



PARK HILL SCHOOL

GOOD BEHAVIOUR & DISCIPLINE POLICY

(NB There is also an Anti-Bullying policy which should be read in conjunction with this Policy)

Aims and expectations

- It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This school policy is therefore designed to support the way in which all members of the school can freely and happily live and work together. It aims to promote an environment where everyone feels happy, safe and secure.
- The school has a number of rules but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to be happy and learn. This policy supports the school community in aiming to allow everyone to work together effectively and considerately.
- We expect every member of the school community to behave considerately towards others.
- All children are treated fairly and this behaviour policy is applied in a consistent manner.
- This policy aims to help children to grow in a safe and secure environment and become positive, responsible and increasingly independent members of the school community.
- We reward good behaviour in the belief that it will contribute towards an ethos of kindness, co-operation, and confidence. This policy is designed to promote good behaviour, rather than to merely deter unkind/anti-social behaviour.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Adults praise and congratulate children.
- Teachers award children house points; usually referred to as gold stars or stickers. At the end of each term the house points are added up and a silver cup is awarded to the house with the most points. House meetings are held regularly as they are one way for peers to model a positive influence.
- Good behaviour 'incident' slips can be completed by the member of staff involved. They are

usually on coloured paper. Children are requested to take completed slips to the Principal or Headmistress for extra recognition (NB there are also 'Incident' slips on white paper to record negative behaviour).

- Teachers nominate children for Presentation certificates which are awarded in our weekly church assemblies. Nominations are from all classes. The term 'presentation' covers a combination of high standards of dress, work and behaviour or extra special effort in these areas.
- Teachers may also award certificates for any special effort or achievement.
- When a pupil learns to tie their own tie and/or shoelaces, he/she receives a certificate; please inform the School Secretary.
- Children are encouraged to share any out of school achievement. Medals, certificates, etc. can be brought into Monday assemblies.
- We reward children for consistently good work/behaviour and to acknowledge outstanding effort or acts of kindness in school. A certificate will be prepared to meet the individual circumstance.
- All classes have an opportunity to lead an assembly in church when they show/demonstrate examples of their work.
- Children are sent to the Principal/Headmistress for further recognition of consistently good/exceptional work.
- Class teachers should ensure that all children are recognised in some way at least once a term e.g. an Achievement certificate for a child reaching an individual target. This is also a way of ensuring less able children are encouraged.
- Nominations for end of year prizes - these may be awarded for any number of reasons.

Consequences (sanctions)

The school employs a number of consequences/sanctions to enforce the rules and provide a safe and positive learning environment. We apply each one appropriately to individual situations. Only one member of staff is to be involved with the discipline of an individual child unless the Principal/Headmistress is also involved. If a child happens to be dealt with by a second teacher then that teacher should not make an issue of the matter.

- We expect children to listen carefully to instructions in lessons. If they do not do so we may ask them either to move to a place nearer the teacher or to sit on their own. We expect children to try their best in all activities. If not, we may ask the child to redo a task.
- If a pupil is disruptive in class, the teacher will reprimand him or her, making clear what is acceptable behaviour and what is not; which might not be obvious to the pupil. The child should have no doubt as to which aspect of the behaviour is unacceptable. If a child

misbehaves repeatedly, we remove him/her from the rest of the class (time out) until s/he calms down and is in a position to behave sensibly again with the others. If a second member of staff becomes involved they are not to take on a reprimanding role; on the basis that the child could feel harassed. The second teacher should remain neutral.

- Removal of a child from a situation, especially in the lower school, will usually mean that child spending time in another class. Again, the second teacher will not admonish the child. The aim here is to change the emotional mood.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the him/her from participating for the rest of that session.
- When a consequence is required it might take the form of missing a play session or sitting on the playground bench for a few minutes. House points, stars or stickers may be lost; referred to as a 'minus'. Another alternative is for an 'incident' slip to be completed by a member of staff and taken by the child in question to the Principal or Headmistress, who will take appropriate action.
- In the event that a child has threatened, hurt or upset another pupil, a member of staff will record the incident and the matter will be dealt with according to this policy. If a child repeatedly acts in a way that disrupts or upsets others, the matter will be discussed with the Principal or Headmistress.
- Any such event is to be recorded in the incident log located in the small office. The Principal /Headmistress monitors, records and deals with these.
- Class teachers discuss the school rules with their own class at the beginning of every term. In addition to the school rules, each class has its classroom code, which is agreed by all the children and displayed on the wall of the classroom. In this way, every child knows and understands the standard of behaviour expected in our school. If there are any incidents of anti-social behaviour, the class teacher will lead a class discussion regarding the issues involved.
- Parents are made aware (and notes made) of any repeated or severe activity. The Principal and/or Headmistress will make this decision.

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 eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. There is a related Anti-Bullying Policy.

