

“a church school for the whole community”



Pulford V. A. Lower School

October 2018

Discipline and Behaviour Policy

In our school, we aim to create a culture of compliance and mutual respect, which is firmly grounded within a Christian ethos.

Our school discipline policy is primarily a set of rules to promote safety, learning and harmonious interpersonal relationships.

We expect children to

- Take a pride in their appearance
- Look after their class and school environment
- Be kind to others
- Be on time, always
- Be tidy
- Speak and act politely
- Be tolerant and understanding
- Be considerate of the rights, views and property of others
- Always walk in school
- Share with others
- Work to the best of their ability
- Take a pride in their work
- Take a pride and responsible interest in their environment
- Take their turn

Staff set clear behavioural boundaries for their pupils and enforce them with a combination of mutual respect, affection and insistence, set within the context of a high quality relationship with every individual. It is almost exclusively through this relationship that high levels of discipline are maintained. This disciplinary environment is further reinforced by good relationships with parents, which start even before the children actually begin school. Some children may require positive intervention if their behaviour is disrupting the class, this is often achieved with a positive praise book or certificates, which rewards positive behaviour and boosts self-esteem, rather than concentrating on negative, attention seeking behaviour.

If sanctions become necessary, they can be easily achieved with a minimum of action, for example: writing the child's name on the board, moving their peg etc. Children know the consequences of these actions and then 'sanctions' if the behaviour persists such as withdrawal of privileges, loss of a house point, removal from the group, loss of part of their break-time or 'time out' sitting on a bench (not sit facing a wall). Class teachers have different arrangements in each key stage. There is a clear hierarchy of escalation. The class teacher will deal with most situations. If they need further support then the Key Stage Lead will be consulted. They might suggest that 'time-out' in another class if behaviour is persistent or make alternative arrangements. Class teachers may contact the (sometimes by prior arrangement but more often on an ad hoc basis). Some children with special needs may have a previously arranged signal to warn them when their behaviour is unacceptable or a behaviour contract, which can be referred to as a precursor to sanctions. These children may also have a Risk Assessment, SEND support plan or Behaviour Plan, which contain valuable advice. Staff will use techniques such as, de-escalation or 'Wondering Aloud' Staff need to be mindful that behaviour is always 'telling us something'. There are groups of children who may need access to a quiet space where they can chat to an adult, reflect on their behaviour or play anger management

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games etc. As a basic principle, all matters concerning discipline and behaviour must be referred to the class teacher in the first instance followed by the Key Stage Lead, and only in the last resort to the Senior Management Team should this be necessary. Playtime incidents are logged in the Playtime book. The school records serious behaviour issues, which can also help, trace patterns of behaviour. ABCC charts are useful as they can be used with the child after a situation has occurred to help them see the point at which they could and should have changed their actions.

If there are serious and /or persistent problems parents are formally involved by appointment at the invitation of the School. At this stage, the school may decide to construct a Behaviour Plan, SEND support plan or provision map to provide a behavioural support scaffold for the child and parents. The SENDCo may arrange for outside agencies to be involved to either advise on further strategies, or to work with the child, parents or both.

If after all the previous strategies have been exhausted the pupil continues to wilfully and persistently behave badly or in a manner likely to cause anxiety, fear or actual hurt to another child or teacher, then the Head teacher, after close consultation with the Governors, may decide to exclude the pupil for an appropriate fixed period. Permanent exclusion would only occur in the most extreme case after all other avenues have been pursued or where violence to fellow-pupils or staff is involved.

The school use the LA' guidelines if exclusion is necessary.

Occasionally a child might violate the school's acceptable user policy. Misuse of school's ICT, peer-on peer abuse or any other safeguarding issue is taken very seriously. If it is a Safeguarding issue then Safeguarding procedures will be put into place. Parents will be informed of any misuse and any incident will be logged in school. Violations of the rules may result in a temporary (or permanent) ban on internet use; additional disciplinary action may be taken regarding inappropriate language or behaviour; if applicable other authorities may be involved.

This policy should be read in conjunction with the:

Anti-bullying and harassment policy; Positive handling policy; Safeguarding and child protection policy, AUP

This policy will be reviewed every three years.

Policy endorsed by the Governing Body on

SignedChair of the Governing Body

Equal opportunities

All young people will be treated equally, regardless of race, creed or gender.

The policy will be applied regardless of culture, faith or belief.

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