



Creating a chance to SHINE everyday

Behaviour and Discipline Policy

This policy was ratified: September 2018

And will be reviewed: September 2019

Signed by Headteacher: Samantha Welsby

Signed by Chair: Dave McWhirter

1. Aims and Expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate way towards others. This expectation extends to both inside and outside school premises, during term time and school holidays.

1.2 The school has a number of school rules (see back sheet), but the primary aim of the behaviour policy is not just a system to enforce rules but also a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.5 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children
- Behaviour zone board which leads to children earn reward time.
- Classes can earn reward time for good behaviour

2.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is disciplined. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.3 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during frequent 'circle time' sessions.

2.4 The school does not tolerate bullying of any kind, including cyber-bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.5 All members of staff to include Teachers, LSA's and Lunchtime Supervisors are aware of the regulations regarding the use of force by staff, as set out in DCSF Circular Nov 2007: The Use of Force to Control or Restrain Pupils. Staff in our school do not hit, push or slap children, and would only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

2.6 Some staff are trained with team teach.

2.7 Outside providers of extra-curricular activities, are to be given copies of the behaviour code and the "rewards and sanctions" section.

3. The Role of the Class Teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Local Authority behaviour support service.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4. The Role of the Head Teacher

4.1 It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

4.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Head teacher keeps records of all reported serious incidents of misbehaviour.

4.4 The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5. The Role of Parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been

treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher, with a further escalation to the Chair of Governors if necessary. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head in carrying out these guidelines, and review the effectiveness of the provision through the Head's report to governors.

6.2 The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to her about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7. Fixed-term and Permanent Exclusions

7.1 Only the Head Teacher, has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Discussion should take place with the Chair of Governors before any action is taken. If exclusion is a consideration, then reference should be made to Government guidelines.

7.2 If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.3 The Head Teacher will consult with the Chair of Governors before any proposed exclusion. She/he will also consult with the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head.

7.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head must comply with this ruling.

Monitoring

8.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a class record of incidents of misbehaviour in the behaviour file. The school also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident.

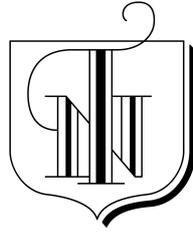
8.3 The Head Teacher keeps a record of any pupil who is suspended for a fixed- term, or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

9.1 The governing body and the staff review this policy annually.

Newbold and Tredington C of E Primary School



Golden Rules

All of us should show respect, consideration and patience towards others. We will:-

- Always give your best.
- Treat others as you would like to be treated yourself.
- Not be a bully; be a buddy.
- Walk quietly in the school.
- Be polite and helpful at all times.
- Keep our school tidy.
- Think before we act.
- Set a positive example to others.
- Having the right attitude is everything.
- Show respect for our teachers, parents and fellow pupils.

If we all follow our **Golden Rules** we will keep our school a happy and caring place to work and learn.



Golden Rules for playtime

At playtime we ...

- * Play together without hurting or upsetting anyone.**
- * Are polite to the adults looking after us and follow their instructions**
- * Never play near, or go outside the school gates.**
- * Look after our living environment (trees, bushes, plants)**
- * Always walk on the paths; we only run on the playground or field**
- * Follow the playground rules**

Appendix B

Behaviour Zone Board



Appendix C

Procedures for dealing with inappropriate behaviour

Sometimes children forget our aims for good behaviour. They will then be reminded of the school's Golden Rules.

- Children will not be allowed to use the words 'only', 'just' and 'because' when giving their accounts of event. (e.g. I was just kicking, I was only shouting, because it was boring. These words lessen and self excuse the action). There can be no excuse for violence, aggression or disrespect to others.
- Children will always be encouraged to apologise to their victim and where appropriate help their victim. They will be encouraged to empathise with other people's points of view and to consider the consequences of their actions.
- Should a pupil regularly be reaching RED status their parents will be informed. Their behaviour record will be analysed and an appropriate sanction will be applied. The pupil will have either an in school exclusion or even a fixed term permanent exclusion. It may be felt appropriate that the pupil may be added to the Special Educational Needs register and be given an IEP (Individual Educational Plan) which details any additional strategy that may be used to encourage the pupil to conform to the school behaviour code.
- Pupils who regularly get Red Cards for not following teachers' instructions cause a health and safety risk to all. They will be prevented from attending out of school clubs and off site school visits. There may be incidents that occur that are so extreme in nature it is felt that these must be referred immediately to the Head teacher. Each case will be considered carefully and dealt with in a way that is felt fair to the needs of the individuals involved and to the school community. In these cases fixed term or permanent exclusion may be immediately applied.