

St Helen's College

Behaviour and Discipline Policy

Revised DAC Nov 2008

Behaviour and Discipline Policy

1 Aims and expectations

- 1.1 It is a primary aim of the school that every member of our community feels valued and respected, and that each person is treated fairly and well. Ours is a caring community, whose values are built on mutual trust and respect for all. The school behaviour and discipline policy is therefore designed to underpin the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of school rules, (see *Pupils' Code of Conduct*) 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 learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly, equally and with respect. We apply this behaviour policy in a consistent way and do not discriminate against any child. (See St. Helen's College *Equal Opportunity Policy*)
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children
 - teachers make encouraging comments
 - teachers make written comments on children's work, either in general terms ("well done") or in a more detailed way, picking out specific points for positive comment (see St Helen's College *Marking Policy*)
 - stickers, badges and stamps are used for younger children
 - teachers give children team points for good work, behaviour and helpfulness (Years 2 to 6; see St. Helen's College *Marking Policy*)
 - a visit to a senior member of staff/the head teachers for commendation
 - awarding of badges, certificates and commendations in assembly to reward good work and effort and positive personal qualities and behaviour
 - the use of school reports to comment favourably on good behaviour, community involvement and a positive attitude to school
 - the display of children's work around the school
 - affording children the opportunity to undertake some specific area of responsibility
- 2.2 The school acknowledges all the efforts and achievements of children. Trophies, certificates and awards achieved, in sporting and cultural activities, both in and out of school, are presented in assemblies.
- 2.3 The annual Prize Giving celebrates academic, sporting and cultural achievement and endeavour, while recognising personal qualities such as helpfulness and good citizenship.

2. 4 The School Council provides opportunities for children to be consulted about and involved in school development.

3 Sanctions

3. 1 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, on the understanding that the desired outcome is an improvement in behaviour. It is essential that children are aware that it is an aspect of their behaviour which is not acceptable, not the children themselves.
3. 2 As a school, we stress the positive approach of encouragement and praise, but even in a well-ordered environment such as ours, it may be necessary for sanctions to be applied from time to time.
3. 3 We expect children to:
- support and observe the Pupils' Code of Conduct
 - listen carefully to instructions in lessons
 - work attentively and at a suitable pace
 - try their best in all activities
 - take pride in the presentation of their work
 - keep their desks, trays and personal belongings tidy
 - hand in homework on time
 - allow others to work without distraction
 - work and play co-operatively with other children

If they do not do so, for the first, or an occasional occurrence, we may issue an immediate verbal rebuke, quietly but firmly, or speak to them later in private. We may also ask them to:

- move to a place nearer the teacher
 - sit on their own
 - re-do a task
 - sit out of an activity
3. 4 We recognise that when children are kept in at breaks or lunchtimes, they will be supervised and that all children need time to play, let off steam and enjoy the freedoms of the playground. Individual children will not experience such sanctions on a regular basis. Children are not kept after school.
3. 5 If a child in Year 2 – 6 repeats the behaviour in 3. 3, a teacher may issue a Yellow Card and further sanctions may be employed; for example:
- repetition of work until an acceptable standard has been reached
 - constructive work around the school (e.g. litter picking)
 - loss of break or lunchtime privileges

Yellow cards will accrue over a half term period. If three are issued within a week then the pupil will have a red card/detention. Within a half term period, six at any time which have not already been converted to red, will trigger a red card and therefore a detention.

The teacher who issues the card must enter Yellow and Red Card information on the pupil's behaviour records on SIMS.

The headmaster monitors the Yellow and Red Card records to ensure consistency of application, and to identify individual or group behaviour patterns which warrant further investigations and/or action.

- 3.6 For persistent poor attitude, effort of behaviour, the child may be put 'On Report', as follows.

Upper School

A Report Card is issued to monitor work/behaviour in each lesson/break; teachers & parents comment on a daily basis and the card is seen each week by the Head who will judge when to bring the report to an end. Short periods on report are the most effective.

Lower School

Following home-school consultation the child is given a smiley face book to record behaviour for two weeks. If behaviour does not improve, then, following further consultation with parents, a weekly Report Sheet is issued to record and monitor behaviour. The child sees it daily and earns smiley faces for good behaviour; the sheet is seen and signed by the parents daily and by the Head weekly. A child will be on report for two to three weeks. If necessary a child may go on report more than once.

If a child is put On Report, the headmaster/mistress will enter the fact on the child's behaviour record on SIMS.

If a child needs to be put on report more than twice, the Heads will consider whether suspension or expulsion from school might be the most appropriate course of action.

