



## MONKS ELEIGH CEVC PRIMARY SCHOOL

*From our Mission statement:*

*Monks Eleigh CEVC Primary School seeks to create a distinctive Christian community where everyone is respected and valued. We strive to provide a safe, happy and healthy environment where all children are able to learn because they are supported and encouraged to achieve their potential.*

### **School Discipline and Pupil Behaviour Policies**

#### **Aims**

We want everyone in our school to enjoy being a member of our small community. We aim for each child to achieve success – academically, socially, physically and creatively. Each child's level of success will always be different from another's, but we encourage all children to strive for excellence and to take pride in their achievements. We work towards each child becoming confident, well adjusted, self-disciplined and open-minded.

Our expectations of children are always high and we encourage an attitude of 'always doing our best' in every aspect of school life by supporting and appreciating the children's efforts.

Monks Eleigh is a small school where every child is treated as an individual and every parent as a partner involved in their child's education. We aim to give each child a sense that they are cared for and valued for themselves, whatever their abilities, and the feeling of belonging to our community.

To achieve these aims it is important for the school and parents to work closely together to achieve the greatest possible success for each child.

#### **Home – School Agreement** *(see attached copy)*

The aim of our Home-School Agreement is to make clear the contributions necessary by the school, parents and children in making Monks Eleigh School a happy and successful place. We ask all parents to read and talk about the Agreement with their children and to support it throughout their children's time with us. This Home-School Agreement will be sent out at the beginning of the new academic year or when children join the school.

A short guide to our Behaviour Policy, which includes a copy of our school aims for behaviour, is issued annually at the beginning of the academic year. *(This is being reviewed by Pupil Council at present and will be sent out later)*

#### **Our School Code**

Our School Code is on display in the school and together with the Home-School Agreement forms the basis of expected behaviour.

- We should be caring and friendly to other children and adults and treat them in the way we would like to be treated.
- We should behave in a way that keeps ourselves and others safe.
- We should listen to each other and to adults and respect the right of other children to learn.
- We should try our best at everything we do and ask for help when we need it.
- We should take care of our school equipment and things that belong to others.

Each class will discuss and agree upon their own class codes of behaviour that support the whole school code but may differ slightly depending on the age of the children.

Adherence to the School Code and Class Codes of Behaviour is expected and discipline is based on this expectation.

## **Behaviour and Discipline in School**

Staff encourage good behaviour by:

- Having clear, consistent rules and expectations so that the children know what acceptable behaviour is.
- Recognising and highlighting good behaviour as it occurs – either verbally, which could be public or a 1 to 1 conversation or non- verbally such as a smile, wink or thumbs up.
- Encouraging children to be responsible for their own behaviour.
- Ensuring all children are praised for behaving well.
- Explaining and demonstrating the behaviour they wish to see.
- Rewarding individual children and groups of children for behaving well.
- Giving private reprimands when trouble is brewing; this can often prevent a situation from escalating.
- Remembering that it is the behaviour that they are displeased with and not the individual.
- Ignoring minor ‘attention seeking’ behaviour – some children may play up because they have learned this is a way of getting attention.
- Trying to reduce negative comments so that children don’t feel that the only time they are spoken to is when they are in trouble.
- Diffusing situations by always being on the alert and knowing what is going around them.
- Preventing incidents by removing pupils from potentially aggravating situations.
- Giving support and challenging learning within the pupil’s range.
- Modelling good relationships

After consultation with the parents, pupils may need an intervention strategy to help improve their behaviour. This will normally be a short term measure to suit the individual needs.

## **Bullying**

Bullying is when a child is afraid or unhappy because of the persistent and deliberate actions of another child or group of children. The bullying may be of a physical, verbal or mental nature.

- All children are made aware of the issues of bullying through PSHE, Circle Time and Assemblies.
- It is essential to be vigilant. Children who have experienced bullying need to know that support is always there. Children who are causing the problem must know that their behaviour is unacceptable and will not be tolerated.
- Staff will always take any incident of or information regarding bullying seriously. The child will be listened to and reassured that ‘telling’ was the right thing to do. The complaint will be investigated, appropriate action taken where necessary and the situation monitored.

## **Lunchtimes**

The same code and expectations apply at lunchtimes as at other times. Midday Supervisors work with children either outdoors if fine, or indoors if wet. If children act in an unacceptable way, supervisors will initially deal with the incident. If the child(ren) persist(s) in this behaviour the class teacher will be informed. If a child’s behaviour is repeatedly unacceptable or of a serious nature, parents will be informed by the teacher or Head Teacher and invited into school to discuss the problem.

