

Policy on Behaviour and Discipline

As a caring church school we want to help equip every child to 'live life to the full' (John 10:10). We aim to give every child a rich and varied range of opportunities to develop a sense of confidence, delight and wonder.

Our ethos is driven by our Christian values of forgiveness, fairness, trust, honesty, compassion, friendship and respect. We value the uniqueness of every child and work hard to nurture their individual character and talents.

1 Aims and objectives

- 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's 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 in which everyone feels happy, safe and secure.
- 1.2 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. 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 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Code of Conduct

Be Kind
Be Fair
Be Helpful
Be safe
Try my best

3 Values

Friendship
Trust
Compassion
Respect
Forgiveness
Honesty
Fairness

- 3.1 Everyone in school is expected to show these values and live them out in school.

- 3.2 The values are referred to in discussions in school with staff, parents and children, around both good and poor behaviour.

4 Class Rules

- 4.1 Each class uses the code of conduct to write their own classroom rules. These rules are written into age appropriate language and demonstrate how the class agrees to conduct themselves in the school environment. The class rules are signed by all members of the class.
- 4.2 The class rules are displayed alongside the code of conduct in each classroom, clearly available for everyone to see. It will be referred to by adults in the classroom at appropriate times.

5 Rewards

The main focus of the Behaviour policy is praising and recognising positive behaviour.

- 5.1 Children following the code of conduct may be rewarded in one of the following ways:
- Praise and encouragement
 - Sharing and showing good learning /work
 - Informal contact with parents
 - Shown through marking of learning
 - Achievement or behaviour Certificate
- 5.2 Agreed systems for rewarding good behaviour and work:
- Signatures awarded
 - 1 signature is equal to 1 housepoint. Signatures are personal and go on their own signature card, which builds up over the year. Housepoints are for their team and are collected weekly.
 - 100 signatures = Bronze Hive of Achievement award
 - 200 signatures = Silver Hive of Achievement award
 - 300 signatures = Gold Hive of Achievement award
 - 400 signatures = Platinum Hive of Achievement award
 - 500 signatures = Diamond Hive of Achievement award
- 5.3 Signatures may be given by any adult in school.
- 5.4 Every week, one child per class will be nominated by the class teacher to stand up in assembly for their good behaviour. One pupil will also be selected from each class for the Values Award. These children will receive a certificate. There will also be one child from each class chosen by the class teacher for an achievement award for good work.
- 5.5 Every week, an individual or group of children will be chosen for special recognition by the headteacher.
- 5.6 Value Stickers are awarded for following the school values and making the correct choices.

6 Sanctions

- 6.1 Children are expected to realise that there are consequences for unacceptable behaviour. These are clearly explained to all pupils and referred to when dealing with such incidents. The adult will clearly explain the following to the child.

1. What inappropriate behaviour they are displaying
2. What the sanction will be if they continue, and what choices they have
3. Help them to make sensible choices to stop the inappropriate behaviour
4. Explain clearly at what stage of the sanctions system they are on.

6.2.1 The following system is in place to deal with inappropriate behaviour;

- **Reminder** – Child is reminded that their behaviour is inappropriate and possible consequences of this behaviour
- **Stage 1: verbal warning** – the child is warned that this continued inappropriate behaviour is not acceptable and why. Children recognise that the next stage will involve them losing a tick for that day. Children helped to recognise the choices they could make.
- **Stage 2: time out in classroom** – the child will be sent to an allocated place in the classroom to consider their behaviour. If appropriate they will continue with their learning, if they need some calming down time they will sit quietly. This will normally be for no more than 15 minutes, and then they will be asked to rejoin the rest of the class. At the end of the time out it may be appropriate to speak to the child again and remind of the further consequences (at lunchtime this will be walking around with a lunchtime supervisor or sitting in the hall).
- **Stage 3: time out in another classroom** – if the behaviour still continues the child will be asked to leave the class and join another class (previously agreed paired class). The same considerations will be used relating to appropriateness of work and timings in another room.
- **Stage 4: Senior Leadership Team involvement** – if the behaviour continues the pupil will be referred to the Headteacher and will spend a period of quiet reflection and discussion with the Headteacher in his/her office.
- **Stage 5: communication from teacher to parent** – at this stage the parents will be contacted by the class teacher, and informed of their unacceptable behaviour.
- **Stage 6: communication from Headteacher to parent** – continued inappropriate behaviour will result in the Headteacher inviting the child's parents into school to discuss the behaviour and how it will be addressed.

6.3 Each lesson starts afresh.

6.4 If a child reaches stage 3 during a day, they forfeit 5 minutes of their golden time for that week.

6.7 Other sanctions (particularly where there are issues relating to the potential safety of the child or other children), may include the child being excluded from a school event or educational visit.

6.8 More serious incidents of inappropriate behaviour may lead to children being moved through the stages without being on a prior stage. Examples of this type of behaviour may include: fighting, bullying, deliberate damage of property, theft, unco-operative behaviour in class, offensive behaviour, or racist remarks.

6.9 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 and have an Anti-Bullying Policy in place which is reviewed on an annual basis.

- 6.10 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. Staff in our school do not hit, push or slap children. Staff only intervene physically to restrain children in order to prevent injury to others, extreme damage to property or if a child is in danger of hurting him/herself. The actions that we take are in line with training received on the restraint of children.

7 The role of the class teacher

- 7.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 7.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 7.3 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.
- 7.4 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 the headteacher.
- 7.5 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 relevant external agencies as appropriate.
- 7.6 The class teacher reports to parents and carers 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 after informing the headteacher.

8 The role of the headteacher

- 8.1 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.
- 8.2 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.
- 8.3 The headteacher keeps records of all reported serious incidents of misbehaviour, which are maintained by school staff.
- 8.4 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. These actions are taken only after the school governors have been notified.

9 The role of parents and carers

- 9.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 9.2 We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.
- 9.3 We expect parents and carers to support their child's learning, and to cooperate 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 and carers immediately if we have concerns about their child's welfare or behaviour.

- 9.4 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 the concern remains, they should contact the Headteacher. If the concern is not resolved at this stage, then the parents or carers should follow the school's Complaints Procedure, as laid out in the Complaints Policy. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

10 The role of governors

- 10.1 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 adhering to these guidelines.
- 10.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

11 Fixed-term and permanent exclusions

- 11.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, namely 'Behaviour and Discipline; Guidance for Headteachers and staff' (DfE, 2014). We recognise legislation putting the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- 11.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 11.3 If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 11.4 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.
- 11.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 11.6 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.
- 11.7 When the discipline committee meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 11.8 If the governors' discipline committee decides that a child should be reinstated, the headteacher must comply with this ruling.

- 11.9 Where the discipline committee has upheld a permanent exclusion, the parents may appeal against its decision; the appeal must be made before the 15th school day after the day on which the parent was given notice in writing of the governing body's decision. This appeal would be heard by an independent appeals panel appointed by the Local Authority.

12 Monitoring and review

- 12.1 The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 12.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. The school also keeps a record of major incidents that occur at break or lunchtimes in the incidents book that we keep in the Headteacher's office: lunchtime supervisors give written details of major incidents that takes place during lunch; class teachers give written details of major incidents that takes place during break.
- 12.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 12.4 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- 12.5 The governing body reviews this policy every two 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.

This Policy should also be read in association with the PREVENT Regulations and the school's Safeguarding Policy.

<i>Date of adoption: July 2018</i>	<i>Date due for review: May 2020</i>
---	---