



Behaviour and Discipline Policy

(see other related policies : Anti-bullying)

1 Aims and expectations

- 1.1** It is a primary aim of our schools 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 schools' behaviour policy is therefore designed to support the way in which all members of each 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 schools have a number of rules, which may be set by staff or children by mutual agreement, 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 communities in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The schools expect 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 each school community.
- 1.6** The schools reward good behaviour, as we believe 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 Rewards and punishments

- 2.1** We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children either personally or publicly and the class may be involved in the recognition and applause.
 - Generally there is a distinction made between good work achieved and good behaviour. This is adapted accordingly to be of best support to the particular age of the children in each class and where needed, to the specific ability of the child(ren).
 - Each school has a positive behaviour reward system designed with input from children– Catfield – Sunshine Ladder, Hickling Marbles in jar, Sutton

- In each school every week we nominate children from each class for certificates. Their names are read out in the celebration assembly and each child is applauded. Photos are taken which are displayed for all to see. A certificate may be awarded for good behaviour, attitudes or personal academic achievement.
- Each school's weekly newsletter reports those achieving certificates and other awards such as playtime stickers

- 2.2** The schools employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to listen carefully during whole class sessions. If they do not do so, the teacher will apply a range of strategies which he/she has made clear to the children and which are age appropriate and which may have been adapted for the particular needs of that child.
 - 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 is disruptive in class, the teacher reminds him/her of expectations and offers the chance to 'try again'. Where the child continues to be disruptive an individual support strategy will be devised which takes into account the child's individual needs as well as the needs of the majority.
 - 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 addresses the situation. Where necessary, the disruptive child may be prevented from taking part for the rest of that session.
 - If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is helped to understand and address the incorrect behaviour. Apologies must be made along the lines that a 'forgetting time' has been had and will happen no more. If a child repeatedly acts in a way that disrupts or upsets others, the teacher will discuss the problem with the Head Teacher and a plan of action or support may be put into place. The teacher and Head may contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 2.3** The class teacher discusses the school rules with each class and have their own classroom codes agreed by the children.
- 2.4** The schools do 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 can be very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The children understand the term STOP denotes bullying – Several Times On Purpose.
- 2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE 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 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. (see Policy for Force and Restraint). Staff are STEPs trained.

3 The role of the classroom staff

- 3.1** It is the responsibility of staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2** The staff in our schools 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.
- 3.3** The staff treat each child fairly, and enforce the classroom code consistently. The staff treat all children in class with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class, the class teacher with the support of TAs keep a record of all such incidents. Where a member of staff deals with an incident, the class teacher will always be informed. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher.
- 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 LEA behaviour support service.
- 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 Head and Lead Teachers

- 4.1** It is the responsibility of the Head and lead Teachers, under the School Standards and Framework Act 1998, to implement the schools' behaviour policy consistently throughout the schools, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head and Lead Teachers to ensure the health, safety and welfare of all children and adults in the school.
- 4.2** The Head and Lead Teachers support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3** The class teacher keeps records of all reported incidents and the Head Teacher is kept informed.
- 4.4** The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- 4.5** The Head and Lead Teachers ensure that through School Council meetings, the children are fully involved with behaviour management.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain school rules in each school's prospectus, and we expect parents to read them and support them.
- 5.3 We expect parents 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 immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If one of our schools has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 Head Teacher in adhering to these guidelines.
- 6.2 The Head and Lead Teachers have the day-to-day authority to implement the schools' policy on behaviour and discipline, 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.

7 Fixed-term and permanent exclusions

- 7.1 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, *Improving behaviour and attendance: Guidance on exclusion from schools and pupil referral units (2008)* We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is: www.teachernet.gov.uk
- 7.2 Only the Head Teacher (or the Lead teacher in charge for the day) has the power to exclude a child from school. The Head Teacher 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 Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the Head Teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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.

- 7.4** The Head Teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions.
- 7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.
- 7.6** 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.
- 7.7** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- 7.8** If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Drug- and alcohol-related incidents

- 8.1** It is the policy of our schools that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day the parent or guardian should notify the school, and ask permission for the medication to be given in school time. Parents will be asked to complete an administration of medicine form and the medication will be given directly to a member of staff. Any medication needed by a child while in school must be taken under the supervision of a teacher or a named member of staff.
- 8.2** The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3** If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4** It is forbidden for anyone, adult or child, to bring onto any school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a fixed term exclusion and police and social services will be informed. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.
- 8.5** If the offence is repeated the child will be permanently excluded.
- 8.6** If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

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 schools keep records concerning incidents of inappropriate behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Staff on duty at these times record incidents and pass them on to the class teacher. They are then filed in the class incident folder. The Head Teacher is made aware of incidents which are particularly serious. The incident folders are available to teaching assistants and teaching staff. Parents may request to see the records for their child. Individual pupil records are used to monitor and track the patterns of behaviour of particular children and they may be used as sources of evidence.

* Any incident which is deemed to be of a racist nature is also recorded and filed separately in the Head Teacher's office. Governors will be informed when racist incidents occur.

9.3 The Head Teacher keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality and will seek to ensure that the school abides by The Equality Act 2010 to eliminate unlawful racial discrimination

promote equality of opportunity and good relations between people of different racial groups

assess the impact of school policies on pupils, staff and parents of different racial groups
monitor the operation of the schools' policies and their impact on pupils of different racial groups
take reasonable steps to make available the results of its monitoring.

9.5 The governing body reviews this policy every three 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.

Agreed by Staff and Governors: **Date: 8.7.13**

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