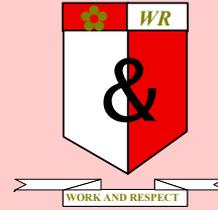


**The William Ransom**  
**Primary School**  
**Hitchin**  
**Herts.**



**BEHAVIOUR AND DISCIPLINE POLICY**

**Mission Statement**

The William Ransom School aims to provide all its pupils with the highest possible educational opportunities. We believe that the best education is the entitlement of every child and this is realised at this School within a structured, disciplined, caring and safe environment where expectations are high.

**Introduction**

This policy is written in line with guidance from 'Policies – A Guide for school governors and Headteachers'. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions. Parents/carers are encouraged to support the policy through the home-school agreement.

The school tries to keep rules to a minimum but those in existence are designed to protect the children and ensure the smooth running of the school.

It works on the principle of having 4 rules:

- Respect
- Effort
- Kindness
- Safety

Co-operation, courtesy, consideration, respect and common sense underpin the school philosophy. The boundaries of behaviour are explicit and we aim for all pupils to be self-disciplined within that context. Teachers and other staff endeavour to be consistent in all matters of behaviour and discipline and so generate a secure and positive environment for the child.

The School aims to give due emphasis to pupils' moral, spiritual, cultural and social development. High standards of appropriate behaviour are expected, to enable children to develop a sense of pride in themselves, the school and the community.

The School is positive in its promotion of high standards of discipline and caring.

**Aims**

The aims of the Behaviour Policy are to:

- set a high standard of behaviour by showing children what good behaviour looks like.
- encourage children to have high expectations of their own behaviour.
- intervene promptly where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- to emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions.
- encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.
- foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- have a consistent approach to behaviour throughout the school
- to expect others to behave in an acceptable manner.

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed. It is expected that all adults will act as role models for pupils.

**The Rules**

The Home-School Agreement provides the basis for these rules along with the children's own ideas that they bring to their class charters.

Children should:

- endeavour to do their best, listen learn and work hard.
- complete and hand in homework on time.
- arrive punctually, properly equipped, and in full uniform.
- do their best to contribute to a positive learning environment, and allow others to do the same.
- co-operate with other children and adults.
- treat others, including all adults in school, with respect.
- take care of property and the environment in and out of school.

Everyone should:

- show co-operation, courtesy and respect.

### **Strategies**

The school promotes the idea that being different adds richness to our lives and it is important that everyone in the school community actively respects this.

From the outset citizenship is encouraged through Year 6 pupils forming links with Key Stage 1 pupils and all classes have various monitor duties to encourage pupil responsibility.

The School promotes positive and constructive social behaviour at all times which provides positive reinforcement to everyone through the smooth operation of the school community.

The School may recognise individual effort, academic or otherwise, by visual, verbal or written response as appropriate.

The School uses various approaches to make pupils aware of the consequences of inappropriate behaviour: for example role-play, discussion, debates, assemblies and Personal Health & Social Education lessons. The School recognises that, from time to time such behaviour may occur. Therefore staff may use a variety of sanctions as detailed below. In every case the minimum sanction deemed necessary to produce the required behaviour should be used. If further sanctions are necessary, these would be put in place after consultation with the Headteacher.

When applying sanctions all staff will be aware of the age and individual needs of the children concerned, identifying any underlying causes since poor behaviour might be linked to other needs.

Bullying will be dealt with according to the School's Policy on Preventing & Responding to Bullying.

This work will be further extended through the work of the School Council and peer mediators

### **Sanctions**

The use of sanctions should be applied, if necessary, after verbal reprimand and a warning and is characterised by certain features:

- it must be clear why the sanction is being applied, allowing pupils to understand the consequences of their actions.
- it must be made clear what changes in behaviour are required to avoid future sanctions.
- sanctions applied will reflect the seriousness of the behaviour.
- it should be the behaviour rather than the person that is sanctioned.
- sanctions that are threatened need to be carried out
- verbal sanctions need to be feasible to carry out and appropriate to the misdemeanour.
- sanctions may be applied to a group if necessary.

### **Sanctions will include:**

- verbal and written apologies
- children / group of children can be deprived of their own time e.g. playtime / lunchtime
- child could be referred to another member of staff
- completion of work in own time which may involve parent's supervision at home
- for serious offences children may be sent to stand outside the Headteacher's room.
- written explanation of behaviour
- specific behaviour contract between pupil, school and parents
- temporary withdrawal of the child from the group or class to reflect on their behaviour or to calm down.

### **Rewards:**

Rewards will be used to promote good and positive behaviour and to encourage role models around the school.

These will include:

- Stickers and stars
- Housepoints
- Achievers stickers presented in a weekly assembly

- Leaves for demonstrating the school's values
- Headteacher Awards, stickers and certificates
- Postcards sent home

**Arrangements for monitoring and evaluation:**

The Senior Leadership team will evaluate the impact of this policy through data received from class teachers and lunchtime supervisors. This will relate to number of incidents of bullying and action taken and frequency of individual names appearing in the incident books. This is reported to Governors on a termly basis.

**This policy links to the following:**

- **Behaviour Strategy**
- **Preventing and responding to Bullying Policy**
- **Links with Home**  
The partnership between home and school is encouraged through the Home-School Agreement and liaison between home and school.
- **Physical Restraint**  
Conducted according to the Guidelines of the Education Authority and school.
- **Exclusion**  
Conducted according to the Guidelines of the Education Authority and school.
- **Complaints**  
Are dealt with in accordance with the complaints policy.

**Reviewed: Spring 2018**

**Next review: Spring 2021**