



## Policy for Discipline

***Aims: To build a culture where all are able to operate within a code of respect for self and others.***

***To ensure that there is a clearly communicated and secure framework within which children have defined boundaries.***

***To ensure that rewards and sanctions are used fairly in all situations.***

Everyone in the school works to ensure that it is a happy and caring place where each individual is respected and valued for their personal qualities. We operate at all times to build and maintain a culture where all are encouraged to have a positive image of themselves, to care for each other and display a commitment to maintaining the quality of the environment. These attitudes are enshrined in our Mission Statement.

In setting a positive culture, we adhere to a firm framework which sets high expectations of all in terms of respect for each other and the rules of the community. We have three types of rules:-

- Rules which ensure safety.
- Rules which define our community ethos.
- Rules designed to create a quality learning environment.

Each class of children is involved in setting rules at the beginning of each academic year when they are encouraged to explore why we have rules and why it is necessary to follow them (see Policy for Assertive discipline).

In addition to the classroom rules, there are general school rules which set parameters for behaviour when moving around the school, in Assemblies, during lunch, outside on the playground etc. In order to obtain a true picture of our expectations, this Policy should be read in conjunction with the Policies for Breaktimes, Lunchtimes, Safe Play, Equal Opportunities and Racial Equality. All curriculum policies contain statements (or implied statements) relevant to the high standard of behaviour we expect in any given situation.

All adults in the school are involved in modelling and setting high expectations for behaviour and will remind children positively of the rules when necessary. If a child chooses to infringe the rules, they receive a verbal warning. On occasion, they will be moved to a different workspace. Two infringements result in being sent to see the Headteacher, who relies on individual knowledge of the child/circumstances in dealing with the misdemeanour. If a child is sent to the Headteacher twice in one week, the Parents are asked to come into school and discuss the situation. In situations where bullying, name-calling or racist remarks are made, the Headteacher is involved immediately (see related policies for Anti-bullying, Equal Opportunities and Racial Equality).



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We aim at all times to work closely with Parents in identifying problems and finding solutions. Our Open Door Policy is designed to give Parents every opportunity of raising any issue whilst it is still a minor concern, enabling us to act promptly to resolve it (see Policy for Complaints). Despite all of our efforts, it may be necessary on occasion to exclude a child from school for all or part of a day. In cases such as this, the Parents will receive clear written notification of the intention to exclude if behaviour fails to improve, followed by an actual notice of exclusion. Any exclusion will be within the guidelines laid down within the County procedure.

We define a bully as an individual or group of persons who, through physical, verbal or psychological intimidation, causes physical, mental or emotional distress to another individual or group. Bullying at school is not tolerated in any shape or form and any perpetrators are dealt with firmly, with the results of their activities being explained to them. Our general rule is - if you wouldn't like it to be done to you, don't do it to other people (see also Anti-Bullying Policy).

We have a detailed and comprehensive system of rewards in school for groups and individuals. These rewards are balanced with clearly defined and rigorously applied sanctions (refer to Policy for Assertive Discipline). Occasionally, a child will refuse to comply with the imposed sanction. In cases such as this, the Headteacher is called and the child is removed from the group. In removing a child, the minimum degree of restraint is employed. Such restraint is always within the guidelines laid down for Hampshire Schools (with which all staff are familiar). Any child causing disruption is taken to the Headteacher's room and calmed before discussing the reasons for the outburst and exploring tactics which could have been employed in preference.

All of our children are treated as individuals and are always given opportunities to explain the cause and effect of any situation. In cases where all of the children appear to share part of the blame, the punishment is shared equally. Similarly, if the adult is unable to determine the truth, equal blame is attributed to all and alternative courses of action are discussed. Punishments in school usually take the form of "time out" (either from class or the playground as relevant). This "exclusion" time is spent sitting quietly in the Headteacher's presence and children are usually asked to reflect upon the circumstances which led to them being there. After an appropriate period of quiet (depending on age and nature of offence, but not longer than 15 minutes) the child is accompanied back to class, where they have to ask the teacher if they may return. If they have been brought in from the playground, they are asked to be careful not to repeat the offence when being allowed to return. Any child being sent to the Headteacher is asked to explain their actions and time is always taken to explain why their behaviour was unacceptable.

The children are always taught not to respond physically, but to tell the nearest adult, who will take charge of the situation. All forms of playfighting, including diverse weapons (either toys or imaginary weapons) are specifically banned from school.

Children with identified Special Needs are subject to the same rules as everybody else in school, although adults will employ their discretion in respect of any individual according to the circumstances.



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