

Discipline Policy



Approved by

Date:

Last reviewed on:

Next review due by:

Marlborough – Draft Discipline Policy

Aiming for Excellence

This policy should be read in conjunction with Marlborough's Anti-bullying policy

Discipline: from the root word Disciple – to guide, to teach, to model, to encourage.

Key Aims of the Discipline Policy

- To ensure that all children and adults have a sense of belonging, feeling safe, secure, and valued.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To provide a clear, fair, and consistent approach to behaviour.
- To maintain a calm and purposeful working atmosphere.
- To develop positive behaviour for learning in recognition of its importance as a lifelong skill.

Guiding Principles to managing Discipline at Marlborough:

At Marlborough, we have the following principles underpin this Discipline Policy:

- We treat children with dignity, understanding and love
- We support children to take responsibility and accountability for one's own actions and their impact on others.
- We help children to respect other people, their views, beliefs, feelings, and circumstances.
- We support children to develop empathy and to understand how the feelings of others are affected by one's own actions.
- We treat all children with fairness and are committed to an equitable process.

We are supporting our pupils to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

In short, as adults when following these guiding principles:	
<i>At Marlborough we never</i>	<i>At Marlborough we always</i>
<ul style="list-style-type: none">• Shame• Embarrass• Frighten• Deliberately upset	<ul style="list-style-type: none">• Listen• Respect• Encourage• Seek to understand

<ul style="list-style-type: none">• Isolate• Humiliate• Make threats	<ul style="list-style-type: none">• Role model• Show compassion• Empathise
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Marlborough's Expected Behaviours

At Marlborough, we create clear and consistent expectations, rather than rules.

- **We embrace high expectations**
- **We respect the team**
- **We have a positive attitude**
- **We take individual and collective responsibility**

These expectations are explored and discussed regularly with the children, so that they understand what the expectations look like at an age-appropriate level.

What's the problem with rules? Rules teach pupils how *not* to behave and there will never be a specific rule that applies in every instance, or for everything a pupil will encounter.

Understanding Behaviour

At Marlborough we seek to understand what the child is trying to communicate with us through their behaviour. For example, you might see anger. But underneath that could be confusion and frustration.



Intrinsic Reward

Marlborough promotes the intrinsic desire to do the right thing because it is the right thing rather than for fear of sanction or desire of external reward. Therefore, as a school community we adhere to using restorative approaches and practices.

Restorative Approaches and Practices

It is all about Positive Relationships!

Strong positive relationships are vital.

At Marlborough, the most important aspect of children feeling valued, safe, and secure is the strong sense of connection with members of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (considering individual needs) and children need to understand that the staff member is always in control, enabling pupils to feel

psychologically safe. Equally, staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

At Marlborough, Restorative Approaches, simply put, is a method of building, maintaining and repairing relationships. To be restorative means believing that decisions are best made, and conflicts best resolved by those most directly affected by them.

What is restorative practice?

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. Marlborough Primary School believes in building positive relationships between children, staff and parents. We believe that how people behave around one another makes all the difference in the world. Therefore, we strive to build positive relationships and to create a positive learning environment for all.

Restorative Approaches is an ethos and value base for working *with* children and adults, rather than *to*, or *for* them

How do we do this?

- **Check-in and Check-Out Circles**

Each class has regular Circle Up sessions. Circling Up is where everyone has the opportunity to speak and listen to others. The circle leader will encourage everyone to follow the school values to promote a calming and welcoming circle. The circles focus on feelings, attitudes, beliefs and opinions. Children from Nursery through to Year 6 learn about the value of everybody's opinion and our Marlborough values.

- **Circle Up - Restorative Conversations**

Children can fall out from time to time. It is part of growing up and developing an understanding of self and those around us. On the occasions where this may happen staff use one approach, our restorative conversation.

We follow three simple steps when addressing any behaviour conflicts at school. This involves a range of open-ended questions which supports the children in coming to a positive and meaningful conclusion. The members involved in the conflict will meet in a safe area where together they take time talking to each other with the support of a member of staff. Every member of staff at

marlborough is trained in Restorative Approaches. The member of staff will ask what has happened, how it made them feel and what they can do to fix it. By consistently modelling this language we are encouraging children to take responsibility for their behaviour and to take ownership of what has happened.

This overtime will become embedded in the children's mindset, and they will take the first steps in fixing their own conflicts before involving a staff member.

Class teachers and teaching assistants may speak with parents either at the end of the day or via the telephone to share when restorative practice has been used. It is important that staff and parents work together on this approach to ensure that things are resolved in a timely manner.

The Restorative Conversation

1. *What happened?*
2. *What were you thinking at the time? What were you feeling?*
3. *Who else has been affected? How?*
4. *What do you need?*
5. *What do you want to happen next in order to repair the harm / move forward?*

What is being restored?

This depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other's perspective;
- Respect;
- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

Repairing the harm – what are the consequences?

Traditional punishments do not focus on the victims nor the classroom climate of a negative behaviour. They send a message that certain behaviours will not be tolerated, however, the harm has not been repaired for any of the impacted parties. Therefore, little has changed.

When we are seeking to repair the harm, we start by posing two questions:

To whom was the harm caused? How are you going to repair the harm?

This focuses the wrong doer to develop empathy. They hear exactly how the victim has been affected by their behaviour. The appropriate and proportionate consequence is decided as part of the Restorative Conversation. We also take into consideration whether this a one-off incident or part of a series or pattern of incidents.

Consequences could include:

- Loss of privileges (e.g. not playing football at playtime)
- Clearing up the mess made
- Making a heartfelt apology or writing an apology letter
- Missing part of a playtime
- Time out in another classroom, or with a senior member of staff
- Exclusion from an activity
- Internal exclusion with a senior member of staff supervising

At Marlborough we work with a child's emotional age, not chronological age

At Marlborough we recognise that nearly all pupils self-regulate their behaviour very well every day. When guiding, teaching, modelling, and encouraging pupils with their behaviour need to focus on the child's emotional age, not their chronological age.

Myth busting

Restorative approaches **is not**:

- Excusing bad behaviour
- Accepting disrespect and bad behaviour
- Letting them getting away with it
- Rewarding the naughty children

Next Steps

A very few pupils will require additional provision and support to help them to learn to self-regulate. This provision will be agreed in collaboration with the classroom teacher and teaching assistants, ALNCo, parent / carers, and could include:

- Internal support (SNUG, senior team)
- Working closely with family
- Referral to Emotional, Health and wellbeing service
- Educational Psychologist
- External support agencies e.g., Year 5/6 Counselling Service
- Adaptations to provision (start/finish time, alternative playtimes)

In the most serious of cases, the headteacher / chair of governors will make the decision to implement a Fixed Term Exclusion for a pupil and in the most serious breaches of safety a Permanent Exclusion.