

RIGHTS & RESPONSIBILITIES DISCIPLINE CHARTER 2011

GENERAL INTRODUCTION

This policy has been written in consultation with all those expected to implement it, namely children, staff, parents and governor representatives. Its purpose is to give clear guidelines to all those who use Uley Primary School. It explains our ethos, the routines, the code of behaviour that help maintain it and our system of rewards and punishments.

MISSION STATEMENT

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

ETHOS

Uley Primary School is organised so children and staff are happy, confident and secure. We believe a healthy balance between rewards and punishment exists. We encourage everyone to implement rules fairly and consistently to foster good behaviour in a positive way within our Christian ethos of hard work, care, respect, commitment and responsibility.

AIMS

To create an open and friendly environment where children and adults are helped to work and grow in mutual respect and appreciation for each other and for the world about them, we aim;

- to value and appreciate one another irrespective of age, gender, creed and race;
- to establish that all staff, parents and pupils in partnership are responsible for discipline at Uley Primary School;
- to inform pupils and parents about behavioural expectations and consequences;
- to give pupils with challenging behaviour a chance to correct their actions before further consequences occur;
- to listen with respect to one another and be conscious never to damage another's self esteem;
- to respect other people's learning time;

- to respect the teacher’s teaching time;
- to develop self discipline, the ability to learn independently and work co-operatively;
- to help children learn that courtesy and good manners are very important qualities;
- to foster an awareness of responsibility to others within and beyond the school;
- to foster a caring attitude for the school environment, including equipment used inside and outside and personal effects;
- that all those who work in, or visit, our school will exhibit behaviour in keeping with these aims and ethos;
- to adhere to Social & Emotional Aspects of Learning (S.E.A.L.) guidelines in promoting positive behaviour at all times.

IMPLEMENTATION - ENCOURAGING GOOD BEHAVIOUR

At Uley Primary School we aim to present a broad, balanced, relevant curriculum aimed at meeting the needs of all our pupils. We believe that the maintenance of standards and improvements in social behaviour should be given equal weight with academic and sporting achievement.

We are constantly evaluating our strategies to improve and encourage good behaviour. To this end we have followed recommendations 39.1 in the Elton Report which said: *“Headteachers and teachers should recognise the importance of ascertaining pupils’ views”*.

As part of our Rights Respecting work, our Rights Charter was drawn up after extensive consultation with the children; this is constantly reviewed and evaluated through school assemblies and during Circle Time.

RIGHTS CHARTER

1. Line up without a fuss and at the right time.
2. Include everyone in your games.
3. Respect other people.
4. Use polite language.
5. Respect school property.
6. Help and care for each other.
7. Walk sensibly in school.
8. Treat people how you would want to be treated.
9. Listen when other people are talking
10. Share with each other.

Every class has its own Rights and Responsibilities Charter based on selected Articles. They provide guidance and advice for the staff and children and are made in full consultation with the pupils.

The Uley School Prayer was composed by the children as a result of a series of whole school assemblies to ascertain what the children valued in our school; it reflects how our aims and values have impacted upon the children. Their words and values reflect the aims and values of all associated with our school.

ULEY SCHOOL PRAYER

Who are we Lord?
We are a happy, smiling school.
We are different people who care and share, work
and play together.

We thank you Lord
For letting us use computers
For all our puzzles and games
For all the buildings that we work in and the
people who help and teach us.

We ask you Lord
To help us listen, concentrate and work hard
To help us to do the right things and be sensible
To think about how we care for each other
and the things we use
To help us treat our world with respect.

We are sorry Lord
For all the unkind things we said or did
For not paying attention
For our mistakes.

We are a happy, smiling, caring school Lord.
Help us to stay that way.

Amen

REWARDS

When giving rewards to children we always make clear why we are rewarding them, with the intention of making the child properly aware and of sending signals to other children. We know that effective praise helps the child appreciate how this achievement is helped by his own attitude; it acknowledges effort, focuses attention on relevant behaviour and fosters intrinsic motivation.

Rewards we give include:

- Positive encouragement;
- private praise;
- public praise - in class and in school assemblies;

- stickers;
- informing parents;
- displays;
- “Star of the Week” awards.

The ‘Star of the Week’ award is given at our celebration assembly to children every Friday.

RULES

These are positively worded to remind children of what they are supposed to be doing. They have been formulated with both children and staff. Where necessary reasons are given, especially where health and safety needs to be understood.

GENERAL SCHOOL RULES

1. Children may have milk and/or a piece of fruit (nuts are discouraged for Health & Safety reasons) during morning play. Chocolate, peanuts, crisps or sweets will not be permitted.
2. Soft balls only to be used for football - no leather balls should be brought to school.
3. A ball which goes over the fence into a neighbour's garden, or into the school pond, can only be retrieved with the permission of the teacher or dinner supervisor on duty. Only the Pond Key Monitor is allowed to open and close the pond gate to retrieve the ball.
4. Because of the risk of breakage and of disagreements children are discouraged from bringing toys to school.
5. For safety, only earrings in stud form may be worn. The wearing of jewellery is discouraged unless it is for religious or medical reasons.
6. No child is permitted to have a knife or other sharp implement, or a source of ignition, in school - any failure to observe this rule will result in the child's exclusion from school.
7. No child is permitted to have access to the climbing frame unless supervised by a teacher or dinner supervisor during school hours or a parent before and after school hours. Reception and Y1 pupils have sole access from 8.50 - 9.00 a.m. Monday to Friday.
8. Children should use the correct entrances and exits to the school building.
9. Children should walk in the corridors at all times. When the bell rings the children should walk to their lines.

GUIDANCE FOR PARENTS

1. When drinks are brought into school for children who have packed lunches, please ensure they are not in cans or glass bottles.
2. The wearing of school uniform is expected and positively encouraged.
3. A named P.E. kit should be available for use at school every day. For Games and P.E. the children should wear a simple T-shirt (white and red T-shirts with the school logo are available), shorts and daps. For reasons of hygiene, children should change

fully both before and after every lesson. Teachers to change too, to set an example.

4. A named Art shirt, preferably an old shirt should be available for use at school every day. It is helpful if the sleeves are shortened and elastic fitted to give enclosed sleeves.
5. Lunch boxes, items of clothing and other personal belongings should be clearly labelled with your child's name.
6. If your child is ill please ring the school and inform us of the reason. A child's absences must be notified to the school through a letter as regulations now require every absence to be recorded as to whether they are authorised or not.
7. Please notify the school of your child's known allergies, particularly peanuts and of any medical requirements. Where a child requires medication, written permission must be given.
8. Parents should always report to the school office on arrival - particularly during the school day. When the office is closed, parents should report to the Headteacher.
9. Children who need to leave school during lesson time for perhaps a doctor's or dentist's appointment must be collected by a parent or known guardian.
10. An emergency contact number should be given to the school.
11. Parents must notify the school if their child is to be collected by an adult other than the parent.
12. If you have any queries or concerns about your child at school, please direct these in the first instance to the class teacher and then to Mr K Joyce, Headteacher, via the school office.

The school hours are:

Morning Session	-	9.00 - 12.00
Afternoon Session	-	1.00 - 3.15

Morning playground supervision begins at 8.50 a.m. and this is the earliest time children should arrive at school. **All** children should be on the premises by 9.00 a.m.

Morning Break:
K/S1 and K/S2 10.05 - 10.20 a.m.

Afternoon Break:
K/S1 Mon-Thurs 2.30 - 2.45 p.m.
 Fri 2.15 - 2.30 p.m.

CLASS RULES

Each teacher will negotiate, and then later review rules with each class.

