



BISHOPS TAWTON PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

The purpose of this policy is to promote a happy, purposeful, caring environment, which is free from discrimination of any kind. We operate a consistent approach to discipline, encouraging respect for others and their property, a commitment to good manners, team spirit and pride in the reputation of our school in the wider community.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that **all** pupils feel valued and recognise their unique contribution to our school.

This policy is linked to the Anti-bullying, Equal opportunities, drugs and race equality policies, as well as the Home/School Agreements.

EXPECTATIONS

We believe at Bishops Tawton Primary, that we should....

- Treat others with respect, showing courteous, considerate and kind behaviour
- Listen to other people's points of view
- Work hard and not disturb others in their learning
- Care for other people's property
- Act in a safe and responsible manner
- Work as a team
- Dress smartly in agreed school uniform
- Help others in their daily school life
- Do our best at all times
- Be responsible for our own behaviour
- Use a quiet voice, be polite and use friendly words
- Share space and equipment sensibly without hurting others
- Take care of school equipment, buildings and grounds
- Be honest and ask for help if we have a problem (approach a School Council member or an adult in the school)

Our School Council are an extremely important part of our school discipline procedures as they make regular contributions to discussions about behaviour in school.

REWARD SYSTEMS

We strive to acknowledge and reward good behaviour and to adopt a 'whole school approach' to behaviour and discipline. The Head Teacher, Teachers, Teaching Assistants, School Cooks, Lunchtime Play Leaders and administrative staff reward children with:

- Merits that are added to an individual child's card/chart, they receive a certificate when 25, 50 or 75 merits are awarded. These will be presented during celebration assemblies. The merits are only awarded for 'exceptional' behaviour or achievement and can be administered by any adult member of our school.
- Class groups are rewarded for their positive 'team' work at the discretion of the class teacher.
- Positive comments, Positive, consistent marking

- Peer recognition of good play, i.e. the School Council or older peers may suggest a merit for observed good behaviour (Golden Moments book)
- Comments in their home/school contact books to be shared with parents
- Comments to parents at the beginning or the end of the day
- Work displayed around the school as recognition of effort and attitude as well as progression by the individual

The school 'Staff Handbook' allows supply teachers to follow procedures adopted by the school.

ROLES OF THE HEAD TEACHER, TEACHERS AND GOVERNORS

Children who misbehave and break school Golden rules are dealt with using a range of strategies across the school, which include:

- Talking about the problem as it occurs/or discuss it in circle times if this is appropriate for more than one child
- If there is an ongoing problem - we identify the main difficulty and use strategies to promote positive behaviour
- Children are given 'time out' of class for 5 minutes.
- Be invited to rejoin the group when behaviour and attitude is more appropriate
- Discuss what happened and revisit class or whole school rules and expectations
- If older children have wasted class time and not produced enough work, they may be asked to make up that time during break, lunch or home time
- Ask class for consensus about how to respond (using School Council techniques)
- Inform parent through contact book
- Be reminded quietly on a one to one about expectations of all pupils in the school

AT LUNCH TIME

There is a teacher on duty every lunch time. This enables the MTAs to send children in either for 10 minutes in order to discuss an issue and consider the best way forward (yellow card) for the rest of lunch if the offence is considered severe (red card and report to HT) or for time out chosen by the child (blue card)

If a child receives 1 red card or 3 yellow cards parents will be contacted by the Head Teacher, in other instances class teachers will monitor and support children towards a positive outcome. All offences are discussed with the children and recorded in the lunch time behaviour book.

Each adult has the responsibility to deal with a problem fairly and quickly, class teachers are consulted and if necessary, the Head Teacher. A child will be asked to explain his/her behaviour to the Head. The emphasis is **always** on constructive ways forward and reminders of the school ethos. A child should not be petrified of making a mistake or having an 'off day'. Occasionally advice may be sought from the Educational (Behaviour) Psychologist.

The Head Teacher will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. In the event of an exclusion we will:

- inform the pupil's parent of the period of any exclusion, or of a permanent exclusion, giving reasons for this exclusion
- Advise the parent that they may make representations about the exclusion to the governing body, giving advice on how representation should be made.
- Notify the LEA and the governing body of the details of the exclusion, including the reasons for it and the period of time involved in the exclusion.

Fixed Term exclusions

Occasionally the school may have exhausted all the possible options with a child and it may be considered that a short time away from school is needed. In this case a short fixed term exclusion will be given by the head teacher.

For Each fixed term exclusion pupils will be set work and parents will receive official paperwork and are able to appeal to Governors.

Permanent exclusions

A permanent exclusion from school is a sanction which remains a course of action in extreme situations. This would be made in the most serious cases and confirmed in writing. Once made the governing body would be informed and would then arrange for a hearing of a panel of governors to listen to the actions of the school, receive information from the parents and then will decide whether to uphold the Head teacher's decision or not.

If the governors confirm the permanent exclusion then the parents will be given an opportunity to appeal.

COMMUNITY SUPPORT

A member of staff meets regularly with the Police liaison Officer. The school will deal with any non-criminal bad behaviour and bullying which occurs off the school premises in line with this policy.