

**MORTIMER PRIMARY SCHOOL**

**MORTIMER ROAD**

**SOUTH SHIELDS**



**GOOD BEHAVIOUR AND DISCIPLINE**

**POLICY STATEMENT**

## **MORTIMER PRIMARY SCHOOL**

### **GOOD BEHAVIOUR AND DISCIPLINE POLICY STATEMENT**

'Discipline in Schools' 'The Elton Report' 1990 states:-

'Headteachers and teachers should, in consultation with governors, develop whole school behaviour policies which are understood by pupils, parents and other school staff'.

It further states that successful policies will be based on:-

- Encouraging good behaviour
- Setting high standards
- Consistency
- Mutual respect
- Rules being kept to an absolute minimum
- Rules being expressed in positive terms
- Only having rules which the school will enforce
- Rewards for achievement
- Fair and consistent punishments which make a distinction between minor and serious offences. This school policy statement on the matter of good behaviour and discipline therefore underlines the need to develop a collective sense of responsibility among all members of the school community.

If members of the school community do not respect each other and their own and other peoples property, the day to day life of the community is disrupted, to the disadvantage of all.

We have decided, therefore, to produce a statement of 'aims', 'rules' which should ensure the safety and well being of pupils and adults and which will provide the calm, orderly, but hardworking atmosphere which will help children to learn and to become valued and useful members of society.

Our children are expected to observe the rules of a framework of discipline, which takes into account mutual respect for other children and adults, consideration for others, good manners and the gradual achievement of self discipline based on 'common sense'.

The rules are to do with safety, courtesy and respect for the environment.

1. While in school children should move around the building in an orderly manner, walking at all times, on the right of the corridor.
2. Children must accept that a school is a place of learning and should make certain the activity they are involved in does not disrupt others.

3. Any form of violence towards others, e.g. fighting, verbal violence (swearing, verbal bullying, etc.) will lead to those involved being disciplined.
4. Addressing each other and all teaching staff, support staff and visitors in a courteous manner using the prefix Mr, Mrs, etc., where known.
5. We expect all children to respect their own and other people's property and make sure that the school premises and its surrounds are kept in good condition.
6. Children who stay for school lunch must remain on the premises unless collected by an adult in an emergency. They are expected to behave in a sensible orderly fashion under the supervision of our school meals supervisors, who will enforce good conduct aims in the same way as the teaching staff.
7. Children on educational visits are expected to show the same standard of behaviour as they would on the school premises.
8. We recommend that children leave toys, sweets, crisps, etc., at home and do not bring them to school.
9. Dangerous items such as knives, matches, etc., are totally unacceptable and should never be brought to school.
10. Personal jewellery should be kept at home – drop or dangly earrings are dangerous at school. Stud earrings only are allowed (preferably for the initial 6 week period only) and should be removed for P.E. and games in line with DfES safety recommendations.  
(The school governors regret they cannot accept insurance responsibility for property lost at school. Parents are requested to cover the contingency as part of household insurance.)
11. Children should begin each school day well prepared with whatever is needed for the required day, e.g. homework, P.E. kit, etc.

We would expect any child attending Mortimer Primary School to follow these simple rules and their parents support in maintaining them.

### Good Behaviour and Positive Discipline

The great majority of children attending our school show high standards of behaviour. Our aim is to reward these children, to encourage and re-inforce their good behaviour.

### Rewards

- a) All members of staff will be looking for examples of good behaviour and praise will be given to individual children throughout the course of a school day.
- b) This praise will be made more public by:
  - i) Praising a child or showing work to the rest of the class

- ii) Commending children in front of other classes or showing work to other classes and teachers.
- iii) Being awarded merit stickers by the class teacher or other members of staff including Age Range Coordinators.
- iv) Finally, for exceptional work or behaviour, children will be sent to the deputy or headteacher who will praise the child and on some occasions write to parents.
- v) All Junior children will participate in a house system and annual merit award system. House points will be awarded to individuals for outstanding performance.

### Sanctions

We hope that sanctions will not be necessary but realistically we realise that some times children will not behave in an acceptable manner. Depending on the seriousness of the problem the following sanctions will be applied:

- i) Children will be spoken to privately by the class teacher.
- ii) Children will be withdrawn from the group and will work separately in the classroom or practical area.
- iii) Children will be sent to the Age Range Coordinator who will organise suitable tasks to try to modify the unacceptable behaviour.
- iv) Children will be sent to the Deputy Headteacher who will re-enforce the disapproval and identify necessary sanctions. This could involve keeping a child in at playtime and withdrawal of other privileges such as attending clubs or extra curricular activities such as playing for school teams. This will be supervised by class teacher.
- v) Serious breaches of acceptable discipline will be dealt with quickly by the headteacher and parents will be involved at an early stage.

If all else fails the headteacher has the power to set exclusion procedures into motion.

### Behaviour Managements: Step by Step Guide

#### i) Behaviour Direction

The best known example is a 'teachers disapproving look' but on occasions a nod, frown or even a quizzical expression suffice. Various other uses of body language can indicate that a pupil is 'off task'.

#### ii) Simple Directions

A simple direction from the teacher without getting the teacher into a long discussion. Clear simple expression of intent, i.e. name, state the desired behaviour (positive not negative) linked to eye contact.

#### iii) Rules Reminder

The teacher simply states the appropriate rule or expected class routine.

iv) Question and Answer

The teacher moves beside the offending pupil and asks:

‘What’s happening here?’ If the pupil says ‘nothing’ the teacher re-states the task and moves on avoiding being engaged in a discussion.

v) Choices

The pupil is given a simple positive choice ‘If.....then’.

vi) Exit Procedure

If unacceptable behaviour persists which interferes with a working atmosphere in class, then the time has come to separate the child from the rest of the class.

A simple way of doing this is for each teacher to have ‘exit cards’. The offenders name is written on the card and given to the offender to take to a designated teacher. (Age Range Coordinator).

This person asks the offending child to take out a book and accompany them to another room. The pupil is assigned a place and instructed to sit quietly with the book.

There is no discussion of the behaviour at this stage.

vii) Detention

There is a detention rota for staff in Key Stage 2, which enables pupils whose behaviour has been unacceptable to lose playtime privileges.

## Summary

This policy statement attempts to make certain that all children are given a positive attitude to school and to understand clearly the high standards of behaviour expected of them.

Much unacceptable behaviour is linked to two things:

- i) An inappropriate curriculum.
- ii) Children not being mature enough to take responsibility for their own self discipline when they are not under the direct supervision of a teacher, i.e. lunchtimes and playtimes.

A consistent approach by all staff helps children to know exactly what is expected of them and that their treatment will be the same throughout the school.

To support individual staff a hierarchical system will be used to deal with persistent offenders:

Class Teacher  
Age Range Coordinator  
Deputy Head  
Headteacher

If a child continues with unacceptable behaviour having seen the Age Range Coordinator, parents will be sent for and informed of the child's conduct.

## Reminder

At each stage, evidence will be needed to support calling in parents, particularly in the case of the process ending in a child's exclusion from school, a process which will involve both governors and the parents. Parents have the right to appeal. It is important therefore, that the school has a simple consistent recording system which is used by all teachers.

## Conclusion

This 'Good Behaviour and Discipline' policy statement will help to ensure a calm, orderly and purposeful atmosphere in our school for the benefit of all.

All staff must accept collective responsibility for 'our' good behaviour and discipline. It is pointless to maintain good behaviour in the classroom and ignore unacceptable behaviour elsewhere in the school because 'it does not involve my children'.

Everyone is involved in producing a positive and supportive ethos in our school.