



Wraxall Church of England V.A. Primary School

BEHAVIOUR AND DISCIPLINE POLICY

This policy should be taken as part of the overall strategy of the school, read in conjunction with the Anti Bullying Policy and operated within the context of our vision and mission as a Church of England School.

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 our Christian ethos of 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 behaviour policy 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.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others and take responsibility for their own actions.
- 1.4** We 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. We want them to interact positively with people and understand that their actions can have an impact on others.
- 1.6** We feel it is better to promote self-discipline rather than discipline after the event. We do this by building children's self-esteem and a sense of responsibility.

2 Rewards and Sanctions

We praise and reward children for good behaviour in a number of ways:

- Instant verbal praise
- Written comments in books
- Circle time is used for positive peer recognition
- Children may be sent to other classes or members of staff for praise
- Children sent to the head to show their work and/or receive praise.
- Head to call into classes and acknowledge hard work or good behaviour
- Individual rewards for children with individual behaviour plans
- Certificates are given out in Praise Assembly and Collective Worship for hard work, demonstrating Christian values and having a positive attitude towards others.
- Year 5/6 are rewarded with positions of responsibility.
- See also the section on our House System.
- Each teacher may run an additional praise scheme based on the identified needs of their class.

2.1 The school acknowledges all the efforts and achievements of children, both in and out of school and these may be shared in assemblies.

2.2 The school employs a number of sanctions to enforce the school expectations of behaviour, and to ensure a safe and positive learning environment. Children need to relate good behaviour to good learning. We employ each sanction appropriately to each individual situation. If a child is none compliant, then staff will follow a graduated approach which may include reminders of expectations or a verbal reprimand. The class teacher will explain the system to the children and ensure that supply teachers and parents are also made aware of the 'steps'.

- We will remind children of our expectations in regards to behaviour, with a view to them correcting their conduct.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or sit in a different position.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- We teach children to be effective learners, reflecting on feedback given and striving to improve wherever possible.
- If a child is disruptive in class, the teacher warns him or her and advises them to change their behaviour and make the right choice.
- The child is warned that they may miss part of their playtime. If disruptive behaviour continues, then part of playtime is lost. There is the opportunity to regain playtime.
- Classes will have a behaviour log to record incidents of positive and negative behaviour.
- If a child continues to misbehave they may be asked to go to another classroom for a fixed period of time.
- The safety of 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 or part of the session. If

there is a safety issue during the residential camp, parents may be contacted and asked to collect their child.

- If a child displays undesirable behaviour, such as continued calling out, distracting others, refusing to work, they will be issued with a Yellow Card and asked to modify their behaviour. If undesirable behaviour continues, they will be moved up to a red card.
- If a child displays unacceptable behaviour ie violence, defiance or rudeness to any adult, swearing, bullying, taunting, teasing, stealing, lying or spitting, or persistent undesirable behaviour, the class teacher will record the incident and issue a Red Card and the child is kept in at playtime in order to reflect on and learn from their poor choice. They will be supervised by an adult. Parents may be informed.
- A child may be asked to see the headteacher to discuss their behaviour.
- If a child accumulates three red cards in a term, they will discuss the situation with the Headteacher and parents will be notified.
- 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. If this behaviour is persistent then the child may need an individual behaviour plan.
- For inappropriate behaviour at lunchtimes/playtimes, a child will be asked to stop and if they persist, will then be told to stop. Further persistence will result in the lunchtime controller taking additional steps which may include informing the class teacher or sending them in to discuss the situation with the Deputy or Head Teacher and may be shared with the parents. Inappropriate behaviour will be recorded in the lunchtime log.
- Further transgressions may result in the child being placed on a daily report to monitor their behaviour.
- Following all these steps, the Head may conduct a fixed term internal exclusion, an external exclusion or ultimately, employ the formal, permanent exclusion procedure.

2.3 The class teacher agrees a full value contract and/or class rules with each class. This is displayed on the wall of each 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 may discuss these with the whole class during 'circle time'.

2.4 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 all that we can to ensure that all children attend school free from fear. Please refer to the Anti Bullying Policy for further guidance.

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

3 House System

- 3.1** Every child in the school is assigned a house: Griffins, Phoenix and Dragons. They will stay with these Houses throughout their time with us.
- 3.2** If a child demonstrates a one off extreme act of kindness or continually behaves to a high standard, they may be awarded a Conduct Mark.
- 3.3** If a child produces an exceptional piece of work or puts in a huge amount of effort into a piece, they may be awarded a Work Mark.
- 3.4** All marks are recorded in the children's house books by the teacher. These marks are given in during House Meetings, tallied up by the House Leader and then shared in House Assembly.
- 3.5** House badges are awarded to children in multiples of five Conduct Marks. Pupils are allowed to wear the badges for one week and then they must return them. If a child earns 15 Conduct Marks, they are awarded a bronze star badge, 30 Conduct Marks equals a silver badge and 45 Conduct Marks equals a gold star badge. Children 'trade' these star badges in as they earn the next badge up.
- 3.6** At the end of each half term, the house with the highest number of Conduct Marks is allowed to wear their own clothes on the last day.
- 3.7** The House with the most Conduct Marks at the end of the year wins the Conduct Mark Cup and the house with the highest number of Work Marks wins the Work Mark Plate.

4 The role of the class teacher

- 4.1** It is the responsibility of the class teacher to ensure that the full value contract (class rules) is enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 4.2** 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 well.
- 4.3** 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.
- 4.4** If a child misbehaves repeatedly in class, in the first instance, the class teacher will deal with the incidents him/herself. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

4.5 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 SENDCO or head teacher who will liaise with the LA behaviour support service.

4.6 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.

5. The role of the support staff

5.1 All support staff take all forms of inappropriate behaviour seriously and intervene to deal with incidents.

5.2 Support staff report incidents to a teacher, the head or deputy head. At lunchtime the incident is dealt with in the first instance by a lunchtime supervisor and may be recorded.

5.3 Support staff contribute to the building of a climate of trust and respect.

6 The role of the head teacher

6.1 It is the responsibility of the head teacher, 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 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.

6.2 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.

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

6.4 For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. This action would only be taken after the school governors have been notified.

7 The role of parents

- 7.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 7.2** We explain the school standards of behaviour in the prospectus, and we expect parents to read these and support them.
- 7.3** 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.
- 7.4** 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. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented with the school governors.

8 The role of governors

- 8.1** 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 head teacher in carrying out these guidelines.
- 8.2** 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.

9 Fixed-term and permanent exclusions

- 9.1** 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, for 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.
- 9.2** If the headteacher excludes a pupil, s/he 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.
- 9.3** 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.
- 9.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

- 9.5** 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.
- 9.6** 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.
- 9.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

10 Monitoring

- 10.1** 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.
- 10.2** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 10.3** 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.

11 Review

- 11.1** 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:

Head teacher..... Date:.....

Chair of Governors..... Date:.....

Approved: Teaching & Learning Committee – 15 October 2014
 Full Governing Body – 11 December 2014

For Review: 2017/18 – Term 1