

# Behaviour and Discipline Policy

## March 2017

<b>Name of Policy</b>	Behaviour and Discipline Policy
<b>Date ratified</b>	March 2017
<b>Committee Responsible for Policy</b>	Children, Families and Community
<b>Date to be updated</b>	September 2020
<b>Headteacher Signature</b>	
<b>Chair of Governors/Committee Signature</b>	

## Behaviour and Discipline Policy

### 1 Introduction

- 1.1 At Holy Trinity Primary School we believe in adopting a positive approach to our school discipline. Every member of staff is familiar with both our *Behaviour and Discipline* policy and our *Anti-Bullying* policy.
- 1.2 The *Behaviour and Discipline* policy operates in conjunction with the following policies:
- *Anti-Bullying* policy
  - *Exclusion* policy
  - *Special Educational Needs (SEN)*
  - *Equal Opportunities* policy
  - *Attendance* Policy
  - *Safeguarding and Child Protection* policy

### 2. Aims

- 2.1 The Governors at Holy Trinity believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of school life. As a Church of England School, we are guided by the belief that God loves all people equally and desires each person to discover their God given potential and to honour God's image in other people. Our relationships are underpinned by the values of Friendship, Trust, Respect, Generosity, and Perseverance. We have high expectations of behaviour that support the development of our pupils as effective and responsible citizens.

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's 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 in which everyone feels happy, safe and secure.

- 2.2 The school has a number of rules as laid out in our code of conduct (see Appendix 1), but our behaviour policy is not primarily concerned with rule enforcement. 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.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others.
- 2.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 2.5 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.
- 2.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 2.7 This policy relates to behaviour in class, at break and lunchtime, on school trips and before and after school when on school premises.

### 3. Rewards and sanctions

- 3.1 We praise and reward children for good behaviour in a variety of ways:
- Teachers congratulate children for their effort.
  - Each week teachers nominate a child from their class who receives a celebration certificate.
  - Each term, we nominate 'Stars of the Term' for maths, literacy, sport and citizenship.

- Every classroom has a frame in which to display excellent examples of writing; attributed to effort or composition. All children are encouraged to 'Aim for the Frame.'
- We distribute team or house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We use a behaviour system known as the 'Traffic Light System'. In each class the chart is displayed and is used by all staff to reflect each child's behaviour.
- All children who have shown good behaviour and have maintained a green card all week receive 'Golden Time'.
- All classes have an opportunity to lead a class assembly where they are able to show examples of their work.

3.2 The school acknowledges all the efforts and achievements of children, both in and out of school. We encourage the sharing of information regarding children's achievement out of school, e.g. music or swimming certificates. Children are encouraged to bring these achievements to our weekly celebration worship.

3.3 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.

- The 'Traffic Light System' is used as a warning process. The children are given the opportunity to rectify their behaviour; if this does not happen they move in to yellow; if they continue to misbehave this will become red.
- The school will not tolerate any violent or defiant behaviour (including kicking, punching, biting, holding other children around the neck). If this behaviour is demonstrated, a child will receive a red card immediately.
- If a child receives a red card parents/carers will be notified where possible in person at pick-up time or alternatively by email.
- Children who receive a red card will miss a proportion of their Golden Time (EYFS/KS1), or all of their Golden Time (KS2).
- Every class has a behaviour log. Class teachers and Lunchtime Supervisors log any yellow and red card incidents in the respective behaviour log.
- The 'Traffic Light System' is monitored by the Headteacher on a weekly basis to assess the number of yellow and red card incidents. The Headteacher provides a termly report on any patterns of behaviour to the Senior Leadership Team and the Governing Body.
- 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 at break or lunchtime.
- If a child is disruptive in class, the teacher reminds the child of the expected behaviour. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able 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 necessary removing the child from the classroom.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child receives a sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- If a child in KS2 fails to bring in their homework they will be required to attend the Homework Room during Wednesday lunchtime. Parents/carers of children who persistently attend the Homework Room will be contacted.
- IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

3.4 The class teacher discusses the school rules with each class, as laid out in the school's code of conduct. In addition to the school rules, each class links these with its own classroom code, (based on UNICEF's *Rights of Every Child* Charter) which is agreed by the children at the beginning of each autumn term 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 circle time.

