

MERE SCHOOL

Self Esteem, Positive Behaviour and Discipline Policy

This policy is made up of a number of sections:

- A – School Discipline Policy
- B – Behaviour Policy
- C – Lunchtime Behaviour Policy
- D – Ground Rules for Good Relationships.

“Pupil’s behaviour can be influenced by all the major features and processes of a school.

These include the quality of its leadership, classroom management, behaviour policy, curriculum, pastoral care, buildings and physical environment and relationships with parents.” (The Elton Report)

Leadership

As members of staff we will endeavour to set a role model for the children when we respect one another, our work and surroundings. We will aim to be consistent in our approach to children.

We are equally responsible for caring for all children in the school not just those in our class groups.

Classroom Management

Work should be well planned and suited to the child’s ability. Instructions should be simple and clear so that children understand what they are being asked to do. Resources should be readily accessible to all the children.

We recognise that praise, encouragement and a shared sense of humour are the most effective controls.

Behaviour Policy

In September each year the staff and children will agree a code of behaviour. The rules will be kept to a minimum and then they can be discussed during Circle Time with the class teacher so that they can be made relevant to the different age groups.

Circle Time (please see guidelines)

It will be used in classes to encourage:

- self awareness,
- awareness of others,
- acknowledgement of feelings,
- sensitivity to others,

- a class approach to solving problems, and
- enjoyment.

Curriculum

Children are more easily motivated and involved if the work is interesting and suited to their ability.

Children who are gifted or have learning difficulties should be identified and have the curriculum modified before they become frustrated and therefore, possibly disruptive.

Pastoral Care

We aim to know the children as individuals so creating a supportive atmosphere of understanding and respect.

Buildings and Physical Environment

Classrooms should be made as attractive as possible and children's work valued and displayed.

We will all be responsible for caring for the school grounds and keeping them litter-free.

Within the limitations of the school budget we will keep the school as well maintained and as freshly decorated as possible.

Relations with Parents

Parents will be welcomed into school and encouraged to work in the classrooms so that we know one another well and can work together on a consistent approach to the behaviour of the children. The Home School Agreement will support this.

Discipline

It is important that everyone in the school community feels valued and that we work together to maintain high self-esteem. To achieve this we will:

- use positive reinforcement and praise whenever possible.
- listen to each other and acknowledge the right of an individual to his own opinion, this will be central to the Circle Work in the classroom.
- show by the classroom displays that we value children's work.
- celebrate individual and group successes in Collective Worship.
- share these successes with parents in newsletters.
- take photographs of school events and display these centrally in the school.

SECTION A

Discipline Policy

Good behaviour is conduct which enables the school to fulfil its function, namely, to develop fully the potential of all pupils. Bad behaviour is conduct which prevents this, either when an individual by behaving badly prevents his/her own development or when unacceptable conduct disrupts the development process of other members of the school community. We recognise the importance of a positive approach to the behaviour of children in the school. To quote the Elton Report:

“We consider the best way to encourage good standards of behaviour in schools is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction” (Discipline in Schools, Ch 4, Para 50).

Rationale

Mere School wishes to provide a safe and secure environment for all children to enable optimum learning to take place.

Aims and Values

Mere School aims to:

- provide a happy and secure environment for those who work in or visit it.
- encourage children’s awareness and understanding of good self-discipline.
- encourage children’s awareness and understanding of the needs of others.
- always provide a consistent approach to disciplines, having regard to the different developmental stages of children.
- encourage children and adults to respect and value all members of the school community.
- encourage appropriate behaviour.

Broad Guidelines

- 1 Mere School will value the variety of cultures and abilities within the school and will deal quickly and firmly with any form of racism, sexism or bullying.
- 2 A consistent approach by all adult members of the school community is essential in achieving and maintaining effective discipline.
- 3 ‘Hands up’ as a means of achieving silence will be used throughout the school and when appropriate.
- 4 Incidents arising outside lessons should be dealt with initially by the staff observing them and, if necessary, passed to the appropriate member of teaching staff. All adult members of the school community should regard themselves as being ‘on duty’ at all times and should never allow minor misdemeanours to go unchecked.

- 5 Any referrals should be followed through to ensure that appropriate action has been taken. Empty threats are an incentive to further poor behaviour and should never be used.
- 6 Sometimes discipline problems in the classroom can arise from inappropriate teaching content or method. If they do arise, teachers should consider whether they are providing appropriately differentiated work as well as adopting appropriate intervention strategies.
- 7 A positive approach to discipline is more effective than a negative, confrontational one. Boundaries should be set early. Once these are established positive discipline should be exercised, and good behaviour should be the expectation.
- 8 Warm, friendly relationships amongst all members of the school community are a strong incentive to good social behaviour.

