



Behaviour and Discipline Policy

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.

1.2 The school has a number of “school rules”, which are expressed as “Our School Expectations” and are listed in the School Handbook and Appendix A of this document. The primary aim of the behaviour policy is not a system to enforce rules. It is 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 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 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.

1.6 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.

2 Rewards and punishments

Rewards

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
 - teachers give children house points
 - each week children throughout the school will receive “Special Mention Certificates” during Friday’s Assembly in recognition of “outstanding or very good behaviour or work”
 - Other certificates may be given for achievements and successes.
 - we distribute stickers to children either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school;
 - Children are encouraged to share their out of school achievements by bringing to Fridays’ assemblies their medals, cups, trophies etc.

Behaviour and Discipline Policy

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 Sanctions

The school employs sanctions to ensure that our "School Expectations" are upheld and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Sanctions could be:

- **Being moved asked to another place** in the classroom or end of row in Assembly. We expect children to listen carefully to instructions in lessons, in Assemblies and when lining up on the playground.
- **Sitting on their own** or nearer to the teacher ,
- **Being moved into another class** or outside the head or deputy's office to work if they are stopping other children from learning.
- Redoing a task.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Exclusion from classroom or isolation from rest of class
- 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.
- **Stopping an activity** 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.
- **Entry in Incident book – "Sad Book"**. If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is sent to the Headteacher or Deputy. The parents/carers will be contact by phone or by a letter sent home with the child with an acknowledgement slip to be signed and returned the next morning.
- **If a child repeatedly acts in a way that disrupts or upsets others**, the school will contact the child's parents/ carers and seeks a mutually convenient appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- **At playtimes or lunchtimes** a child who is not behaving in an acceptable manner will be asked to stand by the wall by a member of staff for a period of "time out". The member of staff will ask the child if they understand why they have been stopped from playing before being allowed back to play.
- **Incidents of deliberate hurt or bullying of another child** will result in the perpetrator losing a number of playtimes/ lunchtimes and being kept in the foyer or outside the head's or deputy's office.
- **Red Behaviour Management Cards** If a child's is persistently behaving in a manner which disrupts the teaching and learning in a class, they will be placed on a Red Behaviour Card and must be signed daily by teachers, lunchtime supervisors, the Headteacher and parents. The pupil has to achieve 5 consecutive days of acceptable behaviour before they no longer have a card. Parents are written to informing them their child has been placed on card and if they acceptable level of behaviour is not maintained they will be placed on a card for 10 consecutive days and parents brought into school for a consultation meeting.
- **Red Behaviour Cards** can also be issued for persistent unacceptable play ground behaviour and will only need to be signed for playtime and lunchtimes.

2.4 The class teacher discusses the school's expectations with each class. In addition to the school's expectations, each class also has its own classroom code. In this way, every child in the school knows the standard of behaviour that we expect in our school.

2.5 The school does not tolerate bullying of any kind. 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

Behaviour and Discipline Policy

that all children attend school free from fear. (see separate anti-bullying policy and equality policy)

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children.

Staff only use physical intervention if:

The child concerned is judged to be behaving in an excessively violent manner.

Another child is in danger of being injured.

The child concerned is judged to be in danger of hurting him / herself.

2.7 The majority of the staff (not just teachers) are trained in TEAM TEACH a Local Authority approved course for handling children and dealing with children whose behaviour is not acceptable and who could cause harm to themselves or others.

3. The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school expectations are adhered to 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 All teachers follow the “7 Steps” behaviour progression which is displayed in all classrooms and is attached to the end of the Behaviour Policy – Appendix 2. The children are made aware of the progression through the “7 Steps” in assemblies and PSHE and it is used consistently throughout the school.

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 LA behaviour support service, Education Welfare Officer (EWO), Parent Support Advisors (PSA) etc.

3.6 The class teacher reports to parents about the progress of their child 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 Headteacher

4.1 It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher 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 Headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The Headteacher 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 Headteacher may permanently exclude a child. Both these actions are only taken after the school’s chair of governors has 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 explain the school's expectations in the school handbook, and we expect parents to read these and support the school in endorsing the expectations. .

5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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 or Headteacher. If the concern remains, they can contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 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 Headteacher in carrying out these guidelines.

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

7 Fixed-term and permanent exclusions

7.1 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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 Headteacher informs the LA and the chair of governors 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 Headteacher.

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.

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

Behaviour and Discipline Policy

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

There is a Formal Appeals Procedure beyond this point and details are available on the website - see end of Appendix 1.

8 Monitoring

8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

8.3 The Headteacher 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.

9 Review

9.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date:

Reviewed March 2007

Appendix 1

-- Our Conduct Expectations --

All Children are expected:-

to be polite and courteous to all members of staff, visitors, and adult helpers who may be in the school and their fellow pupils at all times.

to move around the school premises sensibly and walk inside the school buildings.

to share and not take without agreement.

to be friendly and not to say or do things which might hurt or upset others.

to treat others as we would like to be treated.

to play kindly and fairly.

to take care of equipment and use it properly.

to celebrate achievements, but not to boast.

to speak to each other politely and in a caring manner.

to think before speaking, especially before blaming or criticising others.

to use kind words and never use words which could cause upset.

to say "sorry" and mean it.

to forgive when somebody has done something wrong and not to hold grudges.

to accept we all make mistakes and we can try again to put things right.

to give everybody fair chances.

to respect the efforts of others, especially when they find things hard or difficult.

to set a good example and behave in a way that means we can be proud of ourselves and our school.

Further information about Behaviour / TEAM Teach / exclusions / anti-bullying / equal opportunities / racial equality can be found on the following websites

www.team-teach.co.uk www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance
www.ChildLine.org.uk www.bullying.co.uk www.eoc.org.uk www.cre.gov.uk
www.google.co.uk

7 STEPS

Appendix 2

