GRIFFE FIELD PRIMARY SCHOOL

Positive Discipline Policy

SCHOOL ETHOS - A POLICY FOR GOOD ORDER

At Griffe Field Primary School we aim to develop successful, fulfilled young people, well skilled, with enquiring minds and positive, responsible attitudes.

Our understanding of how children grow and develop as people, and how home and school influence that, is described in the poem below. These words have influenced our school ethos and our PSHE curriculum.

Children Learn What They Live by Dorothy Law Nolte. (1972 Full Text)

If children live with criticism, they learn to condemn.
If children live with hostility, they learn to fight.
If children live with fear, they learn to be apprehensive.
If children live with pity, they learn to feel sorry for themselves.
If children live with ridicule, they learn to feel shy.
If children live with jealousy, they learn to feel envy.
If children live with shame, they learn to feel guilty.
If children live with encouragement, they learn confidence.
If children live with tolerance, they learn patience.
If children live with praise, they learn appreciation.
If children live with acceptance, they learn to love.
If children live with approval, they learn to like themselves.
If children live with recognition, they learn it is good to have a goal.
If children live with sharing, they learn generosity.
If children live with honesty, they learn truthfulness.
If children live with fairness, they learn justice.
If children live with kindness and consideration, they learn respect.
If children live with security, they learn to have faith in themselves and in those about them.
If children live with friendliness, they learn the world is a nice place in which to live.

GOOD BEHAVIOUR

We want children at our school to develop into considerate, thoughtful and courteous young people who behave well towards other children and to adults. Our aim is to provide an atmosphere of respect where there is a strong and consistent expectation of good behaviour. Standards are clear and we work to develop self-discipline because it stands on its own and will sustain a child in any situation, including the new situations they meet as they grow older. A good "work habit" is established within the rules of the school's "Positive Discipline Policy" which incorporates clear rewards and sanctions.

Parents have been assured that any problem brought to our attention will be looked into and appropriate action taken. We aim to make the school a place where children, parents and staff want to be! Children develop well within a positive partnership between home and school.

Defining what are the appropriate and acceptable behaviours for a young child finding his/her way in the school community is an important task for all staff - teaching and non-teaching - and any other adults in school.

The behaviours become defined

1. by the behaviour of the other adults and children
2. by the reinforcement of good practice
3. by refusal to accept the unacceptable

1.BY THE BEHAVIOUR OF OTHER ADULTS AND CHILDREN

Teachers' enthusiasm and interest in the children and in their teaching material will entirely influence the children's commitment.

Children respond most consistently to the quality of **fairness** - demonstrated in a teacher who responds appropriately to each individual, meanwhile maintaining the commonly agreed code of the institution.

Good models of adult behaviour, where staff support and co-operate together and treat one another, and the pupils, with open courtesy and consideration demonstrate a commitment to which pupils will respond. Adults should be seen to be calm at all times. Voices should rarely be raised.

Teachers' classroom organisation will influence their pupils' ability to conduct themselves around school. **Lessons** that are well prepared with resources and equipment ready before the lesson reflect that teacher's commitment. **Resources** made accessible to children will develop their self-reliance - a clear expectation of tidiness, as well as an example of it, encourages group responsibility.

Good **"matching"** of teaching to the pupils' abilities is frequently singled out as the essential element of a well motivated class. Genuine challenges, meeting the children's interests and requiring sustained application on their part should leave little time for, or interest in, misbehaviour. Children behaving badly in class will alert the class teacher to check that this "match" is appropriate and that their choice and presentation of material is of interest to the children and engages them. Pupils of all abilities need the satisfaction of accomplishing a task which they found challenging and will become quickly alienated if the "match" is wrong.

Presentation of work is an important element of good order in school. Children's efforts should be valued by adults and marking/correcting/responding to work (whatever form that takes, according to the age of the child) is absolutely essential and should take place during, as well as soon as possible after, the completion of the task.

2.BY THE REINFORCEMENT OF GOOD PRACTICE

Much of the school's work in enhancing a child's self esteem, in order that each one reaches their potential, is done by reinforcement of good practice.

Marking of written work, imaginative, stimulating **display** and the provision of opportunities for other pupils to **share the success of others** enhances the self esteem of the child but also reinforces expected standards.

Praise - public (eg assembly and in class) or private - is very powerful and need not be confined to achievements of great note.

Thanks for thoughtful behaviours, again either public or private, can help to build the expectation of that behaviour into daily life.

Recording achievements in a learning journey and or annual report.

Telling parents (verbally or by letter).

Opportunities for greater **responsibilities**.

Fostering the feeling of **"belonging"** encourages all the children to take an active interest in the school - including its appearance. Smartness and tidiness within the building should be reflected in the way that the children present themselves at school. The school uniform serves to reinforce the school corporate identity.

