



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 primary aim of the behaviour policy is to promote good relationships between everyone in the school, 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** Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants. All staff must 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.

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. The policy reflects the statutory requirements under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

2 Rewards and punishments

- 2.1** We praise and reward children for good behaviour in a variety of ways: Where possible, intrinsic motivation is encouraged and children learn the value of being in a caring community and that each member of the community has their part to play.
- teachers congratulate children;
 - Children receive extrinsic rewards such as stickers. Each class has their own personalised system, which provides rewards for the children.
 - Assemblies are held weekly which celebrate success. Individual children receive certificates for their good work and behaviour. The school has three trophies that are presented to children at the celebration assembly for:
 - Consistent excellence
 - Outstanding behaviour
 - Thoughtfulness

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- In particularly praiseworthy situations text messages from the teacher or certificates from the head teacher are sent home.
 - All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding pupil achievement out of school, for example, music or swimming certificates.
- 2.3** The school employs a number of sanctions to reinforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Any sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the sanction must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

At all times we endeavour to raise children's self-esteem and to encourage them in a positive way to behave appropriately.

- We expect children to listen carefully to instructions in lessons. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
 - If a child is disruptive in class, the teacher gives a verbal warning and outlines consequences of continued disruptive behaviour. These consequences could include:
 - Missing part or all of their breaktime
 - Either to move to a place nearer the teacher, or to sit on their own
 - Being sent to the deputy or headteacher
 - 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 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 parents will be informed of what sanctions the child will face if the behaviour continues.
 - In persistent cases of unacceptable behaviour the headteacher may use the following sanctions:
 - Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or class trip.
 - Temporary or permanent exclusion.
 - In persistent cases of unacceptable behaviour outside agencies may be involved such as the school health adviser.
- 2.4** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children 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'.
- 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

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occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. The teacher must complete a bullying incident report form and give a copy to the head teacher. Acts of bullying, physical assault and intimidation will lead to the following sanctions:

- Missing break time until the head teacher can ensure the safety of the other children
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or class trip.
- Removal from the class with learning taking place in isolation for a limited period.
- Temporary or permanent exclusion.

Parents will be informed immediately about their child's behaviour and informed of the future sanctions if the behaviour is repeated. After an incident of bullying the class teacher must speak again with the victim, bully and the parents of both to ensure that the situation has been resolved and there have been no further incidents.

2.6 The staff at the school should be treated with respect and courtesy. If a child makes a malicious accusation or physical assault against a member of staff they will face the following sanctions depending on the severity of the incident:

- Missing break time
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or class trip.
- Removal from the class with learning taking place in isolation for a limited period.
- Temporary or permanent exclusion

Parents will be informed immediately about their child's behaviour and informed of the future consequences if the behaviour is repeated.

2.7 The staff has the legal powers to confiscate property from pupils under the following guidelines

- The general power to discipline enables a member of staff to confiscate and retain a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The property will always be returned to the pupil within 24 hours of it being confiscated. If the item is confiscated on a residential trip, it may be returned at the end of the visit if appropriate.
- Power to search without consent for "prohibited items" set out in the guidance document 'Screening, Searching and Confiscation' on the Department of Education website. All staff must obtain guidance and support from the deputy or head teacher before carrying out a search without consent.

2.8 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 and raised voices are kept to a minimum. Staff only intervene physically to restrain children to prevent injury to another child, if a child is in danger of hurting him/herself or could cause significant damage to property. Staff can also use reasonable force to remove a disruptive child from a classroom when they have repeatedly refused to follow an instruction to do so;

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The actions that we take are in line with government guidelines on the restraint of children and the appropriate restraint form is completed. See guidelines and policy for Physical Restraint of Pupils.

2.9 Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable.” Teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity
- or misbehaviour, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to themselves, another pupil or member of the public

Parents will be informed immediately of pupil’s misbehaviour outside school. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. This means encouraging mutual respect, developing independence and providing appropriate activities for all children.

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 If a child misbehaves repeatedly in class, 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 headteacher. The class teacher needs to record incidents of behaviour if there is a need to put together evidence for liaising with external agencies or for fixed-term or permanent exclusion.

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.

3.6 The class teacher reports to parents about the behaviour 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. All staff will report such interactions in their class books.

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

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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 governors have 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 rules in the school prospectus, 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 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 head teacher. If the concern remains, they should contact the school 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. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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- 7.2** If the headteacher excludes a pupil, he informs the parents immediately verbally and also in writing, 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 LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 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.
- 7.6** 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 LEA, 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 this policy on a regular basis. He 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 all interactions with parents when discussing incidents of misbehaviour. All incidents of bullying are reported to the headteacher through the Bullying Incident Report. The class teacher needs to record incidents of behaviour if there is a need to put together evidence for liaising with external agencies or for fixed-term or permanent exclusion.
- 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 annually. 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: