

**Sibford Gower Endowed Primary School
Behaviour and Discipline Policy
October 2016**

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 few school rules, based on our Respect Code, 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 which actively promotes good behaviour.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We aim to 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 expects good behaviour and an ethos of kindness and co-operation among all its members. 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:
- staff congratulate children;
 - teachers give children house points. These are awarded for a range of things, including positive attitude to learning, special effort and actions which show community spirit. House points are collated across the school and the 'winning' house is recognised in the fortnightly achievement assembly.
 - behaviour which reflects our school values is acknowledged and rewarded with positive praise. When appropriate, children will be sent to the head teacher to receive a 'leaf' to attach to our values tree and a certificate which is awarded during our fortnightly achievement assembly.
 - Children who have done particularly well are sent to the head teacher for recognition and praise, including special stickers.
 - The school acknowledges all the efforts and achievements of children, both in and out of school, for example, music and drama achievements and sports certificates.

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2.2 The children in our school are almost always respectful and make the most of learning opportunities. A few children need support to remind them and the school employs a number of sanctions 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 disrupts in class, staff reprimand 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 stops the activity and may prevent the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, it is recorded in the school behaviour log, discussed with all the children involved and sanctions agreed by all. If necessary, the class teacher will notify the parents at the end of the day.
- If there is a serious incident or 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.
- Staff make it clear that it is *behaviour* that is unacceptable not the child and that a fresh start is always possible.
- Pupils are given every opportunity to understand why their behaviour is unacceptable and to make amends to put the situation right.

2.3 The school behaviour steps are displayed in each classroom so that children are clearly aware of the stages of sanctions for disruptive or disrespectful behaviour.

At each stage a reminder is given of expected behaviour.

Level 1 A reminder of accepted behaviour.

Level 2 A verbal warning is given.

Level 3 Time-out: sitting or standing away from the group to consider my behaviour.

Level 4 Time out of class – completing learning task in another classroom or sent to the head teacher, depending on the nature of the unacceptable behaviour.



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- 2.4** The class teacher discusses the school rules with each class. In addition to the school's Respect Code, each class also has its own classroom code, which is agreed by the children and usually 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'.
- 2.5** Occasionally there may be pupils who require personalised behaviour targets in response to their specific learning needs. This will be reflected in their personalised education plan or pupil profile. While pupils are expected to follow the Behaviour and Discipline Policy, teachers will deal appropriately and sensitively with behaviour issues that involve pupils with special needs.
- 2.6** The school has an anti-bullying policy and does not tolerate bullying of any kind. We teach children about bullying and encourage them to report it to teachers or their parents who will help their child to inform the school. 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.
- 2.7** 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*. 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. We have staff on site who have had Team Teach training to support in these situations.

3 The role of the class teacher and other staff

- 3.1** It is the responsibility of the class teacher to ensure that children in their class behave in a responsible manner during lesson time.
- 3.2** The staff 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** Each member of staff treats each child fairly with respect and understanding, and enforces the rules consistently.
- 3.4** If a child behaves inappropriately 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.
- 3.5** 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 or educational psychologist.
- 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 supports 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 and shares these as appropriate.
- 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. Both these actions are only taken after the school governors have been notified.
- 4.5** The head teacher has the power to screen and search pupils, use reasonable force to restrain pupils and the power to discipline beyond the school gate. The head teacher can also request a multi agency assessment for pupils who display continuous disruptive behaviour. (Behaviour and Discipline in Schools 2011. <http://www.education.gov.uk/publications> DfE-00058-2011)
- 4.6** Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This would include any inappropriate behaviour when the child is:
- taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- Or, 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.

The head teacher would discuss the incidents with pupils concerned and any witnesses and inform parents of the incidents. Future behaviour would be monitored and in the case of visits pupils may not be permitted to take part unless supervised by a parent of the pupil. In cases of repeated incidents temporary exclusion would be considered.

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 share the school RESPECT Code on the school website and in the home-school agreement, and we expect parents to be aware of this and support it.

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5.3 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.

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. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Allegations against staff will be dealt with according to Department for Education Guidelines 'Dealing with Allegations of Abuse against teachers and other staff'. Social networking sites are, of course, not places to air grievances.

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.

6.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

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 LA 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.

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- 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 and 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 logs minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunch staff discuss any incidents with class teachers. Any records of more serious incidents are sent home and/or discussed with parents.
- 8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1 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.

Signed:

Date:

Sibford Gower Endowed Primary School Respect Code

Remember your manners.

Encourage everybody.

Share with each other.

Play sensibly and happily.

Everyone is important.

Care for each other & our school.

Trust one another & be truthful.