CHALLENGING BEHAVIOUR

There is no place for hurting any other human being through violence, bullying, harassment (racial, sexual, size, or other), vandalism, rudeness to adults or each other, or bad language within our school community, and this is always unacceptable.

We always try to work within a positive framework keeping parents (and if necessary Governors) informed. We understand that some children have difficulty with finding the right behaviour sometimes. However, there can at times be some who present us with persistent and disturbed behaviour which is beyond our ability to manage within the school. In these cases we refer to an outside agency such as the Educational Psychologist.

SANCTIONS

When dealing with misbehaviour we are conscious always to maintain a child's self-esteem and that it is the behaviour which is unacceptable, never the child. Wherever possible we engage in a dialogue with the child who has transgressed and in the discussion we:

- check the child understands what s/he is in trouble for by asking;
- establish s/he knows the behaviour was unacceptable;
- explore the effect that the behaviour has on others;
- examine the strategies for avoiding the same situation in the future;
- offer alternative strategies;
- problem solve.

The most powerful sanction, for the majority of children, is the disapproval of those whose views (adults and peers) s/he respects. We feel it is important therefore to create a climate of opinion in which that sanction will have the greatest effect. We have introduced Circle Time as a means of actively encouraging a greater knowledge of and respect for one's peers, to enhance self-esteem and fostering a caring ethos.

Sanctions used at Uley School have a positive dimension and they include loss of playtime and writing a letter of apology. In extreme cases e.g. when two or three children continually clash, a diary is written during lunch hour, writing positive comments about each other for a given period of time.

Minor infringements should be dealt with by the adult responsible at the time so that children will understand and respect the authority of class teachers, classroom assistants and midday supervisors. Punishments should, whenever possible be immediate and appropriate to the case. Strategies for minor infringements such as running indoors, disturbing lessons and assemblies, forgetting kit, wearing inappropriate jewellery might normally include:

- a non-verbal signal;
- not capitulating to attention-seeking behaviour;
- time out (maximum of five minutes);
- Home/School Link books;
- a private rebuke and reminder of unacceptable behaviour;
- repetition of task if necessary;
- removal from scene of disruption;
- isolation within class/room;
- removal from class to an alternative supervised area;

- withdrawal of privilege e.g. loss of breaktime;
- inform and discuss with parents if necessary;
- behaviour contract.

More serious offences such as:

- fighting
- rudeness
- disobedience
- stealing and dishonesty
- vandalism or verbal abuse

must be dealt with in a more formal way:

- logging of incidents where necessary;
- informing parents;
- withdrawal of major privilege;
- removal from class for longer period;
- discussion with outside agency;
- Headteacher to be involved.

Procedure for dealing with severe and urgent behaviour problems in the classroom:

The Class Teacher to form judgement of the appropriate course of action. The Headteacher may be sent for to deal with the child allowing the teacher to continue with lessons.

The Headteacher to inform staff of outcome and action - in appropriate cases may involve contact with parents.

The Headteacher (when possible) may be asked to cover a class to allow the class teacher to deal with the child.

Children may be sent to another classroom or teacher by agreement. Contact with another member of staff could be made via a message.

Explanatory notes or verbal message to be sent/given to teacher whenever a child is dealt with by another colleague.

In cases of longer-term problems staff may raise the issue of a child at a staff meeting for more general discussion of needs and approaches.

An individual behaviour book may be established in which the teacher records comments on the child's behaviour which is sent home for parental inspection. The content of the book will be discussed and further actions agreed upon.

Where physical restraint by staff is necessary for the safety of the child/other children or staff, Government Guidelines will be followed.

N.B. in the absence of Headteacher, read Deputy Headteacher.

Aggressive or deliberately destructive behaviour at playtime or lunchtime would also normally be referred to the Senior Teacher who would keep the child off the playground for a certain amount of time and record the incident. In extreme cases, the matter might be referred to the Head who has the right to send a

child home for lunch. A child who is behaving in such a violent manner that they are likely to cause injury to themselves or others will need to be restrained in accordance with current DfES guidance. Children who run off site should not be chased. Parents and then the police (if the pupil has not simply run home) should be informed.

