

# **Linaker Primary School and Children's Centre**

## **Pupil Discipline Policy V3**

### **Introduction**

This document is a statement of the principles, practices and procedures that the school has set in place in order to ensure a safe and caring environment for pupils and staff alike. The policy is set within the aims and values we teach.

The school works towards the hope that children will:

- create an environment in which trust, kindness and respect are valued by all
- recognise the importance of care, compassion, consideration, co-operation and courtesy
- be encouraged and praised for good work and behaviour
- become self-disciplined
- show respect for ALL adult and other pupils of the school community
- accept responsibility for their own behaviour and for the decisions which they make
- appreciate the importance of adhering to rules
- respect the environment and other people's property.

The Headteacher has ultimate responsibility for behaviour / discipline in the school. However, he is assisted in the execution of these responsibilities by the Deputy Headteacher, Assistant Headteachers and Year Group Leaders. He may ask for an appropriate senior member of staff to deputise for him in appropriate circumstances. In the case of his absence from school, the most senior member of staff present automatically assumes responsibility.

### **Encouraging and Recognising Good Work and Behaviour**

*Class or group rewards:*

Class/groups are rewarded for good work or behaviour through the use of "Golden Time" - which usually takes place on Friday afternoons. It consists of agreed enjoyable activities for the pupils involved. A classroom display will be used to record this time.

*Individual rewards:*

- stickers awarded - one given to the child - one placed in home / school diary / piece of work
- lunchtime supervisors can also award stickers or certificates
- pupils may be referred to the Headteacher for a Headteachers Special Award
- letters may be sent home to parents to praise a child for something particularly notable
- 'Star of The Week' is used to recognise individuals on a weekly basis in many classes

### **School rules**

The three 'golden rules' are :

- Keep hands and feet to yourselves
- Always listen to teachers and adults
- Be kind to others

*General rules throughout the day and the school*

We have a few school rules for the safety and comfort of all, these are:

- we treat others and speak to others the way we like to be treated and spoken to
- we say 'please' and 'thank you' to each other
- we walk around the school quietly and calmly, keeping to the left in the corridor and opening doors for anyone near.
- we respect and look after each other's belongings and take care of our school
- we keep our school a 'fight-free' zone
- if we have a problem we speak to a grown-up and trust them to sort it out
- when a grown-up asks us to do something we do it.
- we do not bring things into school that are dangerous and not needed for our work, play or at lunchtime

### *Lunchtimes*

It is essential that standards of behaviour are consistent throughout the day. Therefore, the same expectations of behaviour apply at lunchtimes. These additional rules will support this:

- we always use good table manners
- we always join the end of the queue for lunch
- we are all responsible for leaving the hall / dining room clean and tidy

### *In the classroom*

- listen carefully to others and be polite
- keep our hands and feet to ourself
- don't be rude or unkind
- get on with your work or play and let others do the same
- get out, use and put away equipment properly

### *Exclusion from school*

The school regards the following as serious unacceptable forms of behaviour :

- physical abuse of others
- fighting
- verbal abuse
- swearing
- disregarding instructions
- racial abuse

If any pupil's behaviour has to be dealt with by the Headteacher or the Deputy Headteacher, a letter will be sent home asking parents to come and discuss the problem. If this fails to resolve the matter and bad behaviour continues, the Headteacher may exclude the pupil concerned for a fixed term or permanently. The latter will normally be the case where there has been an unprovoked attack on another pupil or member of staff, or where illegal substances and/or weapons have been brought into the school.

The letters used to inform parents about an exclusion (fixed term OR permanent) will recognise the legal content required and will follow the Sefton LA recommended format.

### **Staff Guidance**

It is important that all children have equal access to rewards within the discipline scheme. It can be easy to overlook the majority of children who work quietly and conscientiously all the time. We also need to acknowledge the high achievers on the same basis.

Pupils with special needs - especially those with IEPs, that include statements about behaviour, will often need a programme of additional strategies to meet their needs. These children's rewards will need to be channelled into this system. For example 10 of their stickers may be equivalent to 1 in the scheme above.

Those children with particular behavioural difficulties may have agreed additional procedures and strategies in place for them but where possible the above procedures will apply. Records of unacceptable behaviour will be kept in case there is a need to exclude a pupil for a fixed term or permanently.

### **Moderating Poor Behaviour and Creating a Safe Environment**

Where unacceptable behaviour occurs at any time during the school day, the following procedures will be followed:

- a member of staff, through discussion, will investigate all incidents with the children involved
- strategies to encourage positive behaviour will be given
- those at fault will be reminded that this is unacceptable and a suitable apology required
- removal from planned curricular activities, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity
- sanctions available to staff are set out below.

All staff will have their own techniques for maintaining a good working environment in the school. Class rules must be displayed clearly in each classroom.

Many methods are used in school to manage behaviour, each appropriate to the age range they are intended for. One method that may be followed is :

**Step 1:** Name on board. The child's name is written on the board. He/she has the opportunity to rub it off if they moderate their behaviour.

**Step 2:** 5 minutes deducted from next playtime or privilege (indicated by a tick against name - this should occur, if possible, before the end of a day).

**Step 3:** 10 minutes deducted from next playtime or privilege (indicated by a further tick against name). Where children repeatedly get to Step 3, the class teacher will talk to their parents.

**Step 4:** Spend a session in another classroom. Each class will be paired with another class to make this workable. At this stage the child or teacher will record in a book the misbehaviour that has occurred. Each class will have their own behaviour book and the pages will be torn out at the end of half term after a discussion in general terms about any poor behaviour. Three entries in book will move the child on to Step 5.

**Step 5:** Go to Headteacher and explain their behaviour. The Headteacher may send a letter to parents or sends for them immediately. A Daily Record Sheet may be required to be completed by the Classteacher and the parent on a daily basis.

If serious cases of unacceptable behaviour occur, Step 5 will be used immediately. Very serious or repeated cases of bad behaviour will be dealt with by the Headteacher and may result in exclusion. These steps may be displayed in the classroom for reference at the discretion of the teacher.

### **Lunchtimes**

Steps 1 to 3 will be followed but children will have a period of timeout. If a child reaches Step 3 their names will be noted in and their class teacher informed.

Teachers may ask a class or group of children to "stay in" at a playtime or lunchtime because they have behaved unacceptably. The responsible adult will supervise the class or group.

The Headteacher and Deputy Headteacher are responsible for co-ordinating matters related to behaviour. If any member of staff has a problem or concern in this area, they should raise it with either the Headteacher or the Deputy Headteacher. Where there may be a question of drugs or other form of abuse these must be reported to the Headteacher immediately and incident recorded.

### **Teacher Education Days**

From time to time a morning or afternoon session of a TED will be used to review the pupil discipline policy and for training in matters such as restraining difficult pupils, children whose poor behaviour arises from abuse or other cause, etc.

### **Related Policies :**

- Restraint Policy
- Behaviour Policy