



St. Saviour's Church, Coalpit Heath.

The Manor C of E Primary School

Policy: Behaviour and Discipline

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Approved: _____ Headteacher

_____ Chair of Governors

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 identified six 'Golden' 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 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.
- 1.5 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 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - staff congratulate children;
 - staff award children merit points;
 - staff award 'chance' cards, which are entered into a weekly draw for a prize
 - children receive certificates in the weekly 'celebration' assembly
 - Golden time; an opportunity for children to select an activity of their own choice
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Children are invited to share their achievements during our celebration assembly, for example, music or swimming certificates.
- 2.3 The school employs a number of sanctions to enforce the 'Golden' 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 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 is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he/she 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 themselves or others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and discusses the situation with the involved parties, with regard to the Golden Rules. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher 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 (refer to Anti-Bulling Policy).
- The Foundation Stage and Key Stage One operate a traffic light system, which clearly identifies to the children the occurrence of unacceptable behaviour. The consequence reflects individual circumstances and might range from a loss of Golden Time, an interview with the Headteacher or temporary exclusion from an activity. We seek to keep Parents informed of poor behaviour and therefore a meeting with Parents will be sought if a child's behaviour causes concern.
- We operate a 'no tolerance' policy on the playgrounds at lunch time. LBS are encouraged to complete a slip and the child then misses the equivalent of a lunch time.
- Internal 'exclusion' is a consequence of a serious breach of the school's behaviour code, i.e. a child is not permitted to join their peers on the playgrounds at break time or lunch time for up to a week, depending on the circumstances. This decision is taken by the Head or Deputy.

2.4 Teachers discuss the Golden Rules with their class. In addition to these, each class also has its own classroom code, which is agreed by the children and 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 The school does 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. We do everything in our power to ensure that all children attend school free from fear. (refer to Anti-Bulling Policy).

2.6 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 or others. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of class teachers, teaching assistants, support staff, students and volunteers

3.1 It is the responsibility of everyone to ensure that the golden rules are enforced throughout the school and that children behave in a responsible manner at all times.

3.2 Everyone in our school has 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 Everyone treats each child fairly and enforces the classroom codes consistently. All children are treated with respect and understanding.

3.4 If a child misbehaves repeatedly, a record is kept of all such incidents. However, if the pattern of misbehaviour continues, or if a serious incident arises, help and advice are sought from an appropriate adult i.e. the Deputy or the Headteacher.

- 3.5 School staff liaise with external agencies, as necessary, to support and guide the progress of each child. Staff may, for example, discuss the needs of a child with the education welfare officer or members of the LA inclusion support team.
- 3.6 Teacher report to parents about the progress of each child in their class, in line with the whole-school policy. Additional contact may be requested if there are concerns about the behaviour or welfare of a child. It is the teacher's responsibility to keep the Headteacher or Deputy informed of any such issues.

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 providing training, 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.
- 4.4 The Headteacher has the responsibility for giving fixed-term exclusions 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. The school governors would be notified if this were to occur.

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 explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 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 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 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, he/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.
- 7.3** The Headteacher informs the LEA 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.
- 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. He/she 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. Staff record minor incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. There is also a record kept of any incidents that occur at break or lunchtimes. Details regarding incidents of bullying are recorded in the incidents book that is kept in the Head's room.
- 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 the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

