

# Marian Vian Primary School

## Positive Discipline

### Policy Document



<b>Date reviewed</b>	<b>By whom</b>	<b>Reported to Governing Body (date)</b>	<b>By whom</b>	<b>Signature &amp; Date</b>
September 08	IR	21/10/08 Curric comm. 11/11/08 Full GB	IR IR	IR IR
September 09	IR	22/09/09 Curric 10/11/09 Full GB	IR IR	IR IR
September 10	IR	12/11/10 Curric 30/11/10 Full GB	IR IR	IR IR
November 11	IR	11/11/11 PPC 06/12/11 Full GB	IR IR	IR IR
September 12	IR	18/09/12 PPC 27/11/12 Full GB	IR IR	IR IR
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March 16	IR / KS	22/3/16 Full GB	IR	IR
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# POSITIVE DISCIPLINE

## EVERYONE AT MARIAN VIAN HAS THE RIGHT TO BE SAFE, HAPPY AND RESPECTED

We are proud of our positive behaviour policy based on the School Golden rules, which are:

**Be kind and do not hurt anybody**  
**Take care of all property**  
**Be honest, always tell the truth**  
**Listen carefully and follow instructions**

At Marian Vian Primary School we have high expectations, not only of children's academic achievements but also standards of discipline. From the moment children enter our school we encourage them **to take responsibility for their own actions**. Good behaviour and manners are emphasised and given recognition. When a child behaves in an inappropriate manner, sanctions are applied consistently and fairly.

The sanctions we use are either a Time Out or an Isolation.

**A Time Out** is used for minor problems both in class and on the playground. If a child causes a problem that warrants a Time Out he or she is asked to sit in a quiet area in the classroom (often by the teacher) for three to five minutes. During this time the child would continue working on their own. Teachers will notify the HT if a pattern of Time outs is noticed.

The time provides the child with the opportunity to reflect on the Golden Rules, particularly the one they have forgotten.

After a short time the child then rejoins the rest of the class.

If a child has more than three Time Outs during the day he or she is then asked to report to either the Head Teacher or Deputy Head Teacher where they have to work by themselves for up to one hour for Key Stage 2, 30 minutes for Key Stage 1. This is called an **Isolation**.

**An immediate Isolation** can also be used. These are for more serious problems; for example fighting, swearing, racist comments. This avoids the staggered approach of timeouts.

Isolations are usually supervised by the Head Teacher, Deputy Head Teacher, or a Senior Manager.

For very serious problems suspensions can be used at the discretion of the Head Teacher or Deputy in the Head Teacher's absence.

The majority of discipline problems are dealt with quickly and efficiently by the class teacher.

If a child's behaviour gives continued cause for concern, we inform and involve parents. We have found that close communication between teacher, parent and child can solve nearly all problems arising from bad behaviour.

Children are rewarded for their efforts both in and out of class. Apart from teacher praise, children are sometimes given stickers or sent to the Head Teacher to show their work. Children are also rewarded by certificates presented in Achievement Assembly held every Friday.

We at Marian Vian have placed a high degree of importance on the good behaviour and manners of the children at our school. We believe that parental support is vital. Any parent who would like to discuss any aspect of our behaviour policy is invited to make an appointment with the Head Teacher.

# DISCIPLINE

## **Authoritarian v. Positive Approach**

**Authoritarian Approach** – used by adults who are vulnerable

**Effect** = inconsistent and unfair application of sanctions which are too severe and the child usually doesn't understand.

1. Emphasises poor self image
2. Belittles children
3. Builds up negative responses from children and adults
4. Makes children resentful

## **SO**

“Children must be made aware of what is expected of them with regard to desirable classroom behaviour. They should not have to guess at what is correct in any given circumstances”.  
Steinback (1977)

Which is why a positive approach is the ideal.

## **Positive Approach**

1. Emphasises positive self image/self esteem
2. Builds up positive responses from children and adults
3. Increases mutual respect
4. Fair
5. Rewards appropriate behaviour
6. Makes teachers more aware of importance of teacher's response
7. Provides a professional approach for staff

In the ILEA Project (1986), it was discovered that teachers spent only 1% of their time praising pupils for work, while praise for good work was even less.

Plowden Committee on Primary Education (1967) stated: “Each child is valued for himself and should know where they stand and what to expect.”

The positive approach fulfils this aim and with the National Curriculum and the SATs producing definite winners/losers, as teachers we still need to have:-

- High expectations of all children's work
- High expectations of all children's behaviour

so that we don't fall into the trap of labelling and stereotyping children into low achievers.

As a school and staff we should remember that:-

“School failure can only occur in schools and could not exist without them. The most pervasive source of children’s school difficulties is the schooling system itself”. Hegarty (1987)

Subconsciously and often without ever realising it, we create the problems for the children when we spend so much time trying to avoid the root cause of the problem and try to deal with behaviour at the time. The positive approach helps to overcome this trap because we become more self-critical, looking at our responses to children and how we cater for them in the classroom.

Evidence from educationalists such as Galloway and Goodwin (1987), Oliver (1990) Morgan, Hart, Ace and Rawlings (1989) and Tattum (1986) support the findings of Hegarty (1987) and Wheldall (1987), that most children’s problems can be solved by the school as it is the school which creates them. We have many children in the school who are at a disadvantage in the education system, especially with the National Curriculum and SATs, because of their background –

1. Restricted code in language
2. Very little play
3. Poor social skills

Because of these factors, there is an urgent need to:-

“Change the way we perceive these pupils” Hargreaves (1984) and we aim to achieve this through the positive approach which does so much more than control children and this is so vital to produce an environment conducive to learning.

“The issue is not of control, it is the creation of environments which enhance all our pupils” (Tattum 1986).

Four goals of a child who displays disturbing behaviour:-

1. To gain attention
2. To seek power
3. To seek revenge
4. To display inadequacy

but a teacher who is fair, rewards children and recognises effort, will reduce these reasons for misbehaving: after all, children misbehave often to cope with conditions which they find hard to deal with in the classroom or school.