

Lady Katherine Leveson
Church of England Primary School



Discipline for Learning Policy

Responsibility of: The Headteacher

*Evaluation: Through Governors' Staffing and Pay
Committee, Annually*

Lady Katherine Leveson Church of England Primary School
Policy for Discipline for Learning

Overview:

The staff, children, parents, community members and governors of Lady Katherine Leveson C of E Primary School have a right to learn, teach and visit an environment of mutual respect, where pupils are taught to value each other and everyone in the community.

Executive Summary

Purpose:

The purpose of this policy is to ensure that teachers and children can teach and learn, clearly understanding the boundaries and the consequences of breaching these, as well as the rewards for those who do the right thing. The policy is also to ensure consistency of approach from staff, at all times of the day.

Rationale:

Discipline for Learning should

- encourage the children to take responsibility for themselves
- praise those who consistently do the right thing
- never let negative actions go unchallenged
- ensure that children's self-esteem is strong: never criticize the child, only the actions
- uphold our values, aims and Mission Statement, in accordance with a Church of England school

Key Principles

- Children need to develop the skills for a happy and successful life

Actions / Aims:

- staff and children and all other adults in school treat each other with respect and kindness, embodied in our school motto 'Love and Kindness; Learning for Life'

Confidentiality

- That children and adults including staff, parents, visitors, governors and external agencies understand confidentiality and work to establish a safe leaning environment when confidentiality is identified.
- Children know who they can talk to in school and are made aware of what confidentiality means ie unconditional confidentiality cannot be promised. Children are made aware that certain information they share may not be able to be kept confidential, for example when a child's safety is deemed to be at

risk. The child will always be consulted and asked for consent before any other person or agency is involved.

- Adults know to follow the confidentiality procedure flow chart guidelines when dealing with disclosures of personal information and seek advice from the DMS in any instances of concern, no matter how small. Staff must ensure that any visitors to school know that they need to follow the confidentiality cards kept in the entrance to school.
- Through the partnership agreement all external agencies know how to ensure a safe learning environment when confidentiality is identified. External agencies will be asked to share their own confidentiality practise with pupils.

Monitoring and Evaluation:

This policy shall be reviewed by the staff, in consultation with the children and parents annually. The reviewed policy will then be contributed to by Governor's Staffing and Pay Committee and ratified by the Full Board of Governors.

Introduction:

This policy was drafted for trial in September 2007, trialled and then written fully in February 2008. It was ratified by the Full Board of Governors on 2nd June 2008.

What is Discipline for Learning?

Discipline for Learning is the process by which children learn to follow the guidelines for a happy and calm time in school.

Principles of Discipline for Learning:

- that children should know clearly what is the right thing to do in all situations and the consequences of not doing it
- that they should learn this within the context of Social and Emotional Aspects of Learning
- that staff should continually work to ensure children's self-esteem is strong

Our Discipline for Learning System:

Rewards:

Certificates (kept in people's classrooms and ordered through Lesley/Debbie when running low) handed out in merit assembly. Staff keep a list of who we have given certificates to, so that no-one misses out.

A board in the classroom is kept for some visual reward – eg Stars board – where children can see and be reminded of their achievements. This board can be for anything during the day to day and not for displaying assembly certificates.

Headteachers' Book – a gold book in which any child sent to the Headteacher with good work/examples of BLP capacities/SEAL skills is recorded, and their magnet presented to them in merit assembly.

The School medal is given half-termly, for something outstanding, to keep.

The 'Pride in Yourself and Your School award' is given each week.

House Points – Cup given (with ribbons) each half-term. Treat given at the end of the year to the House that has won it the most. House captains (Y6) and house meetings established. There is a House picnic at the end of the year on James' lawn. House wrist bands to be considered.

Teachers also employ their own class systems in order to make sure that the children who are always good are rewarded, trying to ensure that parents/carers know about these behaviours, such as by sending home note pad certificates each day.

Sanctions:

Cards – Warning (yellow) and then Time-out (red) available for all staff use, including lunchtimes.

These sanctions apply during one session (ie morning until break). Every session is a new start.

If a child is demonstrating inappropriate behaviour, then system as follows:

Give that child a warning, using the card, explaining what they are doing that is wrong and what you want them to do. (eg You're interrupting everyone's learning when you shout out, so I want you to put your hand up please)

If the child continues, then give them the red card and tell them to go to the Time-out chair to think about why they are there and come back when they are ready to do the right thing. When they come back, brand new start – find something to be pleased with them for very quickly and give them a smile of approval. 2 mins for FKS/KS1 and 5 mins for KS2.

If the child continues the inappropriate behaviour, then show them the red card and send them to the Time out chair in the partner classroom.

If the child continues, then send them to the Phase Leader (Mrs. Lloyd for FKS/Y1, Mrs. Green for Y2/Y3 and Mrs. Thomas for KS2). If a child gets to this stage, then the classteacher should have an informal chat with the parents and let them know what has been happening, asking the parents whether they know of anything which could be affecting their child etc, particularly if it is unusual for that child.

If the child continues, then send them to the Headteacher.

Any child demonstrating the following behaviour must be sent to the Headteacher or Deputy Headteacher to go home immediately -

- Physical harm to another child
- Swearing

There must be a consequence to every inappropriate action. If a child does something wrong when it is not appropriate to apply the time out system, ie anything that is not low-level, then they should miss their break time, whether today or tomorrow or miss their treat in class (if appropriate – at classteacher’s discretion) and the Phase leader should be informed.

Roles and responsibilities

School’s role: To communicate our system effectively to parents/carers, through the ‘Information for Parents’ booklet, new parents’ meetings, parent and pupil evenings and individual discussions where appropriate. To use a Personal, Social and Helath Education lesson each year to discuss, explain and practice using the ‘Time Out’ system.

Teacher’s role: When implementing the policy, to keep the parents/carers informed as above, in a caring and appropriate manner and to work together with families to help support the child.

Parent/carer’s role: To support school by ensuring that they talk to the children about their choices and help them to try hard. To participate in any rewards systems between home and school.

Note: Should any child run out of school, staff who see this happen are to notify the office immediately, whilst sending another available member of staff to follow the child and keep them as safe as possible, until a member of the Strategic Leadership Team comes.

School Self Evaluation:

The policy shall be reviewed through talking to parents, children and staff annually. The Parent and Pupil Inclusion Questionnaires shall be used to gauge the efficacy of the policy.

Anne Byrne and Karen Brooks, February 2008

In conjunction with the Control and Restraint Policy