



Policy on Behaviour and Discipline

Aims and objectives

It is a primary aim of our school to promote positive behaviour, so 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, including children with specific SEN/disabilities, can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. Its main aim is to recognise, promote and reward positive behaviour. 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. However we recognise that at various times individuals may need additional support to develop positive behaviour.

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.

Rewards and consequences

At the beginning of each academic year, the children work together in assembly to devise our school 'Golden Rules'. These are then displayed around school and referred to by all staff to promote positive behaviour.

Class teachers work with their individual classes, to think of rules specific to them, for their classroom at the beginning of the academic year and share together how they can make the classroom 'happy'.

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

- Teachers congratulate and praise the children verbally.
- Stickers may be given to reward good work and behaviour
- Children may be chosen for good behaviour/manners/politeness at lunchtime to eat with the Headteacher on the Golden Table on a Friday.
- Each week, we have an assembly which celebrates children's success. The children receive a Teacher's Award certificate either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Teachers highlight the positive behaviour of children as role models to others.
- Headteacher's award for acts of kindness and good behaviour as well as effort with work.

The school acknowledges all the efforts and achievements of children, both in and out of school. The children are encouraged to celebrate their achievement out of school, e.g. music or swimming certificates.

While focussing on the positive, we recognise the need to address any negative or inappropriate behaviour, in order to do this we have established a rigorous approach which allows the children to explore the choices they have made and to direct them towards making better choices in the future.

The children are aware that any inappropriate behaviour in school will involve a consequence. The following steps will be taken to address any inappropriate behaviour in school. Although the system has been developed to address all behaviours, we would expect most cases in school to remain at steps 1 and 2.

Step 1 – Reminder

A reminder of our Golden Rules and the importance of following these to keep us all safe and happy. A reminder about making good choices.

Step 2 – Second Reminder

A verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.

Step 3 – Last Chance

The behaviour observed and the consequences are explained once more, with the desired behaviour outlined as a choice.

Step 4 – Time out and reflection and speak with parents

Time out, with/without work, in class or another classroom or time out walking around with an adult at playtime (if the inappropriate behaviour has been at this time). This will enable the child to reflect on their action and staff will encourage positive choices. Parents will be notified at the end of the day that there has been a time out session that day. Depending on the action, the teacher may feel that a chat with the Headteacher/Deputy Head teacher may support the reinforcement of the positive behaviour within school and expectations.

Referral

In the rare case of a serious incident, a member of the Senior Leadership Team may contact parents. Parents may be invited in to speak with the Headteacher/Deputy Headteacher to look at ways we can all support the child. In the most serious of cases, the action may result in a fixed term exclusion in line with the local authority policy, where all other avenues to support have been exhausted.

SEND

We fully recognise that some children have difficulties with their behaviour due to their specific SEND. Our SENDCo, Mrs O'Donnell will work closely with class teachers and parents to ensure there are strategies and support in place to support the child. A child may have a specific IEP (Individual Education Plan) with small targets that are being worked upon in class and best ways to achieve the targets. If further support is required, then a Positive Behaviour Plan could be completed. We will consult and work with parents at every stage as we fully believe that to ensure the best support is in place, this is a partnership between home and school. We may take advice from External Agencies if we feel more support is needed in school.

Reinforcement

The Headteacher and class teachers regularly discuss the school rules with the children. The school rules are agreed with the children and are displayed around the school. In addition to the school rules, each class also has its own classroom code and reward system which is agreed and understood by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind (refer to anti-bullying policy). 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 feel happy in the environment we provide.

The role of the class teacher

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 school time.

The class teachers in our school have high expectations of the children with regard to behaviour and work. We 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 teachers treat all children in their classes with respect and understanding.

If a child misbehaves in class, the class teacher deals with incidents him/herself in the normal manner following the Steps Programme. However, if misbehaviour continues, the class teacher may seek help and advice from the Headteacher/Deputy Headteacher/SENDCo.

The class teacher will report consistent negative behaviour to parents and discuss appropriate strategies to support the child e.g. IEP/Positive Behaviour Plan.

The class teacher may liaise, as necessary, with external agencies to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's behaviour support service/Educational Psychologist.

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 Headteacher 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 their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of inappropriate behaviour, or where the child poses a Health and Safety risk to themselves or others, then the Headteacher may take the steps to permanently exclude a child. These actions are taken only after the school governors and Local Authority have been notified and are only in very exceptional circumstances.

The role of all staff

All staff in school are responsible for ensuring each child is happy and safe. If a member of non-teaching staff observes any inappropriate behaviour in school, they can issue Step 1 – Reminders and Step 2 – Cautions but it will also be reported to that child's class teacher with an explanation of what has been observed. The class teacher will then monitor the behaviour following this.

Lunchtime Supervisors are responsible for the children across lunchtime. In order to ensure our Behaviour Policy is followed across this period, they are able to issue Step 1 – Reminders and Step 2 – Cautions. These may be written within the Behaviour Log for Lunchtimes. Class teachers may be informed after lunchtime if the reminder has moved to a caution. If the supervisors have reminded and cautioned the child and they continue to misbehave, then a member of staff (class teacher/Deputy Head/Headteacher) may be asked for to issue a Step 3 – Last Chance.

Restraining Children

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 in order to prevent injury to a child/others, 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. A list of staff trained in 'Team Teach' to safely restrain children, is kept by the Headteacher. If we feel a child may need to be safely restrained, then this will be discussed with parents and included within their Positive Behaviour Plan.

It is important to note that although every effort is used when safely restraining children to avoid any injury, the director of Team Teach further acknowledges this within the documentation.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”.

George Matthews (Director)

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at 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 always try to ensure we 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. We believe that for the children to work and behave well in school, this is a partnership between home and school and working together positively.

The school will follow the Steps Programme to provide consequences to the children when this is necessary. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher or Headteacher. 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.

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 Headteacher in adhering to these guidelines.

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.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary.

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.

If the Headteacher excludes a child, she 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.

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.

The governing body itself cannot either exclude a child 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 under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

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

Monitoring and review

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 concerning incidents of misbehaviour. The Headteacher keeps a record of persistent incidents of bad behaviour. Incidents that occur at break or lunchtimes are reported to class teacher and/or Headteacher. Lunchtime staff do record any incidents within their own log as a way of further monitoring and reviewing.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

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.

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 was reviewed by the governing body February 2018.

It will be reviewed February 2020.