

ASTON ALL SAINTS C OF E PRIMARY SCHOOL

Behaviour and Discipline Policy

Date: January 2017

Review Date: January 2018

Aims and Expectations

“The Christian ethos is at the heart of all we do in school and underpins all our aims.” It is our aim that every member of our 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 has a number of school rules, but 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.

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

The school treats all children fairly and apply our behaviour policy in a consistent way.

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.

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 Punishments

We establish and maintain good behaviour by:-

- Praising children for positive behaviour
- Encouraging older children to set examples for younger children by helping them at lunchtimes etc.
- Expecting children to treat all adults and children with respect (both in and out of school)
- Sharing achievements in school special mentions assembly
- Setting simple class rules, a code of conduct and a written home school agreement which was written by members of the school community
- All staff having a quiet, calm approach, voices are rarely raised and this common approach constantly promotes positive behaviour in school.

Sometimes it is necessary to employ a number of sanctions to enforce school rules and to ensure a safe and positive learning environment. These are used as a last resort and with clear explanations to the child of the reason why.

The following are actions and sanctions employed where behaviour is not acceptable-

- The school expects 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.
- The school expects children to try their best in all activities. If they do not do so, they will be asked to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, staff 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 consequences are put in place
- 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.

The class teacher discusses the school code of conduct with each class. The code of conduct is drawn up by the children and the review of this is led by the school council. In addition to the school code of conduct, each class also has its own classroom code, which is agreed by the children and sometimes displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that is expected in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, action is taken immediately to stop any further occurrences of such behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Dfe 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 intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that are taken are in line with government guidelines on the restraint of children. This is carried out, where necessary, for the safety of all concerned in line with an individual child's behaviour management plan.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school code of conduct is enforced in their class and that their class behaves in a responsible manner during lesson time.

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. 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.

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.

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 Educational Psychologist or LA behaviour support service but this would be in consultation with the parents/carers as well, in line with the school SEND Report

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.

The role of the Head Teacher

It is the responsibility of the Head Teacher 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.

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.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of the parents

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

The school code of conduct is explained in the school prospectus and parents are expected to read these and support them.

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.

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 contact the head teacher. If the concerns remain, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

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 teacher in carrying out these guidelines.

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

Fixed-term and permanent exclusions

Only the Head Teacher (or the acting 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.

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.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

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

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 the LA and consider whether the pupil should be reinstated.

If the governor’s appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring

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.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. There is also a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in their lunchtime record book.

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

The governing body reviews this policy every year. 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.....

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