3.5 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 that all children attend school free from fear.

3.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93, *Education and Inspections Act 2006* and the DfE guidance '*Use of Reasonable Force*', July 2013.

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, if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children.

## 4 Expectations of Behaviour

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Our fundamental approach is a positive one, drawing attention to, and rewarding good behavior, and mutual respect
- We adopt a whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems are in place to reinforce good behaviour and to address behavioural issues promptly and effectively.
- Where there are significant concerns over a pupil's behaviour, we will share the strategies we use with parents/carers, working on an active partnership to promote good behaviour.
- We seek to provide early support for developing problems.
- Strategies may be recorded in an Individual Education Plan or where there is a high level of concern, a Pastoral Support Plan.
- Bad language is considered to be unacceptable behaviour.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.

- As the staff of the school, we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- We adopt a corporate approach but with due regard for individual circumstances.
- We provide opportunities for responsibility and recognition for non-academic achievement.

## 5 . The role of the Headteacher

5.1 It is the role 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.

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.

The Headteacher has access to records of all reported incidents of misbehaviour in the Behaviour Logs, and records these incidents in SIMS.

The Headteacher has the responsibility for giving fixed-term exclusions 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 Governors have been notified.

## 6. The role of the Class Teacher

6.1 It is the responsibility of the class teacher to ensure that the school rules as laid out in the code of conduct are 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 behaviour expectations of the school consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the Behaviour Logs.

## 7. The role of non-teaching staff

7.1 It is the responsibility of all staff to ensure that the school rules as laid out in the code of conduct are enforced in school, and that children behave in a responsible manner during school hours.

The staff at Holy Trinity Primary 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.

All non-teaching staff treat each child fairly and enforce the behaviour expectations of the school consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher. Lunchtime supervisors are responsible for managing behaviour consistently with the school behaviour policy and for noting yellow and red card incidents in the Behaviour Log.

## 8. The role of Parents and Carers

8.1 Staff welcome early contact if parents/carers have a concern about their child's behaviour or fear that they are being upset by others. If parents/carers and school work together, we believe that the discipline and behaviour of pupils will be maintained by all.

Parents/carers can help in the following ways:

- By ensuring children understand the school's rules as laid out in the code of conduct (see Appendix 1) and do their best to follow them.
- By ensuring that pupils arrive punctually for the start of the school day.
- By managing children's behavior on school premises before and after school.
- By ensuring the children understand their responsibility to have the correct equipment in school and to hand in any homework on time.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents/carers, pupils and teachers.

8.2 We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents/carers into school and make them feel valued.
- Clearly define the role of parents/carers in school, matching interests and skills to activities.
- Develop good communication between parents/carers and school.

8.3 Parents/carers are under a legal duty to ensure that their child receives a suitable full time education either at school or by making other suitable arrangements. Where a child is not a registered pupil and other suitable arrangements are not made, the parent/carer may receive a school attendance order from the **local authority** requiring them to register their child at a school.

## 9. The role of the Children:

To follow the school rules as laid out in the code of conduct (see Appendix 1).

## 10. The role of Governors

10.1 Under Section 88(1) of the *Education and Inspections Act 2006* (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

10.2 Section 88(2) of the EIA requires the governing body to:

- Make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils.
  - Notify the head teacher and give him / her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
- 10.3 Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents/carers and pupils.  
The governing body must provide clear advice and guidance to the head teacher on which s/he can base the school behaviour policy.

The *School Information (England) (Amendment) Regulations 2012* requires schools to publish their written statement on their website. Governors have a responsibility to publicise the Behaviour policy to parents/carers, pupils and staff annually.