Suspension and even exclusion from school are the ultimate sanctions in the chain of disciplinary measures. These measures would be considered in serious cases such as extreme violence, major bullying incidents, severe destructive behaviour or a child swearing at or hitting any adult.

The initial decision to suspend a child can only be taken by the Head, or in his absence, the Deputy Headteacher. The parents of the pupil are informed in writing of the suspension, its length and the reason for it. They are also told of their right to appeal to the Governors. The Chair of Governors and the LA (Local Authority) are also informed. All this is done on standardised documentation.

Liaison with outside agencies

It is acknowledged by the school that many children may have particular emotional, social, medical or learning difficulties which may, on occasion, contribute to them displaying challenging behaviour. In such cases, the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it, and put together targets for improvements and ways of achieving these targets. This may be done by the SENCO and class teacher during IEP discussions.

The following is a list of outside agencies with whom the school may be involved:

- Educational Psychology Service
- Education Support Service
- School Nurse
- Education Welfare Officer
- Special Needs Teaching Team (staff with specialist knowledge in areas such as hearing and visual impairment, autism and aspergers syndrome, dyslexia, dyspraxia, etc)
- Social Services

S.E.A.L.

The sanctions and strategies outlined above when considering emotional and behavioural concerns can be grouped into a three wave graduated approach.

Wave 1 - Quality first teaching.

Positive emotional behaviours are modelled by staff; people talk about emotions, appropriate behaviours are taught/modelled - all of the time! This is also done through P.S.H.E. e.g. circle time, conflict resolution skills.

Wave 2 - Small group intervention for children experiencing difficulties.

Whole school interventions for children experiencing difficulties e.g. peer mediation, circle of friends, restorative justice etc, anti-bullying strategies.

Wave 3 - Individual Support

Over and above what other children receive e.g. I.E.P. targets, support and strategies at School Action or Action Plus e.g. precision or group teaching/opportunities to learn Specific skills.

PARENTS

Home is, quite properly, the most dominant influence in a child's life, affecting each child's attitudes, performance and behaviour. We believe that all parents want their children to be able to take full advantage of curricular and extra-curricular activities offered in school, therefore co-operation between parents and staff is essential.

Whilst at school we will be doing all we can to help each pupil, and parents too can help by calmly approaching the class teacher, then the Headteacher if there is a problem or a perceived one. When the issue cannot be resolved by the class teacher or Headteacher, Governors may be approached. It is helpful if individual parents deal with their individual problem confidentially.

SCHOOL DAY

During the school day children will be required to exhibit several different behaviours appropriate to what is happening. Below are some examples expected in class.

Quiet, independent study. During this time children are usually asked to read or do other work requiring a very quiet, calm atmosphere.

Listening time. When teachers are giving instructions, reading a story, Circle Time, or watching television.

Discussion time. Circle Time is another opportunity for children to talk, as are small discussion groups that operate calmly and orderly.

Co-operative work time. The Foundation Stage and National Curriculum often demands that children work as part of a team. Respect for others and equipment is important here.

MOVEMENT AROUND THE SCHOOL

At all times children will WALK. This is for their own safety as well as that of others. In assemblies children should listen and show respect.

MANAGEMENT OF BREAK-TIMES AND LUNCHTIMES

Break-times

Break-times are supervised by two members of staff, one at the Key Stage 1 end of the playground (the climbing frame end) and the other at the Key Stage 2 end of the playground (double gates end).

Lunchtimes

Lunch is taken in the hall. Three adults in total are on duty each day. Children are expected to stand quietly and wait for the prayer "The Grace" then sit down in an orderly manner. Children are expected to have good table manners using cutlery appropriately and eating food courteously. We consider lunchtime as an important social occasion and we encourage children to converse with one another in an appropriate manner. When meals are finished we expect the children to be responsible for leaving the table clear and clean. Children are expected to leave the hall in an orderly manner and walk to the playground.