SECTION B

Behaviour Policy

We aim to have a school where:

- 1 there is a quiet, purposeful and orderly atmosphere where everyone can go about their work quietly.
- 2 everybody in the school is valued and treated with respect so that they can grow in confidence and self-esteem.
- 3 everybody listens carefully to whoever is speaking in all situations.
- 4 everybody is honest with themselves and others.
- 5 everybody understands how to behave appropriately throughout the school – in the classroom, playground, gymnasium, sports field, place of worship, dining room, etc.
- 6 everybody cares for all others and always offers help when it is needed. No one engages in activities where others are hurt, either physically or verbally.
- 7 everybody accepts that school is a place where they do their best.
- 8 everybody feels safe and happy to come to school, and therefore enjoys their time at Mere School.
- 9 everybody gives praise willingly to others and understands the effort and achievement others have made.
- 10 Everybody conforms to the above – not because they are ‘policed’ but because they know it is the right thing to do.

Rules

These need to be explained so that children understand their purpose.

- 1 A peaceful, workmanlike atmosphere will be expected.
- 2 Children will be expected to walk quietly within the school building.
- 3 Property will be respected. Anything the child brings to school, apart from what is required to meet the demands of the school day, must fit into the child’s drawer and remain his/her responsibility.
- 4 The playground will have defined areas for different activities which need to be respected.

- 5 Bad language will not be permitted.
- 6 Bullying, both physical and verbal (ie aggressive or coercive behaviour, including name calling) will not be allowed.
- 7 Racist and sexist behaviour, and negative attitudes towards minority groups, will not be tolerated.

Incentives

- smiley faces on children's work
- stamps on children's work
- positive comments on children's work
- stickers (Head teacher awards available for exceptional work/behaviour)
- MDSA's feedback to teachers any particularly good behaviour at lunchtime
- showing good work to another class or the Head teacher
- specific privileges – use of school facilities or equipment
- a celebration for the whole class
- teachers nominate 1 pupil to be awarded a certificate in Fridays whole school collective worship
- Achievement Book
- Headteacher's certificate awarded for consistently good behaviour/work.

Dealing with Unacceptable Behaviour

Progressions of Sanctions

- 1 Quiet correction by adult in charge at the time by speaking to the child alone about why the behaviour is unacceptable and how it can be compensated for. An apology will usually be appropriate.
- 2 If a sanction is necessary it should be immediate when possible, eg 'time out' of activities in the playground or class, loss of 'golden' time (KS1).
- 3 On occasion it may be appropriate to remove a child from class and send them to work in another class in order to defuse a volatile situation and limit the disruption for the majority. This sanction should be used with discretion and consideration for entitlement to the curriculum.
- 4 Parents will be contacted and made aware of the fact that there is a problem.
- 5 Parents will be asked to come to school to discuss the situation.
- 6 Warning will be given of temporary exclusion – governors consulted.
- 7 Temporary exclusions.

- 8 School governors, after informing the parents will discuss permanent exclusions at a meeting with the parents, child, Head teacher and LEA representative.
- 9 Permanent exclusions if governors and LEA agree.

Behaviour referrals

If children demonstrate worrying behaviour they should feature on the 'class concern' sheet in the register (Concern).

If the behaviour is a persistent concern then a behaviour *Individual Educational Plan* (IEP) will be drawn up and discussed with the parents (Action). At this stage the Wiltshire Behaviour or Psychological Service could be asked to discuss with, and advise, the class teacher in an informal manner. If there is no improvement, and serious concern is felt, then a referral to the Wiltshire Psychological Service will be discussed with the Head teacher and parents (Action Plus).

SECTION C

Lunchtime Behaviour and Supervision Policy

The MDSAs are responsible for safety and welfare of the children during the lunchtime period (in extreme cases it may be necessary to refer an incident to a member of staff).

Guidance for MDSAs

PRAISE for good behaviour at all times – and do tell the teachers at the end of lunchtime so that they can reinforce this in the classroom. Reward stickers can be used at your discretion to promote good behaviour, kindness, good manners etc.

TRY to deal with difficult behaviour yourselves wherever possible so that the children see YOU as being RESPONSIBLE and not the teacher.

TRY to take action ONLY when you have actually seen an incident, and not on the tell-tales of others.

