



Aughton St Michael's CE Primary School

Policy for School Discipline

Aughton St Michael's CE is a Christian school with a caring environment in which each individual is valued as special and is encouraged to reach their full potential while enjoying life in all its fullness.

Aims

- Develop a whole school policy for behaviour expectations which is supported by the whole school community and underpinned by Christian values.
- Apply positive strategies to create a caring, family atmosphere in which teaching can take place in a safe and happy environment.
- Teach good behaviour and reward it by providing a range of rewards for children of all ages and abilities.
- Teach values and attitudes as well as knowledge and skills in order to promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- Make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- Treat sympathetically problems as they occur, always looking for improvements in behaviour and giving children the opportunities to improve.
- Children are encouraged to consider the impact their behaviour has on others – peers, staff and family

Code of Conduct

This code of conduct aims to keep the whole school community safe and to ensure children are free from distractions and ready to learn.

- All members of the school community are asked to respect each other.
- All children are expected to respect their fellow pupils and all the adults in school.
- All children are expected to respect other people's property and to take care of our school.
- All children are expected to be punctual and to be wearing the correct school uniform.
- We expect children to be well behaved, well mannered and ready to learn.
- Foul or abusive language must not be used.
- Physical violence is not acceptable. Children will be taught not to retaliate. Serious incidents will lead to exclusion.
- All children must report grievances against another child to an adult who will deal with it on the day they occur.



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Behaviour Expectations

The major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and rewards linked to our behaviour expectations and to emphasise the importance of Christian values in daily life.

Children will be given rewards by all members of staff as often as possible when they are found to be demonstrating the expectations.

Children will also be taught exactly what the expectations mean through Behaviour Expectations lessons.

There are four behaviour expectations.

At Aughton St Michael's CE we ALWAYS:

- ✓ Follow instructions.
- ✓ Show respect to everyone
- ✓ Show respect for property
- ✓ Are ready to learn

Each of these expectations has directions as to how children can meet the behaviour expectations.

The expectations are described for 5 main areas of school life: the classroom, dining room, playground, corridor and toilets. The expectations will be displayed in each location as reinforcement and reminders.

Rewards

- Praise for following behaviour expectations
- Class Dojo to replace team points
- Lunchtime reward – dinner pass? Win the chance for a dinner pass for you and a friend?
- Capture the Rainbow
- Citizen of the Week
- Attendance: over 95 in a half term means you're in the draw to win a prize
- Awards assembly each week
- Headteacher award

Each class will also have their own rewards systems in line with behaviour expectations.



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Sanctions

Escalation process

- Talk to the child and discuss what has happened.
- Redirect the child to another activity.
- Move the child to work on their own/moved within the classroom.
- Stay behind for one or two minutes at playtime (supervised)
- Remove child from class, place in another class, for a cooling off period.
- Behaviour modification programme (Star chart etc)
- Parental involvement

We use a system of red and yellow sheets to record incidents of minor and major misbehaviour and their consequences.

Yellow sheets

These are to be completed by any member of staff. The area of concern is indicated in the tick boxes and the child completes their comments in the space provided. In order to complete a yellow sheet a child may be removed to another classroom.

On completion of a yellow sheet the child's comments will be discussed and any appropriate further sanctions will be decided upon. This discussion may be with the class teacher, SENDCo or Deputy Headteacher as appropriate.

All yellow sheets are to be filed with the nominated Behaviour leader. Three yellow sheets in one week must be referred to the Headteacher on a red sheet.

Red sheets

Red sheets are to be used in incidents involving major behaviours.

The area of concern is indicated in the tick boxes and discussed immediately with the child, if appropriate.

The red sheet is completed by the Headteacher (or a Senior Teacher) and parents may be informed.

Sanctions may include :

- verbal warnings as to future conduct.
- Withdrawal from class for the rest of the day.
- A letter or phone call to parents informing them of the problem.
- Meeting with parents.
- Case conference with parents and support agencies.
- Fixed term exclusion.



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- Permanent exclusion. Parents have the right of appeal to the Governing Body against any decision to exclude.
- Child being removed from school by parents for the rest of the school day.
- For repeated disruptive behaviour at lunchtimes a child may be excluded from school at lunchtimes.

Procedures for Dealing with Major Breaches of Discipline

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

The child should be removed from the situation and taken to a place where they can be allowed to calm down.

A referral sheet should be completed.

Parents can help too!

Parents can help by:

- recognising that an effective school behaviour policy requires close partnership between parents, staff and children.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending Parents' Evenings, parents' meetings and by developing informal contacts with school,
- Informing school of any changes in home circumstances which may affect a child's behaviour or performance.