

## **Lower school policy for behaviour and discipline.**

### **Related Policies**

- Anti Bullying Policy
- Exclusion Policy
- Special Educational Needs Policy
- Child Protection Policy
- Code of Conduct for Staff
- Restraint Policy
- Drugs and Alcohol Policy

### **Basic Principles.**

This behaviour policy is based on the principle of mutual respect between all adults and pupils in the community. Parents are part of this community and are expected to foster respect for the School and all it stands for. Also included in this is respect for the physical environment of and all equipment in the School.

- Pupils have a right to be cared for.
- Teachers have a right to teach.
- Pupils have a right to learn.
- Pupils and staff have a right to be safe.
- Pupils and staff have a right to be heard.
- Everybody has a right to grow and make mistakes.

Along with these school `rights` go responsibilities:

- Teachers have a responsibility to teach to the best of their ability.
- Pupils have a responsibility to do their best in school.
- Pupils have a responsibility to allow others to learn.
- All adults have a responsibility to maintain a safe environment.
- Pupils have a responsibility to look after each other.
- Everyone has a responsibility to listen.
- Everyone has a responsibility to support and assist those who make mistakes.

### **Behaviour Management Strategies.**

Strategy varies according to age of pupils. Strategies should aim to respect each teacher's individual approach to discipline while also supporting consistency and clarity across the school.

1. Positive behaviour should be noticed, acknowledged and if appropriate, rewarded clearly and positively. What constitutes good behaviour should be apparent and understood by children and staff.
2. Sanctions for bad behaviour should be clear and meaningful. What constitutes bad behaviour must be apparent and understood by children and staff.
3. In most situations, there should be opportunities for pupils to discuss their behaviour and, if appropriate, 'make up' for mistakes and bad behaviour.
4. All teachers understand that it is appropriate for pupils' growth that they test the 'boundaries' of behaviour. It is the teachers' responsibility, both collectively and individually, to set and maintain these boundaries.

## **Child Protection.**

See also Child Protection Policy.

1. Physical contact.
  - a. It is recognised that hugs and warm physical contact may be an appropriate and comfortable part of school life, particularly with younger children. Usually it is best for adults not to initiate such contact.
  - b. Reassurance may also appropriately be given for example through a pat on the arm or shoulder.
  - c. Physical contact in certain sensitive areas of anatomy or placing pressure on joints such as the wrist is inappropriate between any members of the school community.
2. Physical Restraint.

See Restraint Policy
3. Safer Practice:
  - a. Adults should not use inappropriate language or make demeaning or sarcastic remarks in the presence of pupils.
  - b. If you suspect a pupil is becoming inappropriately attracted to you or that you are becoming worried about your feelings towards a pupil, you should discuss this with a colleague and / or the Child Protection Officer.
  - c. If you are aware of personal circumstances which may adversely affect your professional judgement (e.g. bereavement) it is advisable to discuss this with a colleague and/or the CPO.
  - d. Record any incidents of accidents or injuries in the Accident Book in the office.

Record any incidents of behavioural problems on the Homework, Work and Discipline Record form and place a copy in the pupil's notes. Include details of the lead up, the outcome of the incident and any follow up actions to be taken and include the date, and any names of any other adults present, make sure that the class teacher or guardians are aware of it.

## **General Behaviour Code.**

1. We expect pupils and adults to be courteous and positive to all members of the school community and members of the general public.

2. Deliberate defiance towards a teacher or the disregarding of any rules given for the safety of others is unacceptable, particularly because this may put others at risk.
3. A pupil's behaviour during lessons needs to be polite and responsible and must not cause distractions that stop others from learning.

## **Clothing.**

1. Clothing must be appropriate for school. It must be clean, not torn and consistent with health, safety and hygiene.
2. Throughout the school, neither girls nor boys should have any underwear showing nor should they have bare midriffs.
3. Clothing should be without large logos or pictures.
4. One set of studs may be worn in the ears, but no other piercing is allowed.
5. Long hair must be held away from the face and this applies to both boys and girls.
6. Make-up or nail varnish should not be worn, although discreet make-up may be allowed in Classes 7 and 8 with the agreement of the Class Teacher.

## **Homework and School Work.**

Homework is given to encourage independence, personal organisation and good habits.

1. Any homework given should be completed by the time agreed, otherwise a consequence will be given.
2. It is important that parents support teachers by ensuring that their children are properly equipped with the items that they will need in the classroom that day e.g. homework, pens, ruler, compasses, indoor shoes, gym kit etc.

## **Technology.**

Mobile phones may be considered necessary to enable pupils to make arrangements with parents, but they have no place in the classroom or during school time.

1. Pupils should use phones after school only and outside the school premises. **In no circumstances should a phone be switched on during school hours.**
2. Walkmans, i-pods and MP3 players etc must not be used during school hours.

## **Others.**

1. Pupils are not permitted to bring to school potentially offensive or dangerous items.

## **Disciplinary Procedure.**

1. **First incident:** The pupil will get a verbal warning.
2. **Second incident:** A second warning will be given and this will be recorded on the Homework, Work and Discipline Record Form. A copy will be placed on the

- pupil's file and the parents will be informed. A break-time detention or another appropriate consequence e.g. a written apology, will be given.
3. Third incident: A meeting with parents will be arranged, with the child present if age appropriate. A behaviour plan will be discussed and agreed in writing. A copy will be sent to parents and a copy will be placed on the pupil's file.
  4. Fourth incident: If there is no significant improvement following Step 3, the matter will either need to be referred to the Suspension Mandate Group or another meeting with parents will be arranged.
  5. If there is still no significant improvement, the matter will be referred to the Suspension Mandate Group.

Note: Some incidents may be sufficiently serious and will bypass Steps 1, 2 and 3. These procedures need to be flexible enough to be used appropriately for each individual case.

In the event of an incident which requires the involvement of the Suspension Mandate Group the procedure is as follows:

1. Remove the child from the location of the incident, if safe and appropriate, and place in the care of another member of staff.
2. Inform the Educational Co-ordinator.
3. The Educational Co-ordinator will liaise with parents and the Mandate Suspension Group.
4. A meeting will take place as soon as is practical to agree the next step according to the Exclusion Policy.

### **Disciplinary procedure: Technology.**

If a pupil is found to be using their mobile or any other technological device inappropriately as has been described, then this will be confiscated and sent to the office. It will be held for one day for the first incident, a week for the second. Parents will be informed.

