

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SCHOOL DISCIPLINE AND BEHAVIOUR POLICY

Mission Statement

We provide an inspiring, caring environment, in which we are all challenged to maximise our potential.

Equal Opportunity

Fellside Community Primary School supports the principles of Equal Opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability or social circumstances. This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

The school aims:-

To create a positive ethos within the school based on a sense of community and shared values.

To promote high standards of behaviour among staff, pupils and parents.

To encourage staff to recognise and praise good behaviour.

To make distinctions between minor and more serious misbehaviour and respond accordingly.

To use personal and social education as a means of promoting mutual respect, self discipline and social responsibility.

It is a strength of the school that all staff take corporate responsibility for ensuring that pupils behave in a desirable manner and that when necessary are reminded of this with a non confrontational approach. Excellent behaviour of all children is the expectation at Fellside.

Strategies for encouraging good behaviour include:-

Maintaining an efficient and organised school environment. (See examples below)

Cloakroom areas organised and kept tidy with space allocated for coat, PE bags, lunch boxes and lost property.

Classrooms organised to allow pupils to access and look after equipment in a responsible manner.

Pupils' work mounted and displayed to a high standard illustrating that the work of the individual or group is valued.

Good behaviour being set by all the adults in school towards each other, parents and pupils.

Good behaviour is the result of mutual respect.

Responses to good behaviour include :-

Stickers, certificates and praise from teachers and head teacher acknowledged in a weekly award assembly.

In the event of a pupil behaving in an inappropriate way it is the responsibility of the member of staff witnessing the episode to respond by reminding the pupil of what is acceptable.

Frequent misbehaviour that does not respond to the teacher, classroom assistant or lunchtime supervisor's intervention will be referred to the head teacher as will misbehaviour of a more serious nature.

In the event of more serious, abusive, threatening behaviour occurring, as would endanger pupils or staff, and having exhausted all available avenues of support such as Educational Welfare, the Educational Psychological Service and Behavioural Support Service the headteacher and governors would refer to DFES and LA guidance which could ultimately result in exclusion.
Governors would be kept fully informed.

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BEHAVIOUR

All adults in school are responsible for behaviour in school.

If we always expect good behaviour and offer a consistent approach, good behaviour will develop.

There are different types of discipline:

- that imposed by adults
- developed by pupils by peer group pressure
- expectations of parents
- expectations of the outside community

The aim is for pupils to be self-disciplined initiated by the adults high expectations.

Good behaviour promotes high self-esteem thus developing confidence and a positive approach.

How do we ensure the promotion of self-esteem?

- The adults attitude is paramount in developing good behaviour and high esteem.

How do we speak to each other?

- Are we cheerful, polite, respectful, friendly and interested?
- Is it apparent that we listen to each other?

How do we speak to the pupils?

- Are we friendly, polite, cheerful, respectful and interested?
- Do we listen to them and answer in an appropriate way?
- Do we avoid confrontation?

How do we promote self-esteem?

Do we:

- acknowledge pupils achievements both social and academic?
- give responsibility?
- recognize their individuality?

An organized environment encourages calm behaviour. Therefore, we must look at the whole school environment.

- tidy coats and bags
- resource areas to be tidy and organized
- displays kept neat and tidy and changed when looking shabby
- classrooms to be efficient and well organized by:
 - regular tidying of working areas, trays and teachers areas;
 - resources to be available in a clean, organized way to ensure pupils access at all times;
 - pupils to know of general classroom rules of behaviour – drawn up and decided by them and the class teacher.

If a pupil is seen to be behaving in an inappropriate way it is the responsibility of the adult(s) witnessing the poor behaviour to respond by reminding the pupil of good behaviour patterns.

If a pupil frequently behaves inappropriately the Head Teacher is to be informed and a record will be kept of any interview with the pupil.

If the pupil's behaviour does not improve the Head Teacher will inform parents.

If poor behaviour then continues governors will be informed and more official steps towards suspension could begin.

Strategies to encourage positive behaviour

1. Staff setting good examples eg saying “please” and “thank you”. Being generally polite to each other and children.
2. Being positive eg “walk along the corridors” instead of “running”.
3. Positive approach to work – praising good things, considering child’s ability. Suggesting improvement.
4. When misconduct occurs try reasoning and finding out why and make aware of shameful behaviour.
5. Avoid making idle treats.
6. Remove child from a particular activity.
7. Remove to another group in class.
8. Removal of privileges or favourite activity.
9. Referral to Head Teacher.
10. Parental involvement.