

DIGGLE SCHOOL

Sam Road, Diggle, Saddleworth
Tel: 0161 770 5246 Fax: 01457 872114
Email: info@diggle.oldham.sch.uk

BEHAVIOUR AND DISCIPLINE

Policy and Guidelines

We believe that good behaviour and discipline are essential in securing a happy and positive learning environment in which all children will have the opportunity to reach their full potential. Our ultimate goal is to promote self-discipline in the children and enable them to make choices concerning their behaviour, therefore reducing the need for sanctions. We also recognise that the promotion of good citizenship in school has a significant impact on behaviour.

We aim to:

- * promote an atmosphere of mutual trust and respect between all those involved in the life of the school
- * promote positive attitudes;
 - (i) to develop sensitivity to the needs of others
 - (ii) to develop respect for the beliefs / opinions of others
- * develop and foster a sense of responsibility and an understanding of the consequences of children's own actions
- * develop the children's confidence and self esteem

We believe that it is essential to have a consistent approach to discipline throughout the school, as we think that children learn best when they are clear about what they are supposed to do and also when they understand the reasons for and consequences of their actions. We also believe that where ever possible, each new day should be a fresh start.

The School Code of Conduct is based on the 6 R's. It sets the tone for behaviour within Diggle School and attempts to identify and promote effective behaviour both inside and outside the classroom. It is displayed in every classroom as a visual reminder for the children and a term of reference for the teacher. At Diggle School we firmly believe in parent partnership and encourage the support of parents to work together with school to develop appropriate behaviour. Our Home School Agreement, which incorporates the School Expectations, will be signed by Parents / Carers and the children to show their commitment to our Behaviour Policy.

A Positive Approach

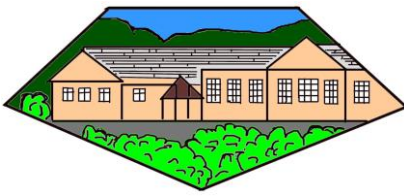
Our discipline is based on a positive approach. We encourage appropriate behaviour by consistently recognising, highlighting and rewarding good behaviour as it occurs. We explain and demonstrate the behaviour we wish to see, ensure that criticism is constructive and actively encourages the children to be responsible for their own and others' behaviour. Children are praised for effort, achievement and good behaviour. We have a reward system for all children as individuals or as members of a group.

Reward System

We believe that our reward system at Diggle School will encourage children to work hard, behave well and work as a team. It will not only apply to academic achievement and success but also



We have gained



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celebrate examples of good citizenship and acts of kindness and consideration. Through our reward system we aim to:

- * motivate all children
- * create a positive environment where children feel secure and happy
- * raise self-esteem and develop confidence
- * encourage the highest possible standards of behaviour
- * foster effective communication between home and school

This system will be applied consistently by all staff throughout the school. There are two aspects:

Individual rewards This recognises a child's individual efforts and achievements.

Whole school awards This acknowledges the teamwork displayed within the school, therefore promoting good citizenship.

Positive recognition of an individual's achievement

A child's individual efforts will be recognised by the following rewards:

Nominations for Star of the Week

Golden Tickets

House Point cards may be given for:

- a) keeping the school expectations
- b) improvement (attitude, effort, behaviour / work)
- c) maintaining a positive attitude, good behaviour, continued effort
- d) excellent work (according to the child's ability)
- e) helpfulness
- f) being kind, considerate and polite

6R stickers, certificates and badges:

Children receive stickers to reward the children demonstrating the 6 R's.

Respect

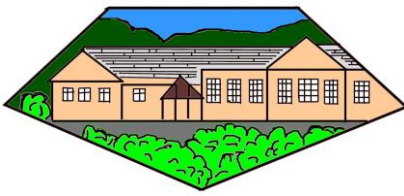
Responsibility

Reasoning

Reflection

Resilience

Resourceful



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Once the children achieve multiples of 10 stickers, they receive a certificate; Terrific 10, Tremendous 20 etc. If they achieve 3 in each section they receive a bronze badge, 6 a silver badge and 9 a gold badge.

