

BEHAVIOUR AND DISCIPLINE

In our school, discipline is based upon mutual respect. Children are expected to follow a set of simple accepted rules of conduct.

As children progress throughout the school we expect them to become more responsible individuals and mature in their attitude and tolerance towards each other. School rules are kept to a minimum and these are brought to the notice of the children by means of talks after assemblies and in writing to parents on the admission of their child. Should a child prove to be particularly disruptive or difficult the parents are invited to school to discuss the problem.

Persistent misbehaviour is usually dealt with by the withdrawal of privileges of some kind.

Extra work may also be given.

Parents who wish to discuss problems may do so with the class teacher and Headteacher, by appointment, out of school time.

For urgent cases, appointments may be made to see the Headteacher during school time.

A copy of the Behaviour policy and Code of Conduct is included.

POLICY FOR SCHOOL BEHAVIOUR MANAGEMENT

1. Rationale

Behaviour management is the way in which we seek to moderate and improve the behaviour of our pupils. It includes the positive approach to praise, encouragement and incentives supported when necessary by the negative aspects of criticism and punishment.

Behaviour management is about promoting self-discipline - "the ability to put the common good before selfish desire". It is therefore about our whole school and each child's need for security and personal development.

This policy includes statements about sanctions including pupil suspension, but our aim is that with the right positive approach to behaviour problems, and a positive supportive ethos in the school, the more extreme sanctions will not be necessary.

Good behaviour is conduct which assists our school to fulfil its function in developing the potential of all our children. Unacceptable behaviour is, therefore, conduct which disrupts the development, either of the individuals themselves or of others affected by their actions.

2. Aims

A whole school approach to behaviour management is necessary to support the following aims of our school.

- That all those who work in or visit our school will exhibit behaviour in keeping with these aims and our ethos.
- That those who work in or visit our school will:

a) value and appreciate one another and themselves irrespective of gender, disability, age, race or creed, and acknowledge that everyone has a part to play within our school community.

b) listen with respect to one another and be conscious never to damage another's self-esteem.

c) develop self-discipline, and the ability to learn independently and work co-operatively.

d) be helped to feel good about themselves.

We aim to foster a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal effects.

We aim to:

1. Provide opportunities to communicate with parents and guardians.
2. Support children who may find it difficult to follow the 'Code of Conduct'.
3. Support staff that may experience difficulties with particular children or groups of children.
4. Provide "equality for all".

3. Objectives

To encourage all children to behave in a responsible manner, showing consideration and respect for people and property at all times.

To emphasise the child's achievement and potential, not to focus on failures. Criticism should, wherever possible, include some positive comments.

To discourage unacceptable behaviour which includes:

- behaviour that would harm themselves or others
- behaviour which hinders their own or others' development
- disrupting other children
- aggression
- defiance of adults
- destructiveness
- obscene language

Each class will have its own rules decided by the children and teacher in consultation, and reviewed at intervals during the year. Emphasis will be placed on choice. Adherence to rules will bring reward, not following the rules will result in sanctions. These will be displayed in each class to remind children of the way they have chosen to behave.

Rules for behaviour at lunchtime have been decided by the staff, children, MSAs and will follow the same principles.

Rewarding good behaviour is done in many ways.

Behaviour that shows a caring attitude will be acknowledged and rewarded including:

- a word of praise
- comment in work book
- stars, stickers, "smiley faces"
- house points will be awarded
- star pupil award for any act/piece of work needing outstanding commendation. Star assemblies recognise "STAR" pupils who have been the week's nominated star achievers for good work or behaviour
- greater responsibility/privileges
- comment to parents
- class awards
- a visit to the Headteacher who will award special badges and commendations for outstanding work/behaviour
- public praise in class or assembly

Sanctions need to be seen to be applied fairly. All staff should avoid threats or statements that leave them or the Headteacher no room for manoeuvre.

