



## **Behaviour and Discipline Policy**

### **1 Introduction**

- 1.1 This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.
- 1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3 Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

### **2 Aims and objectives**

- 2.1 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, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2.2 The school has a number of rules, 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.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others.
- 2.4 We aim to treat all children fairly and to apply this behaviour policy consistently.
- 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 and the wider community.
- 2.6 The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour



### **3 Rewards and sanctions**

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

- Staff praise children for considerate, positive behaviour in such a way as to underline its value to our school.
- Staff award team points and stickers for particularly good behaviour or good work.
- Children can be awarded a Head Teacher's Sticker for exceptional work or behaviour, which is presented by the Head teacher.
- We are a reading school and children are rewarded for good reading habits at home with the awarding of their own Penguin and following extension accessories.
- We have a monthly celebration assembly on a Friday. Staff award celebration certificates to children, either for consistent good work or behaviour.
- Parents are invited to attend the monthly celebration assembly which also celebrates birthdays, welcomes new children, says goodbye to those leaving and any special thank yous to community members who have supported us. We also celebrate any achievements from out of school during this assembly.

3.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Children over five are encouraged to take part in Children's University.

3.3 The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to try their best in all activities. If they do not appear to do so, we may ask them to repeat a task or activity.
- If a child is disruptive in class, the teacher will verbally reprimand them. Children are given three chances to modify their behaviour. If they do not, they will have a few minutes of golden time removed from them and may be sent to see the Head Teacher.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished by a withdrawal from the classroom to go to another teacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with the aim of improving the behaviour of the child, with the full co-operation of the parents.



- 3.4 The class teacher discusses the class charter and school values 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.
- 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 of any kind from others.
- 3.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *The Use of Force to Control or Restrain Pupils – Guidance (DCSF 2010)*, and non-statutory advice issued by the Department for Education in July 2011. Teachers in our school do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children.

#### **4 The role of the class teacher**

- 4.1 It is the responsibility of class teachers to ensure that the class charters are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 4.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- 4.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 4.4 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 a colleague, or the headteacher.
- 4.5 Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENCO) or discuss the needs of a child with the education social worker.
- 4.6 The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with 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 headteacher**

- 5.1 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 SGC, 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 children in the school.
- 5.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 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.

## **6 The role of parents and carers**

- 6.1 Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

- 6.2 We explain the school rules in the school prospectus, and we expect parents and carers to understand and support them.
- 6.3 We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 6.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the SGC.

## **7 Fixed-term and permanent exclusions**

- 7.1 We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.
- 7.2 The school follows the Managing Challenging Behaviour Policy from Service Children's Education and SCE Exclusions Guidance.



## **8 Monitoring and review**

- 8.1 The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the SGC on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records more serious incidents which have resulted in his/her involvement. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the headteacher's office.
- 8.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

**Signed: Gary Margerison**

**Date: 28/09/15**

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