



Behaviour and Discipline Policy

1 Aims and expectations

Our School Mission Statement states:-

"Our school community aims to provide an education that develops children to their full potential within a safe, happy and creative environment.

We aim to maintain a Christian ethos, encouraging curiosity and life-long enthusiasm for learning, whilst fostering mutual respect for people of other faiths and cultures."

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 The school expects every member of the school community to behave in a considerate way towards others.

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.

1.6 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.

2 Rewards and punishments

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

- teachers congratulate children;
- teachers give children team points, stickers and raffle tickets;
- each week we nominate children from each class to get a merit award which is presented in Assembly;
- the giving of responsibilities;
- we send notes home to inform parents of good work or behaviour;

- Examples of good work are mentioned and shown;
 - Christian Values are celebrated within worship and displayed in the hall.
- Other class specific reward systems are also in place.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 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.

- Each Class Teacher sets out his/her expectations and class rules at the start of the school year. These are appropriate to the age and needs of the class.
- 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. This may be during playtime, or at home.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
All classes follow the same discipline structure for minor disruptions, although this may be presented in different ways. This is:
 1. Warning
 2. Miss 5 mins of Play/Lunchtime
 3. Miss a whole playtime.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others in any way, the class teacher may stop the activity and either remove the child from the class or prevent the child from taking part in an activity for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. (See Appendix 1) 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.

2.4 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 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.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES 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, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Most staff are trained in Positive Handling.

2.7 Through this policy, we aim to explore and extend the awareness of pupils living in and belonging to a multi-cultural society. We aim to enable pupils to develop their own identity, knowledge, understanding and sensitivity to the needs and contributions of all citizens. We help them to recognise the difference between right and wrong through the study of moral and ethical questions and discussions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society.

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 class and around school, and that their class behaves in a responsible manner during lesson time.

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 follows the escalation procedure (See Appendix 1)

3.5 The class teacher, where appropriate, 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, school SENCos or LEA behaviour support service.

3.6 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.

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 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 support 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. Following this action, Governors are 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 it is expected that 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. 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 and the Headteacher where a situation remains unresolved. Following this, a formal grievance or appeal process can be implemented. (See complaints policy)

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.

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, 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.

7.2 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.

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.

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

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/She 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 monitors and minor classroom incidents. The teacher would log these if a pattern is occurring. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour, or where a pattern of behaviour occurs.

8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded in line with the Authority's recommendations.

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 every three 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.

APPENDIX 1

School Escalation Procedures