3.BY REFUSAL TO ACCEPT THE UNACCEPTABLE

Children come to school with widely differing experiences and from widely differing value systems. We believe we work within a code of behaviour which is broadly acceptable to all pupils and their families but we recognise that it can be difficult for a child to learn that what might be acceptable and/or even encouraged at home is not so at school. Teachers must set the standard, maintain it and settle for no less - it can be tiring! It is up to all the adults in school to reinforce the agreed code and consistently deal calmly and fairly with those involved when the code is breached. It is important for all children that this happens and that it be seen to be happening. Behaviours unacceptable in any circumstances will include fighting, bullying, swearing, name calling, racist behaviour, unkindness and stealing.

Procedures expected when a child may be being "victimised" eg bullying, name calling, racist behaviour are detailed in APPENDIX A.

SANCTIONS

It will sometimes be necessary to show our **disapproval of unacceptable behaviour**. Most of the time that is enough, providing the teacher is consistent every time and ensures that their first impression of disapproval was sufficient to have an influence.

From time it time it is necessary to apply **sanctions for unacceptable behaviour** or for **repeated incidents**. Some problems are to be expected where children are learning and testing the boundaries of acceptable behaviour.

Sanctions applied by the school will take into account the behaviour it is designed to address and should, whenever possible, be constructive in nature and never destructive to the child.

When any sanctions are invoked pupils will need to understand why what they have done is unacceptable and how they can put it right.

Alongside sanctions we must continue to ask why the child is behaving as she/he is. Ultimately, with parent's permission, we may seek the specialist support of the LA SEND support service and perhaps the Educational Psychologist.

All sanctions should be taught to be "warnings" and "opportunities for improvement". Temporary exclusion should be seen as such, too. School exclusion can only be invoked by the Headteacher or senior staff in her absence, must be accompanied by detailed documentation of the circumstances and ideally will have been discussed with parents as a possibility (PEx) before the event. This is a very serious step with implications both for the child and family.

Part time exclusion (eg lunchtimes) should, similarly, be seen as a warning to a child. The details of the school's system of rewards and sanctions for positive behaviour are described in APPENDIX B.

THE WIDER PARTNERSHIP OF ACHIEVEMENT

The children's behaviour, the school discipline, must be a matter of concern to all people in school - children, teachers, classroom assistants, secretary, kitchen staff, midday supervisors, cleaners and caretaker. How we each respond to one another establishes the expectation. Parents and the extended family, although not in school, are part of the partnership - their attitude to good and bad behaviour, to the school and how it works is crucial. The positive, honest dialogue between this school and its parents, one, which is consistent, confidential and professional, has a positive effect on the behaviour of its pupils. This underpins the ethos of the school, enhances the public image of the school and thus enables the partnership to proceed.

Headteacher	Emma Mitchell	Chair of Governors	Mr Alex Wilde
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APPENDIX A

PROCEDURES WHICH SHOULD BE FOLLOWED WHERE A CHILD OR CHILDREN SEEM TO HAVE BEEN "VICTIMISED" BY FOR EXAMPLE BULLYING, NAME CALLING OR RACISM

(KCSIE as well as the Safeguarding Policy and Procedures underpin the support this procedure.)

HARASSMENT of other children may take the form of:

a) physical assault

b) name calling, verbal abuse, threats, isolation.

c) ridicule of differences, for example, ethnic or social culture, economic standing, physical differences

d) the introduction of offensive material to school - jokes, story books or comics, T shirt slogans or, even in primary school, political material

e) inappropriate use of technology

In situations of harassment, such as those described above, the school staff have two responsibilities:

1 to the victim

2 to the perpetrator

Those responsibilities are to:

a) state and demonstrate to both parties that the behaviour is not acceptable

b) offer support and reassurance to the victim

c) to consider the circumstances surrounding the incident, the perpetrators experience and motivation and to work with that child

d) monitor the future situation for both parties as well as any impact or influence upon the school community

In dealing with incidents of victimisation the following procedure should be adopted

1 A careful and calm investigation to ascertain the facts.
It should be an aim to reach a consensus of agreement between the children concerned of what has taken place

a) to support the victim

b) to encourage the perpetrator to take responsibility for his/her behaviour

This process should avoid any adversarial style. Initially it is most helpful to quietly and simply agree who did or said what and when - without attaching blame.

Repeating back these facts, once agreed, will clarify what has taken place for

a) the adult dealing with it

b) child/ren who are being expected to take responsibility

c) children who need to know that their bad experience is being taken seriously

d) clear records made to record the incident and outcome

2 **The history of the incident** should dictate the depth of the member of staff's next actions to:

a) support the perpetrator with the guidelines of the school's Discipline Policy

and b) support and encourage the victim

This will be influenced by the frequency of such incidents for each party. (ie if a child is frequently the perpetrator of such harassment, if a child is frequently victimised) **and** the climate in school (eg if there is a rash of such problems at the time of the incident which may have had some influence).

