



# Margaret McMillan Primary School

## Behaviour and Discipline Policy

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### **Aims and Objectives**

- 1 It is a primary aim of Margaret McMillan Primary School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2 We have school rules, but our behaviour policy is not primarily concerned with rule enforcement. 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.
- 3 The school expects every member of the school community to behave in a considerate way towards others.
- 4 We aim to uphold a high standard of behaviour and have high expectations of all pupils. All teaching staff are responsible for encouraging positive relationships between pupils and maintaining a happy and calm learning environment
- 5 We treat all children fairly and apply this behaviour policy in a consistent way.
- 6 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 7 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 8 This policy forms part of the school's duty to safeguard children and is cross referenced to our Child protection and Safeguarding policy and the anti-bullying policy.
- 9 It is the responsibility of all staff to ensure that pupils are aware of the school rules and that they are enforced both fairly and consistently by everyone. Teachers ensure that support staff and other adults in the classroom feel confident to deal with behaviour.

### **Restorative Practice**

1. Wherever possible staff are encouraged to support the children in understanding their behaviour and the impact it has on others around them by having a restorative conversation. This develops empathy and promotes taking responsibility for your actions and the impact of your actions.
2. This creates a positive and successful learning environment.
3. All adults follow a policy of 'RIP' and 'PIP' (Reprimand in private, praise in public).



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### Consequences for good behaviour choices

1. We know that praise reinforces and rewards desired behaviour. This is primarily through immediate, verbal praise focused on effort and making good choices. However, we also reinforce this more publicly and formally;
  - Teachers congratulate children and negotiate with their classes how good behaviour will be celebrated.
  - Children are given a physical representation of the verbal praise in the form of a “Smiley”. **One** “smiley” is given at a time for one good deed. There is no hierarchy of good behaviour. If further recognition is warranted, then staff may speak to the child’s parents or recognise it more formally in assembly.
  - Once a child has collected 10 smileys these are exchanged by the class teacher for one sticker which is placed on the class reward chart. Once a child has collected 100, 200 and 300 smileys a certificate award is given.
  - Classes are given a “marble in the jar” as a whole class reward for effort and behaviour. This promotes collective responsibility for good behaviour and helps to establish “norms” of expectation across classes.
  - Each week, we nominate two children from each class to be recognised for their effort and behaviour. They receive a certificate in the school assembly which are displayed in their classrooms for a week before sending home.
  - Children can show examples of their best efforts to members of the SLT or subject co-ordinators for specific, individual praise.

### Consequences for poor behaviour choices

1. Class teachers discuss the school rules with each class. These are referred to in all conversations about behaviour or conduct. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during activities such as circle time.
2. The school employs a number of consequences for poor behaviour choices to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation taking into consideration the age of the child and the severity of the behaviour.

The range of strategies could be;

- a. Non-verbal reminders
- b. Verbal reminder of expectations
- c. Warnings
- d. Time-out within the classroom appropriate to the age of the child
- e. Time-out in a parallel class – parent informed.
- f. Break time detention – the expectation is on the teacher to supervise these pupils.



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- g. Positive behaviour diaries and plans
- h. Withdrawal of privileges e.g. Non-participation in any school trips or sports events that are not an essential part of the curriculum or where there are concerns regarding health and safety.
- i. Where a child is persistently making poor behaviour choices, the leadership team may be involved in supporting the child through a Positive Behaviour Plan. Advice may sought from the SENCO and if necessary a referral may be made to the Local Authority Behavioural Emotional Social Difficulties (SEBD) team.

Consequences for severe or extreme behaviour could be;

- a. After school detention
  - b. Working away from class.
  - c. Formal exclusion – fixed term. Following a period of exclusion the child will be supported in their reintegration to school, a return to school meeting will be held. If necessary support will be given to enable the child to manage their behaviour moving forward.
3. Formal exclusion – permanent
- a. A decision to permanently exclude a pupil should only be taken in response to serious breaches of a school's behaviour policy and once a range of alternative strategies have been tried and have failed.
  - b. Or if allowing the pupil to remain in school would harm the welfare or education of those in the school.

### Recording

- 1. When an incident of note occurs, staff record the details on CPOMS.
- 2. The member of staff reporting the incident should ensure that the class teacher, phase leader and any other staff who are involved in dealing with the incident should be copied into the record.
- 3. The actions taken must also be included.
- 4. In cases of Child Protection, a Designated Safeguarding Lead must be contacted immediately and copied in to the record.
- 5. If any act of bullying is involved in the CPOMS incident should be recorded as bullying and members of SLT should be informed. (see anti-bullying policy).

### Parents

- 1. Parents are informed as much as possible, of good and outstanding behaviour either via a phone call or at the classroom doors at the end of the school day.
- 2. Minor incidents of behaviour are not repeatedly reported to parents however, where a child is persistently falling below the level of expectation a parent/teacher meeting is organised to talk constructively about next steps.