The children will not respect adults who are seemingly unfair and this is often their example of unfairness when they are wrongly accused. Don't forget to say please even when you are feeling under pressure. Lead by example.

DON'T listen to or encourage arguments.

DO expect politeness and courtesy at all times.

Children who are unwell

If a child is unwell or awaiting collection by parent/carer, s/he will be sitting quietly in the corridor and a member of staff will periodically check that all is well.

Parents/carers should inform staff before taking a child.

Behaviour at Lunchtime

The following is what we deem to be unacceptable:

- 1 deliberate actions to hurt another,
- 2 bullying, physical and verbal,
- 3 racial abuse,
- 4 swearing,
- 5 vandalism,
- 6 theft,
- 7 persistent refusal to do as asked,
- 8 regular disruptive behaviour in dining hall,
- 9 breaking school rules.

Persistent bad behaviour at lunchtime may result in the child being sent home for the lunch hour. Procedures outlined in this policy will be followed and parents will be consulted.

Lunchtime Sanctions

The following sanctions are to be used:

- 1 MDSA has a quiet word with offender.
- 2 A warning is issued.
- 3 5 minutes 'time-out' standing in a designated area.
- 4 Child's name and description of the unacceptable behaviour is reported to the class teacher. Serious incidents may need immediate referral to a member of staff. The Head teacher will be consulted, if necessary and appropriate action will be taken.
- 5 If the child's behaviour continues to be a problem then the parents will be consulted.

End of Lunchtime

When the whistle blows children should stand quietly ready to line up in their classes, a class at a time in an orderly manner.

SECTION D

Ground Rules for Establishing Good Relationships

If adults have good self-concepts then it is more likely that the children in their care will also have them. This section hopes to give some ideas for building a positive, constructive approach, which should benefit both teachers and the children.

Be positive – be generous with praise. Always remember to say ‘thank you’ for something well done. This positive approach may bounce back to you.

Be careful how you talk to people – think about the way you criticise. It is much better to say “You will find it easier if ...”. Do not embarrass people in front of others. Remember an unkind word lingers much longer than a kind one.

Label the act NOT the child, eg “Pushing that child was a dangerous thing to do ...” rather than “You are a nasty bully”. Negative labels stick.

Build in success. Make sure that programmes of work enable children to succeed in some way. It is awful to fail a lot of the time.

Give children time to succeed. Increase your expectations but ensure that you give enough time to produce good, carefully thought out work. Evaluate regularly, ie ask them how they are doing in their work, what they could do better, how could you help them more.

Think back. Remember your own schooldays? Teachers are the creators of memories – make sure that your class has happy ones. Do not be afraid to have fun with them.

Smile. Non-verbal messages are important to children. A pat on the back, a smile and nod gives as much encouragement as words.

A word in time. A quiet word whispered in a child’s ear can often forestall trouble.

Confidence boosting. Make a point of encouraging the shy, anxious or timid child to carry out classroom duties and responsibilities. Let someone help them if it will enable them to take part.

Catch them when they are good. Make time to see if you can spot the positive things you notice in the so-called naughty child.

Over to you – the children often have the answers. After an incident ask the child “Why should I be angry now?”. Encourage the child to analyse his/her behaviour and begin to take responsibility for it.

Share the problem with the class. Whenever there is a classroom problem use the circle. Get everyone to suggest his/her solution. Then all are committed to solving the problem and have shared their concern.

Give yourself some space. Encourage the children not to regard you as the only one who knows. Admit when you do not know the answers. “Ask the ‘you’ inside your head and if you still do not know, ask a neighbour” can be a useful approach.

Make a list. When you need to work intensively and do not want to be disturbed, keep a clipboard near you where children can write down their name and their problem. Alternatively, get them to write this down on the whiteboard. Often the children are able to solve their own problems or other children will offer help. It will ensure that you deal with children who really do need you in order of their asking for help.

Avoid queues at the desk. Devise other systems with the children that ensure there is no ‘wasteful-waiting’.

Have a loo-spot. Cut down on interruptions by chalking a circle or marking a spot in the classroom where children can stand when they need to go to the toilet. As soon as you see them, a quick nod can indicate they can go. Work towards the ideal situation where everyone can be considered responsible, mature and reliable.

Say sorry. If something goes wrong because you made a mistake or did not give a clear explanation take your share of the blame – do not be afraid to apologise if necessary.

(Reproduced from ‘All Round Success’ by Jenny Moseley)

Summer term 2008

Review: Summer 2009

MERE SCHOOL

Bullying Log

