



Behaviour and Discipline Policy

1. Aims and expectations

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 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. Good Behaviour

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

- Teachers congratulate children;
- Teachers inform parents when their children have had good behaviour through letters, phone calls or comments in the children's diaries

Reward Systems

The school implements a whole school behaviour scheme whereby pupils earn golden coins for their team. Each pupil is organised into a team when they join the school and this remains their team for the duration of their time at the school. The teams are headed up by a captain and vice-captain who take responsibility for role modelling good behaviour consistently to their team and providing leadership at events such as sports day, as well as an advocate teacher from around the school

The 4 teams are:

The Red Phoenix
The Yellow Unicorns
The Blue Pegasus
The Green Dragons

Golden coins will be awarded for good behaviour in class and around the school and will accompany genuine verbal praise so that the pupil is aware of what they are being rewarded for. Golden coins will be counted up at the end of each week by the captains and vice captains and the winning teams celebrated in the weekly Celebration assembly. At the end of each term, the winning team will take part in a special reward which will be publicised throughout the term. The staff make every effort to ensure that they are awarding stars as equitably as possible so that every pupil has an equal opportunity to earn them for their team.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The “Golden Book Assembly” is an opportunity to share and celebrate information and achievements regarding pupil achievement out of school, for example, music or swimming certificates.

3. Sanctions

3.1 We expect children to listen carefully to instructions at all times and to try their best in all activities. If children chose not to do so, a number of progressive sanctions are employed. Children are warned about their behaviour and the consequences at each stage.

Those pupils who do not follow classroom rules and the behaviour expectations of the teacher are, in the first instance, given a warning about their behaviour (Step One).

If the pupil continues to misbehave they are then given time out in class for 5-10 minutes to allow them to calm down and reflect on their behaviour (Step Two).

If the behaviour persists the pupil is then sent to another class in the year group for a further ‘time out’ period (Step Three).

If the pupil returns and there is no improvement in their behaviour, they are sent to the Key Stage Leader (Step Four). When a child reaches this stage the teacher will inform his/her parents.

3.2 If a pupil does not try to change their behaviour and get to Step Four, the **Key Stage Leader / Senior teacher** will intervene and request a meeting with parents and the class teacher to discuss

behaviour strategies and future sanctions. If there is no improvement in behaviour the **Associate School leader and Deputy Head** will meet with parents. Finally, the matter will be dealt with by the **Head teacher**.

3.3 Very serious incidents of misbehaviour (e.g. fighting, racism, bullying) will be directed towards a Senior Manager in the first instance. Parents will be informed and a meeting arranged to discuss the incident and possible sanctions.

3.4 Any pupil who misbehaves or chooses not to follow school rules can expect to lose certain privileges as a form of sanction. Possible sanctions include: loss of playtime or lunchtime, being withdrawn from class, being withdrawn from a club or event not essential to the curriculum.

3.5 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.

4 The role of the class teacher

4.1 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 as well as during transition periods and in the corridors.

4.2 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.

4.3 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.

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 will seek help and advice from the year leader or, in more serious cases, senior managers

4.5 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 the education social worker.

4.6 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.

5 The role of the head teacher

5.1 It is the responsibility of the head teacher, 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.

5.2 The head teacher 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 head teacher keeps records of all reported serious incidents of misbehaviour.

5.4 The head teacher 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 head teacher may permanently exclude a child.

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 in the school prospectus and newsletters, 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, 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.

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 school governors. 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 head

teacher in carrying out these guidelines.

7.2 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.

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, 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.

8.3 The head teacher informs 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 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 head teacher monitors the effectiveness of this policy on a regular basis. S/he 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 on a behaviour tracking form, as do Midday Assistants at lunchtime. Year leaders have a separate tracking form, recording more serious incidents within their year group. Year Leader tracking forms are passed on to the school's Data Manager, who enters details of all the incidents on to the Sims database. The Deputy Head analyses the data on a half yearly basis to identify any patterns of trends in pupils' behaviour.

9.3 The head teacher 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. 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.