

Behaviour & Discipline Policy

**Stanborough Primary
& Nursery SDA School**

**September 2011
Review September 2012**

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 (ECM 2008).
- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is to promote 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 toward others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help all 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, as well as deter anti-social behaviour.

2. Rewards

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

- 2.1 Teachers congratulate children
- 2.2 Teachers distribute well done tokens gold cards and certificates either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. There are additional incentives such as Star of the Day etc ...
- 2.3 Head awards class cup in assembly, in acknowledgement of whole-class behavioural achievements
- 2.4 Head awards stickers in assembly to pupils who have displayed positive values such as honesty
- 2.5 At the end of the school year, awards are given for good sportsmanship e.g. being a good team player
- 2.6 Target cards contain personal targets and children visit the Head on achievement of their targets. This is followed up with the presentation of a badge in assembly
- 2.7 Good behaviour is also rewarded with trust and responsibility
- 2.8 The Teaching Assistant gives feedback in assembly, on the previous week's playground behaviour. Positive behaviour is highlighted and reminders are given about rules. Class points are awarded on a chart.
- 2.9 The school acknowledges the efforts and achievements of children outside of school also, for example, music or swimming certificates.

3. Sanctions

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.

- 3.1 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.
- 3.2 We expect children to try their best in all activities. If they do not do so, we may ask them to re-do a task.
- 3.3 If a child misbehaves, an immediate verbal response is given to the action, with an explanation as to why the behaviour was wrong. If the behaviour persists, a verbal warning is given. After that, the child is withdrawn from the group, then the class (to the time out class) and finally, is sent to the headteacher.
- 3.4 Where children are withdrawn from the class, an incident form is to be completed and given to the headteacher. Parents are informed at the earliest opportunity, preferably on the same day.
- 3.5 School, staff and parents work together to promote wanted behaviour.

4. Unacceptable Behaviour

- 4.1 If a child engages in the following **unacceptable behaviour**: lack of respect, violence, threatening behaviour including bullying, deliberate disobedience, discrimination or deliberate vandalism of school property; s/he will be taken to the headteacher with an Incident Form from the class teacher.
- 4.2 The pupil completes a reflection sheet.
- 4.3 The headteacher verifies the events and then issues a verbal warning, whilst at the same time putting into action the 'Procedure for Dealing with Unacceptable Behaviour'.
- 4.4 Parents are informed of the situation, by the Headteacher or Deputy and sign the Procedures for Dealing with Unacceptable behaviour to say they have been notified of the behaviour and are aware of the next steps. School staff and parents work together to promote wanted behaviour.
- 4.5 If the child's behaviour shows no sign of improvement, the parents will be sent a written warning (see F38/F40 BUC Handbook) stating that if the child's behaviour does not improve within a set period, action will be taken including a referral to the discipline committee. The governing body is notified. The child is put on Head Teacher's Report and behavioural intervention strategies are put into place, with parental involvement.
- 4.6 If the unacceptable behaviour persists, a second written warning (see F38/F40 BUC Handbook) is issued. Strategies are reviewed and a further review date is set. If at this second review the behaviour is still deemed to be unsatisfactory, the matter will be referred to the Discipline Committee. The conclusion of the Discipline Committee will

determine the next course of action, which may include temporary or permanent inclusion.

5. Anti-bullying

4.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically, verbally, emotionally or via mobile phones and the internet (cyber bullying). Bullying can include: name-calling, taunting and mocking, making offensive comments, kicking, hitting and pushing, taking belongings, inappropriate text messaging and e-mailing, sending offensive or degrading messages by phone or via the internet, producing offensive graffiti, excluding people from groups, spreading hurtful and untruthful rumours and gossiping.

4.2 The school does not tolerate bullying of any kind and acts immediately to stop any such behaviour. The school does everything in its power to ensure that all children attend the school free from fear. (See Anti-bullying Policy)

5. The role of the class teacher

5.1 The class teacher discusses the school rules with the class and the rules are 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.

5.2 It is the responsibility of the class teacher to ensure that the school rules are enforced in his/her class, and that the class behaves in a responsible manner during lesson time.

5.3 The teachers have high expectations of the children in terms of behaviour, and ensure that all children work to the best of their ability.

5.4 The teacher treat each child fairly and enforce the classroom code of conduct consistently.

5.5 The teacher treats all children in his/her class with respect and understanding.

5.6 The class teacher uses opportunities such as PSHE and circle time as one of the ways of addressing behaviour.

5.7 If a child misbehaves in class, point 3.3 above, is applied.

5.8 The class teacher liaises with external agencies, as necessary (the Education Director, the counselling services) to support and guide the progress of each child.

5.10 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.

6 The Role of the headteacher

6.2 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 on the effectiveness of the policy. It is also the

responsibility of the headteacher to ensure the health, safety, welfare and well-being of all children in the school.

6.3 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.

6.4 The headteacher keeps records of all reported serious incidents of misbehaviour.

6.5 The headteacher has the responsibility for giving fixed-term suspensions to an individual child for serious acts of misbehaviour (as advised by the DFES). Fixed-term suspensions must be reported to the School Board. For repeated or very serious acts of anti-social behaviour, the headteacher refers the case to the discipline committee. (See BUC Education Handbook Section 5B and C,)

7. Physical Restraint

All members of staff are aware of the regulations regarding the use of force by teachers (Section 550A of the Education Act 1996) Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions taken in are in line with the government guidelines on the restraint of children.

8.The Role of Parents

8.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

8.2 We explain the school rules in the school handbook, and we expect parents to read these and support them.

8.3 Parents are expected to support their child's learning, and to cooperate with the school regarding homework. 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 learning, welfare or behaviour.

8.4 The school will apply sanctions as outlined in point three of this policy. Parents are expected to support the actions of the school. If parents are concerned about the way their child has been treated, the first point of contact is the class teacher. If concerns remain, they should contact the headteacher and finally, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (BUC Education Handbook 5C.)

9.The Role of the Governors

9.1 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.

9.2 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.

10 Fixed-term and permanent exclusions

10.1 Only the headteacher (or 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 4-5 days in any one school year. A given fixed-term exclusion may not exceed 5 days without the approval of the school board.

10.2 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. (BUC Education Handbook 5D.)

10.3 The headteacher informs the governing body about any fixed-term exclusions beyond five days in any one term.

10.4 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.

10.5 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 school and consider whether the pupil should be reinstated.

10.6 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

11. Monitoring

11.1 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.

11.2 The teacher or teaching assistant who witnesses an incident or has an incident reported to him or her, whether in the school or playground, is responsible for writing out an Incident Sheet. The Sheet is processed via the Deputy, to the Headteacher, where it is filed in the office.

11.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

11.4 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.

12. Review

The governing body reviews this policy annually. 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.

Policy reviewed and voted by the Board of Governors on

Signed by the Chair on behalf of the members of the school board
