

**St Nicholas CE Primary School**  
**“Belonging, Believing Becoming”**

**Behaviour and Discipline Policy**

Everyone at St Nicholas CE Primary School should aim for the highest possible standards of behaviour. We believe that everyone connected with the school should play their part in securing an orderly atmosphere conducive to effective teaching and learning.

We recognise the importance of a positive atmosphere based on Christian values, a sense of community and shared values and a whole school approach to promoting good behaviour.

We also recognise the importance of personal, social, moral and spiritual education as a means of promoting the values of mutual respect, self-discipline and social responsibility, which underlie good behaviour.

We believe that pupils tend to behave more responsibly if they are given responsibilities and aim to provide opportunities for all our children to take on responsibilities appropriate to their age and stage of development, recognising their non-academic achievements.

**School Rules**

Our school rules have been formulated by staff and children working together. They are: -

**1. No one will be hurt**

This includes physical aggression, lack of concern for others, verbal abuse and unkind acts or remarks. We should try to treat others in the way in which we would like them to treat us. It also includes hindering other children in their work as this harms their right to an environment suitable for learning.

**2. Walk quietly**

This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things. That way no one will be hurt and no one is disturbed by the noise.

**3. The school and grounds will be kept clean and tidy**

We want our school to be a welcoming place that we can all be proud of. This means putting litter in bins, keeping walls and furniture clean and unmarked, taking care of displays, particularly of other people's work.

**4. Always do your best**

Our best is always good enough. This means doing your best work and trying your best to behave well.

Children should be reminded regularly of the school rules.

Relationships are vital between everyone and at every level. We should greet people, speak and listen to people, smile and relate to people and communicate with them.

Acceptable standards depend on good examples, setting high standards and applying rules firmly and fairly. We must expect to give and receive respect, treating everyone as an individual.

To maintain discipline we must insist on acceptable standards of behaviour, work and respect. We must apply school rules uniformly, work to the agreed procedures and follow up problems to their conclusion.

We must accept that where children are learning and testing the boundaries of acceptable behaviour there will be problems. Our success is tested not by the absence of problems but by the way we deal with them.

We should address the problem by avoiding confrontation, listening to each other, establishing the facts, judging only when certain and using punishments sparingly.

We should avoid: -

- \* humiliating
- \* shouting
- \* over-reacting
- \* blanket punishments
- \* over-punishment
- \* sarcasm
- \* carry out threats

We should:-

- \* use humour
- \* keep calm
- \* listening
- \* be positive
- \* build relationships
- \* be consistent

The majority of children are co-operative. We should deal immediately with the few who present problems by establishing our authority firmly and calmly and separating the problem from the person.

Only if a problem cannot be resolved should it be referred on to the Headteacher or Deputy Head.

In an emergency the offender should be escorted to the most accessible senior member of staff.

Records of problems should be kept, as factual information on file can save time and make a solution more likely.

On going problems should be recorded by the class teacher, copies should be made available for the Headteacher each half term or more frequently depending on the severity of the incidents.

Infant and Junior Playtime incidents need to be completed accurately and accessible for the Headteacher to view each half term.

This policy should be read in conjunction with:-

- Codes of Conduct
- Rewards
- Sanctions
- Playtime rules
- General information in the staff handbook

## **SCHOOL RULES**

- **No one will be hurt**
- **Walk quietly**
- **The school and grounds will be kept clean and tidy**
- **Always do your best**

## **REWARDS**

- **Signs of approval, praise and encouragement**
- **Displays of work, comments in homework book**
- **House points (these can be 'banked' for negotiated class treats)**
- **Student of the Week Behaviour and Achievement Certificates**
- **Stickers**
- **Sporting Player of the Match Awards**
- **Special Mention in Assembly**
- **Lunchtime Well Done slips or stickers**
- **Badges given for representing the school**
- **Star chart that builds up to a reward**

## POSSIBLE SANCTIONS

- ❖ Warning x 2
- ❖ Move name from green to yellow on behaviour chart
- ❖ Move to isolation table/chair
- ❖ Move name from yellow to red on behaviour chart
- ❖ 10 minutes in another class
- ❖ Send to Headteacher
- ❖ Behaviour modification in conjunction with rewards or sanctions e.g. half hourly report to Headteacher.
- ❖ Playtime – see playtime sanctions, this may include withdrawal of free time for one or a number of break times.
- ❖ Official letter to parent requesting consultation
- ❖ Withdrawal of privileges e.g. withdrawal of star chart reward, representing the school at a sporting event or on a school visit

Note: Children must not be asked to stand in the corridor

## PLAYTIME RULES

- ❖ No one will be hurt
- ❖ All adults will be respected
- ❖ No one will be in school unless with a teacher
- ❖ Only appropriate language will be used
- ❖ When the whistle blows move carefully to lines.
- ❖ Keep the playground tidy

## **BEHAVIOUR CODE OF PRACTICE**

### **A) About the School**

#### Children are expected

- to be reasonably quiet
- to walk
- not to wander about the building and grounds
- to care for the building and grounds
- to treat adults and children with respect
- to carry out tasks sensibly
- to collect and return equipment in an orderly fashion
- to ensure that no one is hurt, either physically or emotionally.
- To wear their uniform correctly