The Role of Every Staff Member:

- It is the responsibility of the teachers to ensure that the school rules are enforced and their pupils behave in a responsible manner, both in their classroom and in all areas of the school, at all times.

- The teachers in our school have high expectations of the children in terms of behaviour and strive to ensure that each child works to the best of his/her ability.
- Teachers treat each child fairly and enforce the classroom code consistently. Further, the teacher treats all children in her/his class with respect and understanding.
- If a child repeatedly misbehaves in class, the teacher will keep a record of all such incidents. In the first instance, the teacher will deal with incidents him/herself in the normal manner i.e. in accordance with this policy. However, if the misbehaviour continues, the teacher seeks help if necessary from the Headmistress or Principal.
- The class teacher will contact the Principal or Headmistress if there are concerns about the behaviour or welfare of a child.
- All members of staff, including teaching assistants and non teaching staff (e.g. catering staff), whether responsible for individual or groups of children, have the same responsibilities as teachers in respect of discipline.
- The class teacher reports to parents on the routine progress of their child, academically, socially and emotionally, as set out in the school Teaching and Learning policy.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to gently restrain children if necessary or in order to prevent injury to a child or if a child is in danger of hurting him/herself. All physical contact with children is gentle.
- Adults always endeavour to be consistent in their relationships with the children.

The Roles of the Principal and Headmistress:

- It is the responsibility of every member of staff to implement this policy and inform the Principal or Headmistress if the policy is breached in any way.
- The Principal and Headmistress support the staff by implementing this policy, setting the standards of behaviour and by supporting staff in the implementation of this policy.
- The Principal and/or Headmistress review/s all reported incidents relating to behaviour. Staff involved make incident log notes and file notes which must be dated and signed.
- The Principal and/or Headmistress will decide if discussions are to be held with parents.
- The Principal and Headmistress monitor the effectiveness of this policy on a regular basis. Suggestions from any staff member are always welcome.

The Role of parents

- The school works collaboratively with parents so that children receive consistent messages about how to behave correctly both at home and at school.
- Class teachers liaise both directly and informally with parents concerning the behaviour and wellbeing of pupils.
- We expect parents to support their child's learning and to co-operate with the school. We aim to build a supportive dialogue between the home and the school and inform parents immediately if we have any concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they are advised to contact the Headmistress or Principal.

GS: 02.01; 02.02; 04.03; 05.05; 05.06; 11.07

GS et al: 09.04

MDC: 09.08; 11.08; 01.09

MDC/GS et al: 09.10

APPENDIX TO GOOD BEHAVIOUR & DISCIPLINE POLICY

Good Behaviour	Acceptable Behaviour (but not ideal)	Not So Good Behaviour	Unacceptable Behaviour
Attentiveness	Whispering	Late for lesson, not including registration (which is parent issue)	Verbal rudeness/meanness, inc. answering back
Listening	Lapses of politeness	Talking aloud	Physical hurting (kicking/hitting)
Enthusiasm	Telling others of errors	Irrelevant interrupting	Excluding others from games
Politeness/greeting others appropriately	Asking another child to help	Teasing	Throwing objects indoors
Kindness	Child distraction	Telling others they are wrong	Damaging property
Participation	Wanting to work on own	Looking out of window	Lack of work
Helping	Messy work	Unable to share	
Turn Taking	Forgetting equipment		
Focus on Task	Fidgeting/fiddling		
Encouraging others	Distracting others/calling out Early Years	Distracting others/calling out Years One and Two	
Homework on time		Damaging another's work Early Years	Damaging another's work Years One and Two
Consideration		Taking someone else's equipment.	
Thanking	Slow reaction to instructions	Defying/ignoring instruction Early Years and Year One	Defying/ignoring instructions Year Two
Trying/doing your best		Lack of Lavatory visit and hand wash before lunch when recently reminded.	Lack of good behaviour at lunch time (eg kicking, flicking food, talking when quiet required) Years One and Two

ACTION TO BE IMPLEMENTED BY STAFF

Verbal praise	Verbally drawn to child's attention in passing.	Draw to attention of child; maybe at teachers desk or outside class	
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Stickers/house points		Name on board, 3 incidents and then a minus Years One and Two	Incident slip by teacher countersigned by child Years One and Two
Instant certificates		Exclusion from main activities at play time for one minute for every year of age (timed)	Incident slip home
Good incident slips			Child sent to office with explanation either written by staff or child
Positive reporting to parents		Yellow card, a warning usually used when outside the classroom	Red card awarded, translates to a minus once in class
Certificate in church			Child sent to place in class away from causal situation
			Child sent to another class (NB : children must never be sent to stand on own, ie out of sight of adult)
		Consult MDC/GS Discussion at staff meeting if issue involves more than one child or is a persistent problem. Action may include whole classwork/contracts/assemblies etc	

Note: It is vital that all staff are consistent in their treatment of children and when this schedule is agreed/modified it must be used consistently; it will be incorporated into our Good Behaviour Policy.