4. Bullying

- 4.1 The school does not tolerate bullying of any kind. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. 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. (See St Helen's College *Anti-Bullying Policy*, St Helen's College *Staff Handbook*)

5. Physical Restraint

- 5.1 Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others.
- 5.2 The Education Act, 1996, allows teachers to use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'.
- 5.3 Any physical intervention must be proportionate (minimal as required by the circumstances), pre-empted and avoided wherever possible (through good behaviour management and suitable supervision) and correctly managed (the pupil must be given an explanation for the intervention, and the member of staff's 'line manager' must be informed).

6. The role of teachers

- 6.1 It is the responsibility of the form teacher to ensure that:
- the children are aware of the Pupils' Code of Conduct
 - school rules are enforced in their class
 - their class behaves in a responsible manner during lesson time.
- 6.2 Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability by:
- making learning interesting
 - establishing good relationships
 - insisting on high standards

- differentiating appropriately and being clear about what is expected
- setting achievable targets supported by praise and encouragement

- 6.3 Teachers treat each child fairly, enforce the Code of Conduct consistently and deal with all children in their class with respect and understanding.
- 6.4 Teachers act as role models for the children, in respect of courtesy, smartness, speech, diligence, punctuality and relationships.
- 6.5 If there are incidents of anti-social behaviour, the form teacher may discuss these with the whole class during 'circle time'.
- 6.6 Problems are dealt with on an individual or small group basis and the whole class is never punished for the misbehaviour of a few.
- 6.8 Teachers are aware that discussing difficulties with senior or more experienced colleagues is an appropriate strategy in solving problems.
- 6.6 All teachers are aware of the need for good working relationships with parents and that many problems can be solved quickly and informally by contacting parents should there be any cause for concern.
- 6.7 Form teachers' reports to parents about the progress of each child include comments on behaviour and personal and social development, in line with the whole-school policy. Subject teachers may also refer to behaviour if this has been a significant factor in a child's progress.

7 The role of the head teachers

- 7.1 It is the responsibility of the head teachers to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the head teachers to ensure the health, safety and welfare of all children in the school.
- 7.2 The head teachers support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 7.4 The head teachers have the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social or disruptive behaviour, the head teacher may permanently exclude a child.

8 The role of parents

- 8.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 8.2 Parents receive a copy of the Pupils' Code of Conduct (the rules of the school) with the offer of a place. We expect parents to read these and support them, as it is a condition of remaining in the school that a child complies with these rules, which form part of the *Parents' Contract*. (See St Helen's College Parents' Contract)
- 8.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the Parents' Contract. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 8.4 If the school has to use reasonable sanctions to punish a child, parents should 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 form teacher. If the concern remains, they should contact the head teachers. Should there be no satisfactory

resolution of the problem, the school's procedure for the review of such matters will be available. (See St Helen's College *Complaints Procedure*).

9 Monitoring

- 9.1 The head teachers monitor the effectiveness of this policy on a regular basis.
- 9.2 The school keeps a variety of records of incidents of misbehaviour.
- The form teachers record Yellow and Red card on SIMS.
 - The head teachers keep records of all serious disciplinary matters referred to them, including those resulting in suspension or expulsion.
 - Lunchtime supervisors provide details of serious incidents in the playground during the lunch break for recording by the head and/or form teachers.

10 Review

- 9.1 This policy is reviewed every two years. The head teachers may, however, review the policy earlier than this should circumstances change.

DAC

Appendix A Guidance notes on the issue of Yellow and Red Cards

It is important that staff use of Yellow and Red cards is consistent across the school. It would be unfortunate and would undermine the system if some teachers awarded cards too readily while others tolerated very poor behaviour without issuing a card.

The notes below provide guidance for the use of Yellow and Red Cards. The offences listed are provided as examples, and do not comprise a complete list of possible misbehaviours.

When a Yellow or Red Card is issued, the form teacher must be informed and must enter the details on the pupil's behaviour record on SIMS.

a) The following acts of misbehaviour should result in a verbal rebuke, and possibly a requirement for the pupil to sit on his/her own, sit out of an activity or re-do a task.

- Noisy behaviour in class or between lessons
- Distracting behaviour in class
- Laziness or poor work
- Late or incomplete homework
- Deliberate failure to follow a teacher's instructions

b) The following acts of misbehaviour should result in a Yellow Card for the perpetrator.

- Repeated poor behaviour as listed in (a) above, after a warning and a final warning.

c) The following acts of misbehaviour should result in an immediate Red Card.

- Swearing
- Fighting
- Rudeness to a member of staff
- Dishonesty