#### Implications for staff

Every member of staff must be prepared to correct any infringement of this code of behaviour by

- expecting high standards of behaviour
- never ignoring any infringement
- giving an explanation of what is expected
- investigating any disturbance e.g. toilets, library
- setting an example
- supporting colleagues and ancillary staff

### **B) In the classroom**

#### Children are expected

- to enter and leave in an orderly manner
- to be reasonably quiet at all times
- to be silent at specific times when asked
- to get on with set tasks
- to be polite to adults and children
- not to interrupt adults or children
- not to interfere with the work of others
- to care for materials and apparatus
- to care for the general appearance of the classroom

- to respect other people's belongings
- to complete tasks set by teachers

### Implications for staff

Every member of staff should have high expectations of behaviour and work.

Everyone should set high standards of care, tidiness and cleanliness in the classroom.

Children should be supervised when entering or leaving the classroom.

Every member of staff should correct any infringement on the code of behaviour by

- never ignoring any infringement
- being fair in listening to children's explanations of why breakdown has occurred
- giving an explanation of what is expected
- supporting colleagues and ancillary staff

### **C) Assemblies**

#### Children are expected

- to line up in silence ready to lead into the hall
- to walk to the hall silently and in an orderly manner
- to listen, without interruption or disruption, to the assembly
- to leave the hall and re-enter classrooms in an orderly manner

### Implications for staff

The first teacher in the hall is responsible for the children until the teacher leading the assembly arrives.

Every member of staff should ensure that

- children are silent before leading into the hall
- children are punctual for assembly
- children listen in silence
- children return to their classrooms in silence and in an orderly manner.

Staff excused assembly should return to the hall to accompany their children back to the classroom.

### **D) PLAYTIMES**

#### Children are expected

- to leave classrooms in an orderly manner
- not to re-enter the building during break except to go to the toilet or first aid
- to respect others and not interfere with the games of other children
- to be polite to adults and children

- to report problems to the teacher on duty
- to line up in orderly manner on hearing the whistle (juniors) to stand still on hearing the bell and to walk in when told to by the teacher (infants)
- to enter the classroom quietly under the supervision of the teacher.

Implications for staff

Duty teachers should be in the playground promptly.

Children should be supervised whilst leaving classrooms.

Children should be reminded that they are not expected to re-enter the building except to go to the toilet.

Children should be reminded about going to the toilet.

Duty teachers should patrol the playground and be ready to intervene before problems develop.

In the case of major problems, the headteacher should be sent for.

TWO minutes before the end of break the duty teacher should send a child to warn the staff that the whistle will be blown.

The whistle should be blown when class teachers are ready to receive their children.

Class teachers should supervise children's entry.

**E) WET PLAYTIMES**

Children are expected

- to follow the normal code of behaviour applicable to behaviour in the classroom.

Implications for staff

Teachers should make it clear to children

- which activities are not to be used during their absence
- whether children may continue with class work
- whether children may use games etc.
- that the classroom should be left tidy at the end of break.

**F) LUNCHTIMES**

Children are expected to

- play appropriately in the playground
- not to be in school or enter school without permission
- follow instructions given by the lunchtime staff
- to stand still on the blow of one whistle or a continual whistle

Implications for staff

- To treat all children equally
- To line children up at final whistle for collection by class teachers
- To send a message to staffroom two minutes before whistle is blown

- Welfare staff should patrol the playground and be ready to intervene before problems develop.
- Uphold school Behaviour policy
- Deal with all incidents if possible but refer to Headteacher or Deputy Head if necessary

## **G) WET LUNCHTIMES**

### Children are expected to

- take part in a stationary calm activity in own classrooms
- be responsible for equipment and tidying up all games and activities

### Implications for staff

- be aware of what activities are allowed at lunchtime
- encouraging children to tidy up in time for afternoon lessons

At lunchtime the First Aid will be administered where possible on the playground. Welfare staff will take it in turns to administer any first aid that needs to take place in the green room.

### Playtime Sanctions

If a child is doing something he or she should not be doing as long as they are not causing physical harm to others, they will receive a verbal reminder that the behaviour is not appropriate. They should be told that if they repeat the behaviour they will be choosing to spend two minutes in the time out zone by the wall.

At a second offence the child will be asked to stand by the wall for two minutes.

At the end of this time the lunchtime supervisor should remind the child why he/she has spent the last two minutes by the wall and an apology should be sought. If they refuse to apologise they stay there till they do. If they come away from the wall the time starts again.

If the child further offends during the same lunchtime they will spend another two minutes by the wall.

The class teacher or the head teacher will discuss ongoing problems at lunchtime with parents.

If there is a serious physical incident between two children they should be brought in and seated separately to calm down. The Head teacher or the deputy in her absence will deal with this.

For persistent, serious, inappropriate behaviour the following strategies may be used:

- Parental involvement
- Involvement of Headteacher or Deputy Headteacher.
- Weekly/ daily report
- Fixed period exclusion
- Behaviour Support Team intervention
- Permanent exclusion

The school will follow guidance on exclusion from the LA and DfE

Member of staff responsible: Rachel Cunningham

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