The dinner supervisors control both ends of the playground K/S1 and K/S2 and the Headteacher is available for their support. The dinner ladies are able to issue stickers for "good dinnertime behaviour" and these form part of our merit system. A bell is rung at at 1.00 p.m. when children are expected to walk to their line where their teacher should be waiting for them.

Children are encouraged to be assertive (not aggressive) towards others who are annoying them during playtimes. The child who feels threatened or annoyed should approach the person who is upsetting them and say:

1. "When you did"
2. "This makes me feel"
3. "I would like you to"

Buddy Bench

We have a 'Buddy Bench' on the playground for children who feel upset, pressurised or need time to themselves during playtime or lunchtime. Children are reminded of this every term and how they may use it. The bench is respected as an area of privacy for anyone who wishes to use it.

A Rights and Responsibilities Lunchtime Charter supports staff and children with guidance, sanctions and rewards.

MID-DAY SUPERVISORS

The Headteacher has regular contact with the midday supervisors where they are able to discuss any matters arising from their lunchtime duties. They are aware of this behaviour policy and have agreed to implement the rules where they apply to them and their time with the children.

In the playground, in the classrooms and in the dinner hall, they should be positive with the children and take notice of good behaviour and kind acts etc. They are able to reward the children with stickers.

In the event of problems arising, the Headteacher has agreed with them that they:

- refer to the Headteacher (in his absence, the Deputy Headteacher);
- note behaviour and refer to Headteacher (in his absence, the Deputy Headteacher);

Incidences of Bullying

Procedures outlining the identification of such incidents, our approach to dealing with bullying, the categories of low level and high level forms of bullying and parental involvement are outlined in the Anti-Bullying Policy.

Physical Intervention

There may be an occasion when pupil restraint by a member of staff will be necessary. At Uley we believe there are two categories of physical contact:

Physical Intervention is considered to be a proactive, supportive strategy, which assists students in achieving a staff or student initiated task. Examples of this may be to help a student who is gradually learning to control their aggressive behaviour and requires escorting along a corridor, assisting a student to sit down or enter a classroom to enable access to the curriculum, hand-over-hand writing etc. Examples of these interventions can be viewed as part of a broader educational or therapeutic strategy.

Physical Restraint is considered to be a reactive strategy which supports the pupils in preventing injury to themselves, others or the environment, thus giving them time to calm and return to normal timetabled activities. An example of this may be to hold a pupil's hands to prevent self-harm, or hold the student in an approved manner to prevent injury to others.

Both strategies are considered to be positive measures in which staff support students in the management of their lives. In all cases staff will be trained in appropriate support measures.

Appendix 1 outlines the record of restraint, which will be completed by staff after every incident.

EXTENDED SCHOOL

The guidelines in this policy and supporting policies are also designed to support our Extended School Programme at Uley, primarily the Uley School Fun Club (Before and After School activity clubs).

CONCLUSION

The discipline policy has been written to reinforce our positive support of good behaviour. It acts as a guide for all involved in the life of Uley Primary School, helping to provide a safe school environment so that everybody can confidently work and learn together.

Policy written: Spring 1999
Reviewed: Autumn 2006
Reviewed: Autumn 2009
Reviewed: Autumn 2011
Next Review: Autumn 2013

RECORD OF RESTRAINT

Name of Pupil: _____ Class: _____

Date	Time	Staff Involved	H.T. Signature
Reason for Restraint			
Details of Incident			
Restraint Used			
Time in Restraint			
Pupil Response			
Any Injury			
Date	Time	Staff Involved	H.T. Signature
Reason for Restraint			
Details of Incident			
Restraint Used			
Time in Restraint			
Pupil Response			
Any Injury			