



Policy: Behaviour and Discipline Policy 2016

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22/9/16

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2/11/16

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24/11/16

Next Review Date: (3 years unless otherwise advised)

September 2017

## **Barrington Church of England Primary School**

### **Behaviour and Discipline Policy**

#### **1.1 Aims and expectations**

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.

Our behaviour policy is an integral part of our curriculum, as we teach values as well as knowledge and skills. Our values are reflected in our school aims. The aim of Barrington School is to provide a happy, safe and stimulating atmosphere where Christian values underpin all aspects of school life so that:

- Respect for others and personal responsibility are expected
- Children enjoy learning and are confident and willing to try
- High academic standards are encouraged and the needs of every child are met
- Teachers, parents and carers work together as partners in their children's education
- Foundations for life long learning are established
- Children develop independent learning skills
- Community spirit is fostered

Barrington School is an inclusive school. We aim to ensure that particular groups of pupils are not disadvantaged in school and to promote their participation and success.

**1.2** This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We aim to promote self-discipline and respect for others, and emphasise the importance of listening to all members of the school community. Parents and carers play a vital role in taking responsibility for their child's attendance, and their behaviour inside and outside the school, working in partnership with the school to maintain high standards of behaviour and attendance.

**1.3** The school expects every member of the school community to behave in a considerate way towards others. All members of the school community teach and learn from each other, by example and explanation. Promoting positive behaviour is the responsibility of the school community as a whole.

**1.4** We treat all children fairly and apply this behaviour policy in a consistent way. Vulnerable pupils such as those with special educational needs, physical or mental health needs and looked after children need to receive behavioural support according to their needs.

**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 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.

#### **Rewards and punishments**

We aim to establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Praise begins with frequent use of encouraging language and gestures in lessons and around the school so that positive behaviour, punctuality and regular attendance are instantly recognised. This is no less important where this is the norm in school.

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

- adults congratulate children;

- positive behaviour is rewarded with house points that are collected towards bronze, silver and gold star badges. These are awarded in our weekly celebration assembly;
- we invite parents in to share our work in class assemblies
- we celebrate success achieved out of school in assemblies
- class teachers nominate children to receive a personalised note to parents from the head teacher.
- stickers
- personal notes on annual school reports
- class teachers have individual and class reward systems/incentive schemes that are established with the children at the start of each year.
- As a for reward good behaviour, the school organises an end of term treat which the children are able to chose by earning votes through good behaviour and good work.

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.

**2.3** The school employs 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 believe that the most effective sanctions are designed to promote positive behaviour rather than punish miscreants. As with rewards, the most effective sanctions are simple admonishments backed up by the authority of staff within the school. Consistency is essential and staff are encouraged to use reprimands sparingly and fairly. Disciplinary penalties have three main purposes, namely to;

- impress on the perpetrator that what he/she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.
- A list of the day's penalties is to be kept on the classroom wall to ensure all staff are aware of the
- Once awarded a play time penalty cannot be removed by good behaviour but stands to the end of the day

The school has an escalating system of playground penalties;

- A playtime penalty means that the Headteacher writes to the family and 10 minutes of playtime is missed. For low level disruptive behaviour, three warnings are issued and a penalty given if the pupil fails to respond to the warnings.
- Immediate penalties are issued for behaviour that involves deliberate physical injury or damage to property.
- Persistent misbehaviour may results in the perpetrator missing the end of term treat. where a pupil has collected too many penalties, they are not invited to the treat, but work with the Headteacher on how they can ensure that they do not miss the treat the next term. The cut off number of penalties is determined by the number of weeks in a term divided by 2. This system was developed in conjunction with the pupils.

Sanctions are more likely to promote positive behaviour if our pupils see them as fair. We advise staff to:

- Make it clear that they are condemning the behaviour not the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent behaviour
- Avoid whole group sanctions that punish the innocent as well as the guilty
- Wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour e.g. if work is not finished in class, the teacher might make the pupil stay behind at break time to finish it off.
- Use sanctions to help the pupil and others learn from mistakes and recognise how they can improve their behaviour.
- When appropriate, use sanctions to put right harm caused
- Take account of individual circumstances
- Encourage pupils to reflect on the effects of misbehaviour on others in the school community, as part of everyday teaching.
- Never issue a sanction that is humiliating or degrading
- Use sanctions in a calm and controlled manner.

- Ensure that sanctions are seen as inevitable and consistent.
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

**2.4** Each class 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 is expected in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class, for example during 'circle time' or PSHE sessions. The school council will also consider suggestions from pupils in their suggestions box. The SEAL (social and emotional aspects of learning) programme underpins much of our behaviour policy and is carried out across the whole school.

**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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to the Anti – Bullying policy for strategies to support children who are victims of bullying or bully other children.

**2.6** All members of staff are aware of the regulations regarding the use of force by teachers. 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. The actions that we take are in line with government guidelines on the restraint of children. (Please see 'Policy for Physical Intervention with Pupils')

#### The role of the class teacher

**3.1** The class teachers 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. Where specific training needs have been identified for particular members of staff, through school self-evaluation and individual performance management reviews, the head teacher must ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

**3.2** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

**3.3** If a child misbehaves 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 senior teachers and / or the headteacher.

**3.4** The class teacher liaises with the SENCo who may consult external agencies, as necessary, to support and guide the progress of each child. The SENCo may, for example, discuss the needs of a child with the link school family nurse or Specialist Support Service professionals. The common assessment framework (CAF) may be put in place as it provides a process to consider the needs of a child holistically, to enable teachers/multi agency teams to provide a co-ordinated response.

**3.5** 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. Confidentially for all parties must be observed at all times. Parents of a victim cannot expect the names of children involved or any information about those children to be disclosed in any communication from the school.

#### 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.

**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. Both these actions are only taken after the school governors have been notified.

#### 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** Parents receive the school brochure which outlines our expectations of behaviour. 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 partnership document. 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 or the 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

**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.

#### 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 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 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.

#### Monitoring

**8.1** The headteacher 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. Audits and surveys are often carried out as part of the school's self-evaluation.

**8.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. The overall impact of our sanctions will be reviewed by age, ethnicity, gender, special educational needs and disability.

**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.

#### Review

**9.1** The governing body reviews this policy triennially. 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.