

Behaviour Policy / Pupil Discipline

Aims and Values : At Medina House we aim to provide a happy, secure and nurturing environment for all those who learn, work in, or visit the school. We believe it is important that :-

1. We foster positive caring attitudes towards each other and our school environment.
2. We acknowledge that each and every person in our school is important, is valued and has the right to feel safe
3. We support each other, with help and encouragement.
4. We listen with care to the views and opinions of one another.
5. We respond in a polite and thoughtful manner to one another.
6. When an injustice or injury is committed, we provide an opportunity for the perpetrator to reflect on his/her action.

Guidelines

1. School Rules

- I. Be kind, polite, co-operative and considerate to all.
- II. Take care of people.
- III. Look after your school and the property of others.
- IV. Walk around the school.

2. Encouraging Good Behaviour

- I. Encourage the behaviour that is required e.g. "Good" Avoid negatives such as "Don't...../ No....." etc.
- II. Praise – identify the nature of the good behaviour and reward the pupil for his/her achievement.
- III. Ensure that as far as possible all children feel good about themselves and others. If necessary build 'feel good' time into individual timetables and/or use extra 'breaks' for physical activity.
- IV. In certain contexts it may be necessary to create an individual learning environment and/or approach to learning which the child enjoys and does not feel intimidated by. This may well offer a starting point from which to begin to reintegrate or build more challenge into the child's learning.
- V. Rewards
 - comments/stickers for good work or behaviour
 - public praise – in class, in sharing/celebration assemblies etc.
 - reward certificates or badges for particular achievement
 - recording achievements in 'Record of Achievement' file
 - informing parents of achievements
 - opportunity to give responsibilities in school
 - treats/privileges

- 3. Unacceptable Behaviour :** Violence, bullying, harassment, rudeness, bad language and inappropriate sexual behaviour is to be discouraged in the school. Occurrences of this type need to be recorded and reported to the Head. We must, however, recognise that there will be occasions when negative behaviours result for many differing reasons other than 'naughtiness'. We need to determine the reasons for different behaviours.

- 4. Sanctions :** Where rules are broken/contravened, there must be a system of appropriate sanctions. Sanctions should be such that they match the offence.

- I. Minor infringements will be dealt with by the adult responsible for the child at that time. Sanctions to be used in increasing order of seriousness are :-
- a verbal rebuke
 - withholding praise or attention
 - repetition of a task if not done or not done satisfactorily
 - privileges not earned
 - 'withdrawal' – away from the rest of Class/Group
- II. More serious contraventions of rules and instances of unacceptable behaviour should be dealt with more formally :-
- following an agreed pastoral support plan (with regards to an individual)
 - referral to Head or Deputy
 - a major privilege not being earned (take away responsibility etc)
 - contact with parents – letter, telephone, home/school book
 - meeting with parents and child
 - temporary exclusion
 - permanent exclusion and transfer

If the problem persists or escalates then it may be necessary to involve outside agencies such as the Educational or Clinical Psychologists and a pastoral support programme drawn up. Temporary exclusions (suspensions) are the most dramatic sanction that can be applied. The decision to make a temporary exclusion is never made lightly and is made by the Headteacher in consultation with the staff and the chair of governors. A pupil can be suspended for a particular serious incident involving violence to others or to property. A suspension would be used to give time for the pupil to reflect and school staff the opportunity to review the pastoral support plan and liaise with parents. Again the emphasis is for a positive outcome.

In some cases it may be necessary for a pupil to be provided with an alternative learning environment, this could be on or off site.

A permanent exclusion would only be applied after the most serious type of incident or prolonged violent behaviour. If it was agreed that Medina House was not the right provision then every effort would be made in collaboration with Children's Services to transfer the pupil to a more appropriate school.

- 5. Potential Problems :** The majority of problems with behaviour are more likely to occur at certain times, usually in less structured situations, such as when waiting for an activity to begin, moving about the school in large numbers, at playtimes or transition times. We need to be aware of the potential times for problems to occur and try to minimise these. We should also consider ways of defusing potentially 'high risk' situations by finding alternative activities, situations for children who will find it difficult to occupy themselves constructively or co-operatively during less structured times. (Please see separate format for a pastoral support plan)

Monitoring : This code of conduct will be responsive to changing needs within the school and will be reviewed regularly as required. Roles of MSAs and volunteers need further clarification and they need to be fully aware of the school's commitment to positive behaviour management, rewards systems and sanctions.

Occasions of unacceptable behaviour are to be entered in an incident book, kept in the School Office. This will provide a source of monitoring of those pupils who regularly 'offend' or who find it difficult to cope with particular situations. This policy should be read in conjunction with the policy for Touching, Holding and Restraint.