Special Assemblies

The 'Star of the Week' assembly takes place every Friday, teachers nominate a child from their class to be 'Star of the Week' - the child's name is entered in a special book with the reasons why they have been chosen. The child also receives a 'star' which they put on the special display in the Hall and a certificate to take home

WHOLE SCHOOL AWARDS

The school is split into 4 mixed aged **Houses**. Children receive cards for positive behaviour such as:

- a) keeping the school expectations
- b) improvement (attitude, effort, behaviour / work)
- c) maintaining a positive attitude, good behaviour, continued effort
- d) excellent work (according to the child's ability)
- e) helpfulness
- f) being kind, considerate and polite

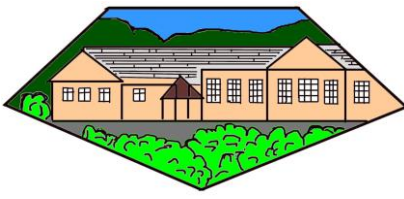
Welfare staff will also give cards for excellent behaviour at dinnertimes.

NB - IT IS THE RESPONSIBILITY OF THE TEACHER WHO GIVES A CARD TO ENSURE ITS RECORDED.

The chart will be displayed on the 'Behaviour boards' in the hall. It is important that these awards remain 'high profile' by **all staff**.

The House with the most points at the end of a half term will receive a reward of extra playtime as voted for by the children in a referendum in June 2016.

Whilst our policy encourages good behaviour and discipline through positive reinforcement, occasionally children may forget our School Expectations and behave inappropriately. We realise the importance of a consistent approach to dealing with any misbehaviour



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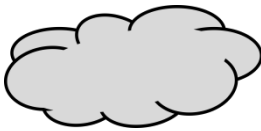
DIGGLE SCHOOL BEHAVIOUR PLAN



Pot of Gold: Children may be placed on the pot of gold for demonstrating outstanding behaviour. They receive a golden ticket to take home and are entered into a weekly prize draw.



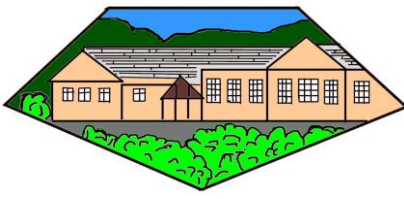
Rainbow: All children start the day here and if they are well behaved this is where they will remain.



Grey Cloud: A child will get 2 verbal warnings before being placed on the grey cloud. A child can earn their place back on the rainbow by demonstrating good behaviour again. If a child remains on the grey cloud at the end of the day then parents will be informed via text. If parents receive 3 texts in a week, they will be asked to come into school to discuss the child's behaviour.



Storm Cloud: Children will be placed on the storm cloud for violent and abusive behaviour. Children can still return to the rainbow from the storm cloud but parents will still be contacted. Children may be removed from the classroom and spend playtimes with a member of staff.



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Classes may use, if requires, a reward/sanctions system involving end of year 'treats' (parties etc). Children who do not display expected behaviour will receive warnings and when an agreed number have been reached they will be prevented from attending. Parents will be informed. This will run alongside the other aspects of the school Behaviour policy.

Effort grades for BEHAVIOUR (ranging from A - excellent effort to D - great cause for concern) will be also given each half term on the EFFORT GRADE CARDS. This informs parents how much effort their child is putting into their behaviour. If appropriate advice will be given on how to improve.

Exclusions

In the case of severe misbehaviour, a child may be excluded from Diggle School.

Lunchtime Exclusions / Short Term Exclusion

The responsibility of these lies solely with the Headteacher. Lunchtime exclusions and the reasons for them will be recorded and parents will be informed beforehand in writing. Children who are entitled to a free school lunch will be given a packed lunch. Short term exclusions are to be recorded in detail.

Permanent Exclusions

In extreme circumstances children can be permanently excluded form Diggle School. In the event of this situation, the DfES guidelines for the procedures of exclusions will be followed. A meeting of the Governing Body sub-committee will take place to discuss the matter. The decision to exclude long term or permanently would only be made when the Headteacher felt that s/he could no longer accept the responsibility for the behaviour of any one child without putting at risk the effective education or wellbeing (safety) of other children / staff.

Policy to be reviewed September 2018