Possible sanctions include:

- immediate checking of misbehaviour - a look or a quiet word
- discussion with child
- repeating unsatisfactory work
- loss of privileges i.e. missing playtime
- referral to the Headteacher
- parental consultation
- short term withdrawal from class/isolation within the class
- short/long term exclusion
- Red/yellow card system:

2 yellow cards (taken home) means loss of play for a) 1 day, b) 1 week.

If still not effective a red card to be issued, which means parents are invited into school to discuss the child's unacceptable behaviour and sanctions may be applied to school visits, parties etc.

Cards are negated at the end of each term.

It is essential that the child understands fully that it is his/her behaviour that is unacceptable and that he/she is still valued as a person.

The reason for the sanctions must be made clear to the child, who will need guidance and support modifying his/her behaviour.

The most powerful sanction should be disapproval of a respected teacher.

4. Conclusion

We encourage children to talk (in "Circle Time") about their feelings and how their behaviour affects themselves and others.

The general atmosphere at school must enable the child to continue to feel accepted. Each child needs to feel confident that someone in school is genuinely interested in his/her well-being, progress and future.

Our care of the children at Seton School is characterised by kindness, respect and understanding of their needs.

Parents signing the Home/School Agreement are signifying their acceptance of our School policies and their willingness to assist in carrying them out. The acceptance of the School Brochure including the “Code of Conduct” will ensure that all parents and children are aware of our school’s expectations and behaviour in School.

Our school's aims and philosophy place great emphasis on trust, self-discipline and responsibility. When the self-esteem of each child is nurtured, misbehaviour is a less attractive way of gaining attention.

CODE OF CONDUCT

No child should:

- 1) Leave the school grounds without staff supervision.
- 2) Use offensive language.
- 3) Indulge in name calling
- 4) Make threats towards other children/adults
- 5) Use aggressive physical behaviour.
- 6) Tease or mimic with the intention of causing distress.
- 7) Be in the school grounds before 8.45 am.
- 8) Bring sweets or chewing gum at any time.
- 9) Wear jewellery, except wristwatches or studs.
- 10) Use the climbing frame unless supervised by a teacher/MSA during official school playtimes.

In addition children should:

- 11) Be respectful of others at all times
- 12) Make every effort to wear school uniform, which includes sensible footwear
- 13) Be polite at all times
- 14) When visiting a classroom, knock before entering
- 15) Move round school at walking pace. Running in school is not allowed
- 16) Only play football on the school playing field not on the playground

Rewards

- a) Pupils who have made an achievement through effort will be invited to show other members of staff and pupils their work.
- b) Behaviour that shows a caring attitude will be acknowledged and rewarded.
- c) “Star” pupils will be identified from each Class weekly. These can be children who have demonstrated good behaviour, thoughtfulness, shown initiative and interest as well as achieving academically.
- d) House points will be awarded/removed.
- e) Star Assemblies recognise “STAR” pupils who have been the weeks nominated star achievers
- f) The Headteacher will award special badges and commendations for outstanding work/behaviour

Sanctions

- a) Ultimate sanction - exclusion.
- b) Children’s inappropriate behaviour will be recorded in the Class “incident” Book. If this happens twice in one week it will be reported to the Headteacher for recording in her incident book and a reprimand will ensue with suitable punishment.

c) Withdrawal of privileges. These may include playtimes or the loss of a place in a school team, or other sport or musical activities, perhaps even a School visit.

d) Unacceptable behaviour at lunchtime will result in a child being reprimanded by the lunchtime supervisors and reporting in their incident books. The child may be excluded from lunchtime recreational activities for that day if persistent bad behaviour makes this necessary. If it continues then the parents will be asked to take the child home for lunch.

e) Those misusing property, either their own, another child's or the school's will be reprimanded. They may even be required to replace the loss or damage, as is the case with library books.

f) Red / yellow card system.

2 yellow cards (taken home) means loss of play for a) 1 day, b) 1 week.

If still not effective a red card to be issued, which means parents are invited into school to discuss the child's unacceptable behaviour and sanctions may be applied to school visits, parties etc.

Cards are negated at the end of each term.