

PARKGATE PRIMARY SCHOOL
POLICY STATEMENT
DISCIPLINE - INCLUDING BEHAVIOUR AND RELATIONSHIPS

Rationale:

At Parkgate Primary School our aim is to provide a happy, calm and purposeful atmosphere and to encourage children to move about in a responsible manner. However, our expectations of the children can only be realised through co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve any such difficulties.

Good behaviour an essential ingredient of an effective school. We are always aware that we as teachers, share responsibility with the parents for the children in our care and make every effort to provide the care which any responsible parent would be expected to make. Within this school, discipline is the collective responsibility of all staff and this extends beyond, to cover every child and every area of the school.

Purpose:

At Parkgate Primary School we aim to promote attitudes of self-discipline and responsibility in all children. To create a stress-free school environment where the ethos of a willingness to care for others, a respect for the values and property of others are encouraged. We recognise the importance of the development of self-confidence and the well being of individuals as vital ingredients in enabling them to value others and themselves.

Guidelines:

1. Emphasis is placed on the positive rather than the negative aspects of children's behaviour. Rewards and incentives are preferred to sanctions and punishments.
2. Everyone must work collectively and with clarity of purpose if we are to have an effective Discipline Behaviour and Relationships Policy.
3. Teachers will follow the agreed procedures for addressing behaviour. These are set out in the detailed policy guidelines. It is important that we are consistent in our application of policy and guidelines.
4. It is envisaged that parents would be involved at an early rather than a later stage, so that the home school partnership can work productively towards the same end.
5. Everyone associated with Parkgate Primary School (including parents, governors and children) work towards promoting a positive ethos and a stimulating environment to which they have a sense of belonging. It is important that everyone feels valued.

Summary:

Children should feel happy and secure in school. They should become increasingly aware of their responsibilities to themselves and to others, with moral and social values being understood and cherished. High expectations of behaviour are clearly articulated to all and are intrinsic element of the schools ethos. Staff, parents, governors and the community will be aware of and work towards, these valued goals.

Ethos of THE SCHOOL

The ethos of the school has a crucial effect upon its discipline. Children generally perform according to expectation. Our school ethos promotes good work, good manners, good conduct, cheerfulness, friendliness and helpfulness. The bright, cheerful, stimulating environment within our school contributes to the promotion of positive behaviour and attitudes.

Children have an attitude to school that can be indifferent, it can be 'anti-social' or it can be one of positive pride. It is this last attitude that we seek to encourage. It can begin with appearance (children should be reminded if shirts are out, sweatshirts tied around waists). Children who look neat and tidy and are taking pride in their appearance are praised. Opportunities for giving children responsibilities are encouraged.

The more children identify with school and see it as a place that is happy, stimulating and somewhere good to spend five days a week, then the better the conduct of the children. Undoubtedly, the use of 'after school' clubs is most important in elevating the merit of school in the eyes of the children. It is greatly appreciated by the Headteacher and Governors when staff administer 'after school' clubs. Assembly affords an opportunity to give examples of behaviour which are considered to be desirable. In addition, assemblies give opportunities for praising those people and things deserving of praise.

Establishing the school as a place that is good, where all the individuals within the unit are allowed to develop fully and work towards the common good, and where no one feels exploited, threatened and undervalued, can be achieved only by a common approach to discipline in the widest meaning of the word. Everyone associated with our school has a role to play. However, specifically in our day to day routine, effective discipline can only be achieved when everyone works to the same end. Therefore, discipline is the collective responsibility of every member of staff, the teachers leading by example.

GUIDELINES ON MANAGING BEHAVIOUR AND EXPECTATIONS

Entry to and exit from school

At the start of a school day teachers are expected to be on the playground at 8:50 in readiness for the whistle to be blown at 8:55. Children will line up in year groups in the ball enclosure and be led quietly and calmly into school by their teacher. Teaching assistants will be on duty around school to assist with an orderly entry into school.

Parents are requested to not accompany children into school.

At the end of the day and class sessions teachers are expected to supervise their classes exit from the building.

Toilets

It is recommended that children are discouraged from visiting the toilet during lesson time. Teachers should use their own discretion when dealing with this matter. If a child has a medical condition, then access to the toilet is necessary and a child must be allowed to use the toilet as often as he/she needs. If other children are aware of using break and dinner times and before school (at home) to use the toilet, then by and large it should not be necessary for them to go during lesson times.

Corridors

This is a difficult, yet vital, area in which teachers need to be vigilant. Children, in their class groups should be supervised from playground to classroom by the teacher. We aim to have movement around the school tackled in a controlled, calm and quiet manner, the children appreciating the need for self-control. Children leaving classrooms and the building should be supervised by their teacher.

On wet mornings

Children will be supervised in their classrooms by members of staff during the ten minutes prior to the start of the school day.

During wet playtimes

Children should be allowed to go to the toilet and then remain in the classroom. Resources such as comics, games, paper, crayons, pens/pencils etc. should help to ensure the children remain occupied. Teacher presence during this time will ensure that equipment and resources are readily available and appropriately. This arrangement for specific resources will be continued by our Mid Day Assistants during wet lunch times.. This is important as our Mid Day Assistants have more than one class to supervise.

