



Behaviour and Discipline Policy

St. George's School
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Behaviour and Discipline Policy
Version 7
22 June 2016

1. It is our intention to encourage the development of the whole child – academically, socially, emotionally, physically, spiritually and morally. All the children are precious to us and we want to ensure that as time goes by you will see a child who grows in confidence, and competence; a child who can work with self discipline, who is inquisitive about the world in which he/she lives, and who accepts responsibility.
2. We therefore expect good standards of behaviour by demanding the best, and creating an organised environment where the children know what is expected of them in terms of acceptable behaviour and attitude. By showing them that we value and respect them, that their presence has an effect on others as well as the life of the school, they will realize that they have a real contribution to make in terms of relationship and the happy running of the school.
3. A collective school policy on behaviour will lessen possibilities of unacceptable behaviour and assist teaching and non-teaching staff in dealing with problems as they arise and, where possible, to prevent them happening.
4. **Aims and expectations**
 - 4.1. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school 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 a caring, secure, happy and discerning school environment in which children, parents and staff understand and support each other, as well as feel confident that they are all special.
 - 4.2. The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. 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.
 - 4.3. The school expects every member of the school community to behave in a considerate way towards others.
 - 4.4. We treat all children fairly and apply this behaviour policy in

a consistent way.

- 4.5. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 4.6. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

5. Rewards and punishments

5.1. We encourage good behaviour by:

- developing personal characteristics of self-discipline, responsibility, initiative, self-motivation and adaptability;
- helping the children to experience, understand, control and direct their feelings and emotions;
- developing personal skills and attitudes which will enable them to create their own better world;
- developing social skills which support their attitudes and beliefs and enables them to share in the thoughts and feelings of others;
- setting a good example;
- encouraging the children to participate in the monitoring and celebration of “good” behaviour;
- giving the children the opportunity to take on responsibility;
- praising and rewarding good behaviour in a personal and public way, e.g. special awards (house points, certificates), recognition in assemblies, informing parents and guardians;
- based on the above points, all children are given a personal goal, discussed and agreed with their teacher.

5.2. We praise and reward children for good behaviour (thoughtfulness/consideration for others, helpfulness, good manners, effort, academic success, et al.) in a variety of ways:

- teachers congratulate children;
 - teachers give children house points;
 - certificates are presented, on occasions, at assembly for special effort, academic success, sporting achievements, and best-behaved classes;
 - each week a child is awarded the Superstar certificate for all round good behaviour;
 - we distribute house points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
 - all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- 5.3. The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement book contains information regarding pupil achievement out of school – for example, music or swimming certificates.
- 5.4. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Any sanctions would be appropriate to the age and development stage of the child.
- 5.4.1. We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- 5.4.2. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or remain in classroom at playtime to complete a piece of work under the supervision of an adult.
- 5.4.3. If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

- 5.4.4. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- 5.4.5. If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 5.4.6. Written sanctions may include a letter of apology in school or at home, or a piece of writing addressing the issue in terms of its social or moral implications (for older pupils).
- 5.4.7. Other sanctions may include: eye movement in silence (i.e. adult to child); warning; discussion individually and with peers (sharing the problem); punishment to fit the crime, e.g. cleaning; isolating child from peer group but continuing with work (after consultation with the Head Teacher); removal of privilege (after consultation with the Head Teacher).
- 5.5. The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. 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 'circle time'.
- 5.6. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 5.7. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with

government guidelines on the restraint of children.

6. The role of the class teacher

- 6.1. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. They must also behave in an acceptable manner themselves, bearing in mind the fact that they should by example become good role models for the children. Staff should develop a good understanding of the “problems” faced by children.
- 6.2. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. They should, when appropriate, praise and reward children for their efforts.
- 6.3. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. Staff should communicate to all children and adults in a respectful way, using the opportunity to listen and talk whatever the circumstances.
- 6.4. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher.
- 6.5. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 6.6. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

7. The role of the Head Teacher

- 7.1. It is the responsibility of the Head Teacher, under the School

Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to ensure the health, safety and welfare of all children in the school.

- 7.2. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 7.3. The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- 7.4. The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

8. The role of parents

- 8.1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We should try at all times to enhance home/school relationships. We will respect and value each other's point of view. We appreciate how much parents contribute to their child's education.
- 8.2. We explain the school rules in the school prospectus, and we expect parents to read these and support them. We agree that the child has a responsibility for his/her own actions and should, in partnership with home and school, work to modify his/her behaviour.
- 8.3. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 8.4. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9. Fixed term and permanent exclusions

- 9.1. Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 9.2. If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion.

10. Monitoring

- 10.1. The Head Teacher monitors the effectiveness of this policy on a regular basis.
- 10.2. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- 10.3. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 10.4. It is the responsibility of the Head Teacher to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

11. Review

- 11.1. The Head Teacher reviews this policy every two years. The school may, however, review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

22 June 2016
Patricia Plater, Principal



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To the children

- Know that your actions have an effect on everybody else and everything else.
- Walk slowly and carefully through the school.
- Talk in such a way as not to disturb others.
- Be kind, caring and courteous to everyone.
- Acknowledge friends, adults and visitors with a smile and a greeting.
- Be honest.
- Take great care of all things at all times.
- Be tidy and care for your “environment”.
- Work hard and do your best.

The following is unacceptable behaviour:

- Loudness
- Disobedience
- Calling out/interrupting
- Bad manners
- Not listening
- Not dressing properly
- Disrespecting property, individuals and school
- Dropping litter
- Not being on task
- Fighting
- Bullying