

BEHAVIOUR AND DISCIPLINE POLICY

Aims and expectations

- It is the 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 where everyone feels happy, safe and secure.
- 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.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- 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.
- 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.
- The school aims to work in partnership with parents. Through effective two-way communication, school and parents can be made aware of issues that may potentially affect behaviour and ensure that children receive consistent messages at school and at home.

Code of Conduct

We try to maintain a safe and calm atmosphere in and around school. Staff role model and have high expectations of our children and encourage them to have high expectations for themselves.

This code of conduct has been formulated with the safety and well-being of the children in mind, to enable the school to function efficiently as a place of learning, and to ensure our children always present themselves in the best light when representing school (on or off the premises).

Incentive scheme

- Children can be rewarded for academic and non-academic achievements - for effort, for being caring, and for all aspects of good work and behaviour.

- Individual awards - super citizen, wonderful worker and times tables certificates are presented in assembly where teachers explain why the awards have been merited. The names of the children winning these awards are also featured on the weekly newsletter and published on the website.
- Team points are used to reward children for positive behaviour and good work and achievements. All children are in one of four teams.
- The winning team is celebrated each Friday in our celebration assembly.
- Marbles are awarded for whole class endeavour or attitude. When a class has 50 marbles they may vote for a half day “marble treat” - we aim for this to include team based and outdoor activity.

Playtime Routines

- The bell rings and the children tidy up their play equipment immediately before lining up quickly and quietly in their class lines. Children walk into school in a calm and orderly manner and be ready to work.

Lunchtime Supervision

- At lunchtime, supervision is generally carried out by a welfare assistant.
- Children may be awarded points for good manners, thoughtfulness, being helpful etc.
- Children are encouraged to show good table manners and thoughtful behaviour while eating their lunch.
- We expect that all adults working in school, whatever their role, will be treated with equal respect by children at all times.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending parents' evenings, functions and by developing informal contacts with school.
- By understanding that effective learning and teaching can only take place when high standards of behaviour are shown by all children.
- By remembering that staff will always deal with behaviour problems fairly, patiently and positively.
- By reading and signing our home/school agreement.

Recording Incidents

There are times when children will make wrong choices. Children need to discover where the bounds of acceptable behaviour lie, as this is an essential part of growing up and becoming responsible members of a community.

- The class teacher generally deals with minor breaches of discipline in a caring,

supportive and fair manner, with some flexibility regarding the age of the child when considering possible sanctions.

- Each case will be treated individually.
- Children are made aware that they are responsible for their own actions and that a “restorative justice” approach builds relationships and develops self-managing behaviours.
- Normal sanctions begin with a verbal reprimand and a reminder of expected behaviour.
- Where behaviour has warranted a sanction, it will be recorded on CPOMs, the school’s behaviour log.
- This is regularly reviewed by the Headteacher to look for patterns of behaviour.
- Pupils may be asked to write a letter of apology, say they are sorry and explain how they could avoid such behaviours in the future.
- If problems are persistent or recurring, parents will be informed.
- Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Sanctions

Sanctions will be proportionate to the pupil’s actions and could include:

- Withdrawal from playtime to complete work, which will be supervised by a teacher. When this is during lunchtime, the pupil will be given reasonable time to eat, drink and use the toilet.
- Withdrawal from privileges e.g. clubs, etc.
- Withdrawal from school trips when the child’s behaviour is identified in the risk assessment as a health and safety issue.
- Confiscation of a pupil’s property.
- Exclusions – which may include internal exclusions/seclusion.

If a teacher is concerned about behaviour, timeouts and/or other sanctions will be recorded and monitored.

If negative behaviour continues, then the difficulties should be discussed with the Headteacher and a Behaviour Support Meeting may be requested, which parents would be expected to attend.

When pupils do not respond to the rewards and sanctions set in place by this policy, the Headteacher can decide to request a multi agency assessment for the child involved.

Reasonable force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Staff can use reasonable force to:

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff have a legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN).

Exclusion

Exclusion is a sanction, which will be determined as necessary only by the Headteacher. The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that we will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion.

Conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

When bad behaviour or bullying occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the sanctions listed above will be applied. A pupil may be disciplined for any misbehaviour when they are:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The school may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or

- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Date reviewed: October 2018

Date of next review: October 2019

Approved by the governing body: _____ Date: _____