Playtimes and Lining up

The prevention of accidents as well as the need to supervise conduct demands the prompt arrival of teachers onto the playground. Any incidents, which occur during playtime, should be dealt with by one of the members of staff on duty. Situations, which require extra support, should have the support of the Headteacher, Deputy Headteacher if required.

As break finishes, prior to the end of break a message is sent to the staffroom to alert staff that the children are due to line up. Teachers and teaching assistants responsible for a class or group of children will come to the playground promptly to collect their children.

Assemblies

Assemblies provide an opportunity to give reinforce desirable behaviour. How children come into assembly, how well they line up, whether or not they give some thought and focus to the presentation and how well they listen, are all important points in setting the tone for this occasion and, indeed in most cases, for the rest of the school session.

PARKGATE PRIMARY SCHOOL

CODE of CONDUCT

- Listen carefully and follow instructions the first time.
- Look after our school building and property and other people's belongings.
- Treat others as you would like to be treated and look after one another.
- Always try your best.
promoting a can do ethos
- Don't say or do anything to hurt anyone else.
- Be polite and remember to say please , thank you and excuse me.
- Always walk around school quietly and sensibly.

and

Try to share a smile each day.

PARKGATE PRIMARY SCHOOL

Rewards and Sanctions

Our recently developed Code of Conduct underpins the behaviour and discipline structures within the school and is displayed in the school entrance and library areas and in each classroom.

SANCTION SYSTEM

The following forms of sanctions should be avoided:

1. Children standing outside classrooms.
2. Children repeating work whilst unsupervised in a classroom.
3. Children being detained after school.
4. The punishment of whole groups (if individuals are to blame).

All teachers are encouraged to develop positive relationships and communication with the parents and carers of children they teach. This relationship and communication are vital to ensure that good behaviour is encouraged and recognised at home and at school.

It is the responsibility of all teachers to keep parents informed about the behaviour of their child and to speak to them if they are concerned about the behaviour of a particular child, via the telephone or in person. A record should be kept of concerns or incidents. (Incident log)
The class teacher will keep the Headteacher informed about the behaviour of the children in their care.

We need to be mindful that in the majority of cases children only need -
a firm reminder; to have behaviour and appropriate responses to situations modelled;
expectations clearly expressed; understand that school and home are working together.

FORMS of SANCTIONS

These sanctions support the implementation of the School Code of Conduct and the school Behaviour Policy and include:

1ST - step - a verbal warning

We may need to consider the introduction of weekly report cards as a means of support for some pupils.

2ND - step - a written warning

To be written in the "warnings Book", one in each classroom.

3RD - step - 2 minutes off break

4th - step - 5 minutes off break

5th - step - Daily report card.

For one day at a time initially but this could be extended as appropriate. Individuals will report to Mr Jones, the Deputy Head teacher at the end of each am and pm session.

A child who achieves a full compliment of "smiley faces" share this with the HT

Parents will be informed in writing if it is necessary to extend the daily report card beyond one day or if it is necessary to impose this sanction more than once in a fortnight.

6th - step - Parents active involvement and support will sought.

The consequences of continued poor behaviour of a serious nature will be clearly explained to parents on the day of the incident where possible.

The incident, behaviour and consequences will also be discussed with the child.

The Head teacher will be involved in all meetings with parents/carers.

The children are choosing their behaviour whether that is a positive or a negative choice.

It is important that we recognise potential triggers for some of our more vulnerable children. We will aim to anticipate these and put appropriate actions and support into place.

PARKGATE PRIMARY SCHOOL

PROMOTING POSITIVE BEHAVIOUR AND SETTING STANDARDS

REWARDS

Our reward system has been developed alongside our Code of Conduct.

Rainbow – a promise – relate to our code of conduct- rules

- End of term Achievement Assemblies.
- Recognition of progress, effort, and attendance/punctuality.
- Letter to inform parents/carer.
- Progress prize
- Effort
- Recognition of 100% attendance and punctuality – end of year.
- Wishing stones- enables class to earn “special time”. These encourage positive behaviour and attitude and a team spirit. All children can earn these and contribute towards the agreed class reward. Half Term or week?
- Weekly Friday Achievement Assembly. Teachers/TAs identify two children from each year group (teachers will keep records) each week to receive an Achievement Award. These children are invited to the front of the hall to be presented with their certificate. They will also be invited to show an example of their work if this is appropriate. There will be chairs at the front of the hall for the Stars of the Week to sit on. The certificates will be displayed for the following week on our Achievement Wall.
- At the Achievement Assembly children are encouraged to bring along any awards, certificates etc that they have received through activities, sporting events, associations out side of school.
- At the end of year presentation assembly in addition to the end of term awards we acknowledge overall achievement in science, the arts, sport and contribution to the life of the school. Parents/carers of children receiving awards are invited to the end of year assembly.
- Throughout the year children have the opportunity and are encouraged to participate in a variety of presentations, events and performances. These include, Christmas Carol and Christingle Services; Nativity; musical; instrumental and dramatic performances; Summer and Christmas Fairs; fund raising for charity; sporting events and tournaments. We believe that these opportunities are enjoyed by the children and engender pride and confidence and a spirit of co-operation.
- Verbal comments of praise are given regularly by all teachers, teaching assistants and other members of staff.
- Midday Assistants and catering staff award stickers to promote and recognise good eating habits.