

CLIFFORD CHURCH OF ENGLAND SCHOOL
INFANT SCHOOL

POLICY STATEMENT FOR BEHAVIOUR AND DISCIPLINE

To be Reviewed : April 2016

Reviewed by : S. Preston

In all areas of the curriculum and aspects of life at Clifford School we aim to promote the highest standards in the spiritual, moral, social and cultural development in the pupils.

We aim to do this through:-

1. Implementing our behaviour and anti-bullying policies.
2. Our commitment to equal opportunities for all pupils.
3. In the collective worship, by the content and themes of the worship and by giving the pupils the opportunity to reflect and consider their role in the school, family and the wider community.
4. Through the PSHE curriculum.
5. Through the School Council.
6. To develop social skills through group work in the classroom, lunchtime and out of school visits etc.
7. To explore feelings and emotions through drama, dance and other activities in school.
8. To discuss moral issues as they arise as either part of a lesson or school life, eg. History, Geography.
9. To develop an appreciation of their own culture and other cultures through Music, Art, Books etc.
10. To foster values such as truthfulness, honesty, fairness and respect for others at all times.

Behaviour and Discipline

A good standard of behaviour is expected from all the children. A positive school ethos will provide an environment, which will emphasise good behaviour, mutual respect and a positive attitude to work. We have a reward system in some of the classes for instance in Foundation you can win jewels. There are sanctions such as losing playtime and being sent to work in another class or in the Headteachers office. We do sometimes have individual reward systems.

It is our aim that a happy environment in the school will lead to establish in each child the ability to develop good relationships with peer groups and to develop self-discipline. A school where loving correction and instruction produce healthy growth and maturity where dedication to excellence produces the finest results.

The course of action to be taken in dealing with persistent bad behaviour may be agreed at discussion among parents and staff.

The Headteacher may exclude or persistent offenders in the interest of other children who may be physically, verbally or emotionally affected by the actions of the child. Sometimes there are needs for additional support or sanction when children fail to achieve acceptable behaviour.

Stage 1 - Class Teacher

Individual children may have a 'smiley face' book to focus their behaviour. This book will be used by the teacher, parents and child to record their feelings about school each day.

Class teacher to inform Headteacher of any problems, but the teacher should deal with their own class problems, without prejudice to past incidents. We **do not** remove rewards.

Stage 2 - Headteacher

Child is sent to Headteacher and may lose privileges or playtime/lunchtime.

Stage 3 - Parents

In the event of persistently unacceptable behaviour, parents are invited to discuss the problem with the Headteacher and or classteacher.

- 1) Informal discussion to talk over any problems at school usually with the classteacher.
- 2) If no improvements, send for parents again, (The Headteacher is likely to be involved at this stage not just the class teacher.)
- 3) If bad behaviour continues, ask parents to come in again and discuss what to do next.

Whilst these stages are being followed through it is necessary to continue sanctions against the child. We may need at this stage to call in outside agencies to support parents, children and the school, to institute a pastoral support programme.

Stage 4 - Legal Stage

The school will always try to keep the child in school and not if possible use exclusion. This sanction will only be used as a last resort and only if the safety of the child or other children is at risk. Only the Headteacher can exclude a child.

Parents sent for to take child home for the rest of the day (this is known as fixed term exclusion)

(N.B. Parents have the right to appeal against any of these stages and the Governors will hear their appeal and decide).

Headteacher to be informed at all the stages of the disciplinary procedure from stage 1 onwards but not to be brought in unless really necessary.

Role of Headteacher is to advise, suggest, support, and to intervene where it is felt necessary.

See also Marking Policy, Teaching and Learning Policy