

## Behaviour and Discipline Policy

### 1 Aims and expectations

**1.1** It is our primary aim that every member of the school community feels valued, safe 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** We have a number of school rules although the primary aim of the policy is not to enforce rules but to promote good relationships, so people can work together with the common purpose of helping everyone to learn.

**1.3** We expect every member of the school community to behave in a considerate way towards one another.

**1.4** We treat all children fairly and apply this behaviour policy in a consistent way.

**1.5** This policy aims to help children 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 we believe 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 sanctions

**2.1** We praise and reward children in a variety of ways:

- Staff model good behaviour and treat pupils with respect;
- teachers congratulate children through verbal praise, stickers, smiley faces;
- children collect smiley faces in order to receive individual certificates which they are presented with at a whole school assembly;
- these smiley faces also count as house points, each child being a member of one of four houses, Mars, Saturn, Jupiter and Venus. The house with the most smiley faces at the end of the year wins the house cup.
- each week teachers nominate a child to be pupil of the week, these children receive a certificate and merit badge in the awards assembly, and teachers inform the assembly of the reason the award has been given.
- school council nominate children each week who they have observed behaving well, these children receive certificates from school council members.
- There is a strong support mechanism for pupils regarding behaviour, the learning mentor works with children who are displaying continuous

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disruptive behaviour not only in school but where parents have reported that their children are misbehaving at home, he listens to them and supports them in making the right choices through a system of rewards.

**2.2** The school uses the following sanctions to enforce the school rules.

- Children are given lunchtime and playtime detentions (school does not set detentions out of school hours) for breaches of the school's code of conduct. A discussion with the pupils involved and other witnesses will take place before a decision is made regarding severity of the misdemeanour and the duration of the detention.
- We expect children to listen carefully to instructions in lessons. If a child is disruptive they will first be given a warning but if the behaviour continues they will be sent to the Head or deputy to explain themselves. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Where a child's behaviour is causing concern parents will be asked to attend school and discuss the way forward, this initially takes place with the learning mentor but where no improvement is being made or a serious incident occurs the parents will meet with the headteacher.
- All acts of verbal or physical aggression are dealt with severely; a child may receive up to 1 week detention and will work with the learning mentor until we see a change in behaviour.
- Disrespect towards adults is also dealt with severely and will result in a period of detention
- We feel strongly that children should understand that they have a choice with regard to their behaviour and are asked to discuss the consequences of their actions and the effect this has on other members of the school community. Older children are asked to decide upon their own punishment. Children must always apologise to the person whom their bad behaviour has affected.
- In addition to school rules, which are attached to the back of this policy and displayed around school, each class devises a set of class rules which are agreed by the children and displayed on the classroom wall. In so doing, every child is aware of the code of conduct expected in each class.
- 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 prevent a reoccurrence of the behaviour. Whilst it is very difficult to completely eradicate bullying the school does everything in its power to ensure that our school provides a safe and happy environment for our children. (see Anti-bullying policy)
- All members of staff are aware of the regulations regarding the use of force, see *The Use of Reasonable Force Guideline 2011*. Staff in our school do not hit, push or slap children but are allowed to intervene physically to restrain children who are in danger of hurting themselves or others. Key staff have been trained in positive handling.

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- Staff are allowed to search pupils for any item banned under the school rules including items believed to be stolen. A search involves the removal of outer clothing including shoes plus the searching of pockets, desks and bags. School may also confiscate and search any mobile phone if they believe it contains inappropriate or bullying images/text.
- Staff are not allowed to confiscate, retain or dispose of a pupil's property as a punishment.
- The school now has the power to punish pupils for inappropriate behaviour which occurs outside the school gates. A pupil may be disciplined for any misbehaviour when the child is taking part in any school-organised or school-related activity or travelling to or from school. They may also be punished when misbehaviour outside school is reported by a member of the public or staff member and/or the child is wearing school uniform or is known to be a pupil at the school.

### **3. The role of the class teacher**

**3.1** The class teachers in the 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. They also have a responsibility to model behaviour and to treat children with respect.

**3.2** It is the responsibility of the class teacher to ensure that the school rules are enforced in his/her class, and that his/her class behaves in a responsible manner during lesson time.

**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 learning mentor should be informed and a record kept of all incidents in the class incident book. If the behaviour continues then the headteacher should be informed and the parents will be requested to attend a meeting. If a child is sent out of class or assembly for disruption they will receive a 1 day detention.

**3.5** The class teacher reports to parents about the progress of each child in their class, a parent may be contacted by the class teacher, learning mentor or headteacher if there are concerns about the behaviour or welfare of a child.

**3.6** The class teacher/learning mentor liaises with external agencies, as necessary, to support and guide the progress of each child.

### **4 The role of Headteacher**

**4.1** It is the responsibility of the headteacher 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 the children in the school.

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**4.2** The headteacher supports the staff by implementing the policy, by setting the high 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 exclusions to individual children for serious acts of misbehaviour such as an assault against a pupil or member of staff, bullying or verbal abuse of a child or member of staff. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

## **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 rules in the prospectus and behaviour policy 'guidelines to parents' booklet, and we expect parents to read these and support them.

**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 home and school, and we inform parents immediately if we have concerns about their child's 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 concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See complaints policy).

## **6 The role of Governors**

**6.1** The governing body should make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils.

**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 acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, 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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

**7.2** If the headteacher excludes a pupil, she 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 governing body about any permanent or fixed-term exclusion.

**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 three members. The committee considers any exclusion appeals on behalf of the governors.

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

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

## **8 Monitoring**

**8.1** The headteacher monitors the effectiveness of the 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.

**8.2** 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 her on account of bad behaviour. We also keep a record of any incidents that occur at break and lunchtimes. Lunchtime supervisors keep written details of incidents in individual notebooks and report to the class teacher.

**8.3** The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

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

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### 9. Our pupils' view

"We have had a part to play in deciding the school's behaviour policy. We know what is expected of us in terms of behaviour. We want the children in our school to behave well so we can all be safe and happy. We think that smiley faces and detentions are a good idea and hope all our children will try to be sensible and honest." – 'School Council'

### 10 Review

The governing body reviews this policy every two years. The 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:**