3 **The children's level of understanding** of the nature of the incident should be considered for example.

- A child may feel victimised by other children's behaviour. It is our responsibility to help the child with those feelings and to encourage other children to empathise.

- Unfortunately children do sometimes adopt unsuitable role models. We must deal with the unacceptable behaviour that may result but we also have a responsibility to address the issue of the role modelling.

- Young children may use wholly unacceptable language and behaviour without realising its seriousness. It is important that school standards are made clear and we should be aware that they may conflict with what is acceptable at home and that this will be difficult for the child and may set up a conflict of loyalty for the child.

4 If there are repeated incidents then **liaison with other members of staff** must take place and the **headteacher should be informed** and/or involved sooner rather than later.

5 The headteacher may wish to meet with the **parents** of children concerned (victims and/or perpetrator) and will want to provide clear details of what has taken place and what action was taken in school to deal with the matter.

THE SCHOOL'S MOST EFFECTIVE STRATEGY FOR DEALING WITH HARASSMENT OR VICTIMISATION IS THE STAFF'S CONSISTENT COMMITMENT TO ITS DISCIPLINE POLICY. IT IS THE STAFF'S RESPONSIBILITY TO CLEARLY SET THE BOUNDARIES WITHIN WHICH CHILDREN WILL FEEL SAFE TO GROW AND DEVELOP SOCIALLY, EMOTIONALLY AND INTELLECT

APPENDIX B: THE DETAIL OF THE SCHOOL'S SYSTEM OF REWARDS AND SANCTIONS TO SUPPORT GOOD BEHAVIOUR.

1 **SCHOOL ETHOS** – *a clear set of values taught within the school's scheme of work for Personal, Social and Health Education, in RE and in Assemblies – every week in every class. Regular reference to the Children's Agreement, to which they have contributed, and their original rationale for that agreement.*

2 REWARDS TO REINFORCE GOOD BEHAVIOUR & FOR FOLLOWING THE AGREEMENT.

Teachers' verbal or visual reinforcement *(a smile, a nod)*

Merit marks-*30 marks earns a Headteacher's Award presented in assembly*

Merit marks will only ever be given singly and individually ie not to a whole class at a time.

Stickers *will be given as informal reinforcement*

Gold Award - *Half Termly*

3 SANCTIONS AGAINST UNACCEPTABLE BEHAVIOUR

When any sanctions are invoked pupils will need to understand why what they have done is unacceptable and how they can put it right.

A **'Warning mark'** *(* **X** *or* **sad face***) will be given for breaking the agreement as a fair warning of the consequences of doing so. Only ever given singly and to individuals ie never to a whole class at a time.*

a) **Within one school week: First- X***(initials recorded on the white board)*
Second- X
Third- X *('Time-in' + pro-forma letter home from classteacher)*

Every week a fresh start!

b) **Second 'Time-in'** *within a half term – pro-forma letter home from classteacher and Headteacher.*

c) **Third 'Time In'** *within a half term - further letter home asking family to visit school to enable home and school to work more effectively together. This letter will explain the need to avoid the possibility of temporary exclusion as a future step. (PEx)*

d) **Lunchtime sanction-***if a pupil needs to miss all or part of their lunchtime they will complete a reflection sheet.*

e) A pupil can receive a 'time out' in the classroom of a member of SLT, children are not to stand outside the classroom unsupervised.

A **'Report Card'** *will be put in place at the meeting to involve all parties daily in monitoring the child's efforts to improve. Any further* **'Warning marks'** *will be recorded upon it (no further pro-forma letters) and it will also record an appropriate reward system for success, which the classteacher will devise with the child. The Headteacher will see any child 'on report' at least each Friday to monitor*

his/her progress. At the meeting with parents, when the Report Card is explained, the possibility of temporary exclusion will be discussed.

'Time-in' will involve losing the privilege of playtime. Staff will supervise, on a rota basis, any children who have earned 'Time-in' in the hall. There should be discussion with the child at that time regarding the warning marks referring to the School Agreement and ways to change and develop positive behaviours. It is intended that this time is then a silent opportunity for reflection.

'Time-in' letters will always be sent in envelopes.

A "Fair Warning file" for each class will store photo copies of **'Time-In' Letters** and be kept by the classteacher. He/she is responsible for making sure that additional notes are made concerning certain behaviours and kept on the school copy. **Completed Report Cards** will be stored in the Fair Warning File. This information is important where it becomes necessary to look into any pattern of unacceptable behaviour. Photocopies of the 'Report Card' may be sent home to parents at the end of each week.

APPENDIX C

Griffe Field Primary School

Our School Agreement

1. We are caring towards people and things.

2. We are polite and friendly in what we do and say.

3. We work hard.

4. We keep ourselves safe and don't do anything that might hurt anyone else.

5. We do as we are asked by adults in school, straight away.