



Behaviour and Discipline Policy

Aims and Expectations

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, inclusive 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. This also extends to our online environment.

The whole school behaviour policy was revised in January 2020. An interim policy was put in place during Covid 19, following a consultation with all staff and identified safe/unsafe behaviours.

The policy that was adopted in January 2020 was underpinned by the philosophy outlined in the publication: *When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*, Paul Dix. Dix opens up the ongoing debates on behaviour management in schools that serve to end the search for change in children and turn the focus back on the adults, promoting a culture of positive success. The January 2020 policy has been further updated in line with the Keeping Children Safe in Education September 21 guidance for schools.

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.

The school expects every member of the school community to behave in a considerate and respectful way towards others, both in person and online.

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

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.

Rewards and punishments

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

- teachers congratulate children.
- weekly newsletter
- we have 'Recognition Boards' in each classroom, for children who go above and beyond with respect to all types of good behaviour
- teachers give children rewards such as stickers and praise
- we praise the children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- each week a child is chosen as child of the week; this is celebrated in a special weekly assembly.
- we also choose a star of the day and this is celebrated within the class

The school acknowledges, through the celebration assembly, all the efforts and achievements of children, both in and out of school, for example, music, and swimming certificates, reading challenges and sporting achievements.

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.

- 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.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we 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.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevents the child from taking part for the rest of that session.
- We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.
 - **Sexist comments** are those which discriminate based on sex, particularly against women.
 - **Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to [insert as appropriate, e.g. a letter or phone call to parents] if the pupil refuses to apologise in the first instance

Our PSHE curriculum covers what healthy and respectful behaviour towards one another looks like.

- If a child threatens, hurts or bullies or cyberbullies another pupil, the class teacher records the incident on CPOMS and the child will receive a consequence, including notifying the parent.
- 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 class teacher discusses the school rules with his or her class. In addition to the school rules, each class also has its own classroom code, the golden rules, which are 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'.

The school does not tolerate bullying of any kind, including cyberbullying. 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 totally we do everything in our power to ensure that all children attend school free from fear.

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. 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 and the school policy on physical management and restraint.

The role of the class teacher

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.

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.

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.

If a child misbehaves repeatedly in class, the class teacher will record each incident on CPOMS. 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 the head teacher and parents are informed.

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 SENCO and, if necessary, the LEA behaviour support service. In some cases the class teacher will write an I.E.P. for behaviour outlining targets for individual children. This will be recorded on the Special Needs Register.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy of assessment. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

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 head teacher to ensure the health, safety and welfare of all children in the school.

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.

Records of all serious incidents of misbehaviour are logged on CPOMS and investigated. In addition, incidents of e-safety or breaches of the Acceptable Use Policy will be recorded in the e-safety incidents log in the office.

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 head teacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors and school governors have been notified and a panel of Governors convened to hear the case of the child. Permanent exclusion can only be actioned with the support of the full Governing Body.

The role of parents

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

We explain the school rules in the school prospectus, and we expect parents to read these and support them. Parents have also witnessed and signed the Acceptable Use Policy, which outlines acceptable use of technology in an out of school.

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.

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 consult the head teacher.

The role of governors

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.

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.

Fixed-term and permanent exclusions

Only the Headteacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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.

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.

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

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.

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.

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

Monitoring

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.

The school keeps a variety of records of incidents of misbehaviour, including e-safety. The class teacher records minor classroom incidents on CPOMS. The head teacher also keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. We also keep a record of any incidents that occur at lunchtimes, as well as any e-safety incidents in the e-safety log.

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.

Review

The Governing Body reviews this policy every year. 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.

Some strategies for dealing with unwanted behaviour

For repeated poor behaviour, it really does help if children are dealt with consistently.

Step One:

The class teacher applies his or her normal control strategies including eye contact, body language etc.

Step Two:

A verbal warning is given, indicating that the next time a further step will be taken.

Step Three:

The child is removed from the body of the class to sit apart. They can still take part in the class activities, but away from the others.

Step Four:

The child can be sent to another teacher, with work that must be completed. The other teacher accepts the child into the classroom with a neutral attitude, to sit apart and work until the end of the session.

Step Five:

The child is sent to the Deputy Headteacher.

Step Six:

The child is sent to the Head teacher. Parents will be informed by the class teacher, and may be involved by the Headteacher in any sanctions taken.

N.B. This structure may be overridden in certain circumstances eg. a child **MUST** be sent directly to the Head teacher in issues of safety, extreme rudeness, bullying, theft or other serious matters. It is important for class teachers to record behaviour problems on CPOMS, particularly in cases where referrals to outside agencies may possibly be required in the future, and these notes will provide evidence of both the nature of the behaviour and the strategies used to deal with it.

Team Teach

A significant number of staff have been trained in the strategies of Team Teach. These are only used when a child is in danger of hurting themselves, other children or teachers. It may also be used if a child attempts to climb up onto furniture, damage equipment or try to leave the school premises. The principle theory is always to de-escalate any situation if at all possible and to keep the welfare of the child

Signed: Sarah Sumner

Reviewed: September 2018

Reviewed February 2020

Reviewed: September 2021