## 11. Fixed-term and permanent exclusions

- 11.1 We do not wish to exclude any child from school, but under exceptional circumstances this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the DfE guidance, *Exclusion from maintained schools, Academies and pupil referral units in England*. We refer to this guidance in any decision to exclude a child from school.
- 11.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 11.3 If the headteacher excludes a child, s/he informs the parent/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parent/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parent/carers how to make any such appeal.
- 11.4 The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five school days in any one term or where the child would lose an opportunity to take a national curriculum test or public examination.
- 11.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 11.6 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parent/carers and the LA, and consider whether the child should be reinstated.
- 11.7 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## 12. Drug- and alcohol-related incidents

- 12.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescribed medication during the school day, the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any

prescribed medication needed by a child while in school must be taken under the supervision of a teacher or other adult member of staff.

- 12.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parent/carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 12.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home, unless to do so would further endanger the child. In this instance, social services will be contacted.
- 12.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent/carer of the child has visited the school, discussed the seriousness of the incident with the headteacher, and agreed actions to prevent a recurrence of this behaviour.
- 12.5 If the offence is repeated, the child will be permanently excluded.
- 12.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

### 13. Misuse of mobile phones

- 13.1 Pupils, who walk to and from school alone, are allowed to bring mobile phones into school. If they choose to do so, it is on the understanding that they agree with the following limitations on its use, namely:
- Mobile phones are to be handed in to the class teacher at the start of the day and can be collected at the end of the day.
  - Mobile phones must be switched off at all times during the school day
  - If asked to do so, content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a teacher
- 13.2 The school will consider any of the following to be unacceptable use of the mobile phone and a serious breach of the school's behaviour policy resulting in sanctions being taken:
- Photographing or filming staff or other pupils without their knowledge or permission
  - Bullying, harassing or intimidating staff or pupils by the use of text, email or multimedia messaging
  - Viewing or sending inappropriate messages, images or posts
  - Refusing to switch a phone off or hand over the phone at the request of a member of staff
  - Using the mobile phone outside school hours to intimidate or upset staff and pupils will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time
- 13.3 Serious misuse may lead to the confiscation of the mobile phone, communication with parents and the imposition of other sanctions, up to and including exclusion from school.
- The Headteacher or a designated staff member have the right to view files stored in confiscated equipment and will seek the cooperation of parents/carers in deleting any files which are in clear breach of these guidelines unless these are being preserved as evidence.

## 14. Monitoring and review

- 14.1 The headteacher 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.
- 14.2 The school's Behaviour Logs are used to maintain a record of incidents that warrant yellow or red cards, whether in class or during play time or lunch time. The headteacher monitors behaviour logs across the school and records incidents in SIMS.
- 14.3 The headteacher keeps a record (on SIMS) of any child who is excluded for a fixed-term, or who is permanently excluded.
- 14.4 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. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by *The Equality Act 2010* and the DfE guidance *The Equality Act and schools, June 2014* in all matters of behaviour and discipline.
- 14.5 The governing body reviews this policy every three 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: 9<sup>th</sup> March 2017

## Appendix I: Code of Conduct (as in the Home/School Agreement)

We are guided by the belief that God loves all people equally and desires each person to discover their God given potential and to honour God's image in other people. Our relationships are underpinned by the values of Friendship, Trust, Respect, Generosity, and Perseverance.

- I will always try to be the best I can be – in class, in worship, at play.
- I will do my best to be on time for class and with my homework.
- I will be a friend. I will speak out if I see unfairness around me.
- I will be polite, kind and helpful to everyone in my school.
- I will be truthful – I will speak out if I am in trouble and own up if I have done something wrong.
- I will respect other people and their property.
- I will do my best to make our school a place we can be proud of, where everyone can learn and grow.
- I will keep myself and others safe – walking not running in school; staying in school until I have permission to leave; being considerate of other people in class and at play; following the instructions of the adults caring for me.
- If I bring a phone to school, I will hand it in when I arrive at school.

The school has also adopted our *Growing together* rules:

*Treat others as you want them to treat you*

Matthew 7:12

We show respect to everyone and everything

We are honest and use kind words

We show kind actions and good manners

We listen carefully and follow instructions

We work hard and take pride in all we do