



MARTON-CUM-GRAFTON  
CE VA PRIMARY SCHOOL

# Pupil Discipline/Behaviour Policy

This policy has been reviewed by School Governor: Mrs M L Thirlaway

The Governing Body approved the policy: May 2017

The policy will be reviewed: Annually

## Values

Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

## Aims

Our School is committed to the Christian Gospel and, based on the example and teaching of Jesus Christ, we aim to meet the particular needs of each child by:

- Provide stimulating and questioning learning within a broad, balanced and appropriate curriculum for each individual child
- Ensure all children achieve their maximum academic potential particularly in the key subjects of reading, writing and mathematics
- Provide a safe, welcoming and rewarding environment
- Nurture the spiritual life of the individual and school community
- Help each child to take a responsible place in the wider community
- Promote equal opportunities for all regardless of race, gender, background or faith
- Ensure the future continuity of this village school at the heart of the community

## School Rules

- We are always polite and help everyone.
- We will always tell the truth.

ASPIRE • BELIEVE • ACHIEVE

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Headteacher: Mrs Marie-Louise Thirlaway BA Hons QTS NPQH



- We do not fight, 'play fight' or carry people.
- We look after our School and reuse and recycle wherever possible.
- We put litter in the bin.
- We don't take other people's things.
- We let everyone play their games and try to include people in our games.
- We do not pick on or bully people.
- We respect any grown-up on duty.
- We line up quietly when the whistle goes.

These rules are reinforced with the 'Golden Rules'

## By keeping these rules

Children can:

- learn what we mean by good behaviour
- learn to care for and respect one another
- learn the value of friendship
- feel secure and respected
- develop our own self-confidence
- try our best and reach our full potential
- learn to care for our School and environment

Teachers can:

- teach more effectively
- develop positive relationships with pupils and parents
- meet the needs of all pupils
- work in an atmosphere of mutual trust and respect
- feel supported in our role
- develop personally and professionally

Parents are able to:

- know that our children feel secure in School
- feel confident that our children are growing personally, socially and academically
- feel valued as partners in our children's education
- support the school by encouraging good social behaviour at home and school

## How to Encourage Positive Behaviour in School

- we treat each child fairly, equally and with respect
- we recognise and highlight good behaviour as it occurs
- we explain and demonstrate the behaviour we wish to see
- we encourage children to be responsible for their own behaviour
- we praise and reward individual children and groups of children for behaving well with possible use of reward charts in some instances
- discuss the consequences of positive and negative behaviour with the class

## In School We Recognise Good Behaviour by:

- praise and encouragement; the School operates a positive approaching to behaviour management
- stickers, 'smiles', merits, certificates, house points, courtesy cup, house cup and special mentions
- hearing about good behaviour in assemblies
- individual, group or class privileges
- greater responsibilities for individual children (monitors, captains, school council)

## What is Unacceptable Behaviour

- physical or verbal violence towards others
- refusal to obey reasonable requests
- deliberate damage to property
- bullying of any kind

## Discouraging Unacceptable Behaviour

- On occasions when a child behaves unacceptably we will:
- remind pupils of the School Rules, particularly those which have been broken
- give effective reminders of appropriate behaviour
- give reminders of consequences of misbehaviour
- Sometimes this may not be enough, depending upon the situation and it may be necessary to deal with misbehaviour by:
- giving a firm reprimand
- separating pupils within the class
- removing privileges such as playtime, more than one playtime, golden times, class rewards, after school clubs from individuals
- writing a letter of apology
- writing letter to own parents informing what they have done (a response will be required from the parents)
- separating the child from the class
- referring child to the Headteacher
- contacting parents to discuss ways of helping the child to improve his/her behaviour

Any incidents which are deemed as bullying will be recorded in the Incident book.

Governors will be notified of any serious incidents which will be recorded in the incident book.

Exclusion from School may be necessary in extreme circumstances of unacceptable behaviour. In such cases the local authority procedures will be followed.

## Contacting Parents

- Parent's will be sent a letter to inform them if their child has had to miss a playtime by the adult administering the punishment
- letters written to parents by the children will be accompanied by a letter from school
- Parents will be required to acknowledge if they have received a letter

## Special Educational Needs

- an 'individual' plan' will be devised to help the child learn appropriate social behaviour in School
- behaviour plans will always be done in conjunction with parents (eg daily report)
- a child may be placed on the Special Educational Needs Register and a programme of pastoral support provided
- programme in conjunction with parents and possibly outside agencies

**The policy applies to all staff and to all pupils, whether temporarily or permanently on the school roll**