



Behaviour and Discipline Policy

1 Aims

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 school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. 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.

1.3 We treat all children fairly and apply this behaviour policy in a consistent way.

1.4 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.

2 Expectations

In order to ensure that all staff, pupils and visitors are working in a safe, happy learning environment, everyone should follow our expectations for behaviour:

- Follow instructions given by an adult first time.
- Put your hand up if you wish to ask or answer a question.
- Look after each other. Do not hurt anyone by anything you say or do.
- Look after all equipment and property. Ask before using someone else's property.
- Always walk in school. Move safely in a calm, considerate way.
- Be polite and respectful to everyone

3 Positive and Negative Consequences

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

- teachers congratulate children;
- all staff give stickers and raffle tickets – raffle tickets are drawn weekly during awards assembly for a class or school prize
- we give out certificates at the end of each day
- 5 certificates = a Headteachers sticker 10 Headteachers stickers = Headteachers certificate.

3.1 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:

1. Verbal warning.
2. Move to a space within the classroom to work alone.
3. Move to another class for a set time, taking work to complete.
4. Move to another class for the rest of the session. A letter will be sent home to parents (3 letters in one half term and parents will be asked to come into school to discuss behaviour)
5. Sent to the Headteacher. Letter to be sent to parents to arrange a meeting to discuss behaviour)

3.2 The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school.

3.3 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.

3.4 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE advice Use Of Reasonable Force In Schools 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, or if a child is in danger of hurting him/herself or to property. The 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 the teacher and TA to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

4.2 The staff 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.

4.3 The staff treats each child fairly and enforces the school's expectations consistently. The staff treats all children in their class with respect and understanding.

4.4 The class teacher keeps a record of consequence slips. 5 slips in a 2 week period means a letter is sent home to parents / carers.

4.5 The SENDco. and class teacher liaises with external agencies, as necessary, to support and guide the progress of children.

5 The role of the Headteacher/Governing Body

5.1 Governing Bodies/Headteacher of maintained schools have a duty under section 175 of the Education Act 2002 which requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

It is the Headteachers responsibility to implement the school behaviour policy consistently throughout the school, and 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 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 the 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 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.

6 The role of parents

6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

6.2 We explain the school rules on the school website and in this policy and we expect parents to read these and support them.

6.3 We expect parents to support their child's learning, and to co-operate with the school. 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.

6.4 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.

7 The role of governors

7.1 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.

7.2 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.

8 Fixed-term and permanent exclusions

8.1 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.

8.2 If the headteacher excludes a pupil, she 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.

8.3 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

8.5 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.

8.6 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 LA, and consider whether the pupil should be reinstated.

8.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

9 Monitoring

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents using consequence slips. The headteacher records those incidents where a child is sent to her if they have reached the fifth consequence. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors follow the Behaviour Policy Lunchtime (see separate policy).

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

9.4 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.

10 Review

10.1 The governing body reviews this policy every two years. They 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: 6th June 2018