

# **Polam Hall Junior School**

## **Policy for School Discipline, Rewards and Behaviour**

## **POLICY FOR SCHOOL DISCIPLINE**

### **Aims**

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish unacceptable behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

**Code of Conduct**

- All members of the school community are asked to respect each other and be aware of the golden rules
- All children are expected to respect their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will be reported to the Junior Head
- Foul or abusive language must not be used
- Children are expected to be punctual
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem
- Children should wear the correct school uniform. Jewellery or trainers should not be worn. Hair attire should be simple and in school colours

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

## **Incentive Scheme**

We like to take a positive approach towards discipline, with good behaviour and hard work being rewarded. The children are encouraged to uphold the motto of the School ‘Concordia Crescimus’ – We Grow in Harmony. They are taught to respect themselves and others, their School and their environment.

<b>Houses</b>	Kent	Red
	Skerne	Yellow
	Swale	Blue
	Tees	Green

House Captains are chosen for this role according to their leadership qualities.

In Year 3 all girls are placed in Houses and a spirit of competitiveness is encouraged. Apart from Inter House competitions in Netball etc. and, of course, Sports Day, the system is used to encourage academic excellence by awarding Housepoints. These are given for good work in class and for representing the School in various activities. It is felt that the system not only encourages competition, but promotes team spirit as well.

A Special Awards sticker is given to the pupil(s) gaining the most Housepoints in each House every Friday morning during our ‘Celebration’ Assembly. These are awarded by House Captains. This eventually leads to the presentation of the House Work Cup at Prizegiving.

Children are also encouraged to be proud of their achievements in and out of School. These are celebrated in our Friday ‘Celebration’ Assembly.

Most children respond to this positive approach where their efforts are seen to be valued and make considerable efforts to improve their work and, where necessary, their behaviour.

Incentive stickers are available for Infants. In addition, each class teacher gives verbal or written praise as often as possible.

## **Buttercup Awards**

These are made to the girls who have consistently shown kindness and consideration towards others; are polite, smartly dressed and a credit to themselves and the School; in essence those who truly uphold the motto of the School.

Throughout the Junior School the girls are awarded Buttercup petals and build up their flower (five petals – one flower). This encourages and reinforces continuous good behaviour.

At the end of Year 6 the girl with the highest number of Buttercup awards will be presented with the Maranny Jones Rose Bowl for Good Citizenship.

## **Head Teacher’s Awards**

This is an extra award which may be won by a child of any age. It may be for exceptional kindness and consideration, for hard work, for well presented work and for beautiful handwriting. It is also given to a child who has earned 10 or more Housepoints in one week.

## **Sanctions**

Sadly, there will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy must state these boundaries firmly and clearly.

Minor breaches of discipline are generally dealt with by the Class Teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology and loss of responsibility.

On those rare occasions when a girl's behaviour and attitude are of an unacceptable standard and in breach of school rules, she will lose the nearest break session following her misbehaviour. During this time she will report to the landing by the Staff Room where she will be given time to reflect on her misdemeanour. She will be required to record details in a book as to why she is receiving this form of punishment.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, verbal abuse, refusal to work and disruptive behaviour in class will result in reporting to the Junior Head.

This type of behaviour is generally rare and it is the responsibility of the Head of Junior School or the Deputy Head Teacher who will deal with it severely, particularly if the problem keeps recurring.

## **Procedures for Dealing with Major Breaches of Discipline**

- Head of Junior School will speak to pupils with 3 entries in the red book within a half term.
- A telephone call or letter to parents informing them of the problem may be necessary.
- A meeting with parents to discuss the problem.
- If the problem is severe or recurring then any necessary further procedures are implemented after consultation with the Governing Body.

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

## **Lunchtime Supervision**

At lunchtime teaching staff sit and eat with the children in the Dining Room and therefore good table manners are encouraged. Playground supervision is carried out by a qualified Nursery Nurse, a Non-Teaching Assistant and teaching staff. The member of staff is expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task. This usually takes the heat out of the situation.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Head of Junior School or the Deputy Headteacher. This results in loss of privileges and playtimes.

## **Parents**

Parents can help:

- By recognising that an effective school Discipline/Behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By acknowledging that learning and teaching cannot take place without sound discipline and a firm partnership between home and school
- By remembering that staff deal with behaviour problems patiently and positively

## **Care and Control of Children**

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- Move the child from the group to work on her own
- Repeat work

- Miss playtime, but must remain on the landing outside the staff room.
- Parental involvement

### **Intervention**

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary.

The child should be removed from the situation as soon as possible and taken to either the Head of Junior School or the Deputy Junior Head who will take immediate action to involve parents.

The Head of Junior School or Deputy Junior Head will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – Social Services, Psychological Service etc.

### **Behaviour Modification Policy**

At Polam Hall Junior School, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation
- Incentive awards
- Involving parents at an early stage to make an action plan together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.