



St Mary's C.E. School, Westbury

School Discipline and Pupil Behaviour Policy

As a Church of England (Aided) school, we want to ensure each policy reflects the Christian Ethos which affects the very core of our school. We consider the importance of including, supporting and encouraging each child to reach their potential within an environment of acceptance and respect as the key aspects of what our school represents. It encompasses our school motto of Achievement, Creativity and Equality with the intention of providing opportunities for each child to know their value as an individual in every area of school life; preparing them for the future. This is the aim of each member of staff with the full support of the governing body.

“Good behaviour is a necessary condition for effective teaching to take place”

The Staff and Governing Body of St. Mary's School accept this principle and seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects appropriate behaviour as an important outcome of the educational process.

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARD OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. St. Mary's School has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to adjust to our behavioural expectations.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;

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- Ensure fair treatment for all regardless of background, age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

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The Curriculum and Learning

We believe that an appropriately structured and balanced curriculum and effective learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback are key aspects of our curriculum delivery.

Often, where lessons are not pitched correctly children can become distracted and behaviour within class can suffer as a result. It is the responsibility of every teacher in school to ensure planning and preparation for lessons provide the children with interesting, stimulating and exciting learning opportunities to lessen this.

It follows that lessons should have clear objectives understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Our rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- Be kept to a necessary minimum;
- Be positively stated, telling the children what to do rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Be consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole school;

Our rules are:

- Follow instructions the first time
- Listen to others
- Respect others
- Keep hands, feet and objects to yourself
- Ask for help when you need it.

Use of hand held technology (personal phones and other hand held devices)

We recognise that the area of mobile technology is rapidly advancing and it is our school's policy to review its stance on such technology on a regular basis. Currently our policy is this:

Pupils are not currently permitted to bring their personal hand held devices into the school. Any pupil found with a hand held device in school will have the device confiscated and held in the school office until the end of the school day. The incident will be reported and logged and where appropriate follow the procedure for sanctions.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements or displaying the value for the term. This is as true for adults as for children. Rates of praise for behaviour should be as high as for academic work and may be reinforced through public praise in 'Praisers' assembly.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through to withdrawal of privileges, referral to the Head teacher, phone calls and letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychology service or Behaviour Support Team.

Communication and parental partnership

We give high priority to clear communication within the school to a positive partnership with parents since these are crucial in promoting and maintaining high standard of behaviour.

Where the behaviour of a child is giving cause for concern it important that all those working with the child in school are aware of those concerns, and of all the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult, unacceptable behaviour. The

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school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

This policy was written/ reviewed in: December 2015

This policy was adopted by governors on:

Signed by Chair of Governors: _____

This policy is due for review in: December 2016

Signed by Head Teacher: _____

This policy has been shared with the following staff and they have signed to show they have read the policy fully:

Name (print)	Signed:	Date: