Avishayes Primary School
&
Early Years Centre

DISCIPLINE Statement

Responsibility:	**Governors**
Reviewed:	**November 2025**
Next review date:	**November 2027**
Key legislation:	**Equality Act 2010** **Children Act 1989**
This statement should be read in conjunction with:	
Exclusion Policy **Anti-bullying policy** **Special Educational Needs (SEN)** **Equal Opportunities Policy** **Safeguarding and Child Protection Policy** **Behaviour for Learning Policy** **KCSIE part 1**	

Discipline is a vital part of our school's welfare policy. It is the function of the school community, through a system of relationships, rules, rewards and sanctions, to encourage and develop self-discipline within the children.

This statement reflects the culture and the belief of the school. The emphasis is very much on encouraging the **positive, constructive and supportive attitudes** rather than highlighting the negative and destructive. When the overall climate is friendly, but firm, when expectations are clear and routines are established and when the learning tasks are interesting and within the capabilities of the children, disruptive behaviour is far less likely to occur. When it does, our experienced teachers use a variety of strategies and skills to manage such behaviour. When the problems occur, whether it is discipline, relationship or standard of classroom performance, our special needs system will be invoked.

If there is a persistent problem, the class teacher and/or the SENCO will draw up an individual learning plan (ILP) to support the child, in partnership with parents. If the problem continues, together we will work with outside agencies e.g. SEMH Team to seek solutions to manage the unacceptable behaviour.

If a child does not conform to the school rules, there are a series of sanctions that are applied to remind the child of our expectations (see **Behaviour for Learning Policy)**