

Stanborough Primary School & Nursery
BEHAVIOUR & DISCIPLINE POLICY

This policy works in conjunction with the Anti-bullying, E-safety, Equality & Diversity, Inclusion, Mobile Phone & Electronic Device and Physical Intervention Policies.

1. Aims and Expectations

- 1.1 It is a primary aim of our school that every member of the school community is valued and respected, and that each person is treated fairly and well. We are a caring community, with a clear set of values that include respect, co-operation and self-control. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a harmonious way. It promotes good relationships (beginning with the use of the Good Friend Chart in the Nursery) and an environment where everyone feels safe and happy, so that effective learning can take place and so that the children can develop and become positive, responsible and increasingly independent members of the school and wider community.
- 1.2 This behaviour policy (along with the related policies cited above) is to be applied in a consistent manner, to ensure that all children are treated fairly.
- 1.3 The school rewards good behaviour, as it believes that this positive reinforcement will encourage children to be kind and considerate. This policy is designed to promote wanted 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 Children are congratulated and praised verbally.
- 2.2 Teachers award well done tokens, gold cards and certificates for good work and good behaviour and to acknowledge effort as well as acts of kindness in school. Teachers utilise additional incentives such as star of the day, helper of the day, stamps and stickers to reward good behaviour.
- 2.3 Children are sent to the Head if they have produced great work, where they receive a Head Teacher's sticker award. Teachers ensure that the children are clear about what they have done well.
- 2.4 Whole-class achievement can be rewarded through class points (the class with the most points receives the class cup in assembly) or cubes (when the jar is full, the class receives a treat, as decided by the class teacher.)
- 2.5 Certificates are awarded throughout the year in the Infant and Junior assembly. At the end of the year, the school holds a special celebration assembly in which pupils are awarded medals, cups and shields for their achievements.
- 2.6 Target cards contain educational and personal targets and children receive certificates for achieving their targets.
- 2.7 Children who show themselves to be trustworthy and reliable are given responsibilities such as monitor roles.
- 2.8 In assembly, the Senior Playground Supervisor shares feedback on playground behaviour. She cites specific examples of good behaviour and awards class points accordingly. This is also an opportunity to remind the children of certain rules and why they are important. The winning class receives a treat at the end of term.
- 2.9 The school recognises awards achieved by the children outside of school. The children are encouraged to bring these in so that they can be congratulated in assembly.

3. Sanctions

The school employs a number of sanctions to enforce the school rules and ensure a safe and happy learning environment.

- 3.1 We expect the children to be focused and on task during lessons. If they are a distracted, they will be moved to a different seat.
- 3.2 We expect children to try their best in all activities. If they do not do so, they may be asked to re-do the task.
- 3.3 If a child misbehaves, an immediate verbal response is given with an explanation as to why the behaviour is wrong. If the behaviour occurs again, a verbal warning is given. Beyond that, the child is withdrawn from the group, then from the class (to the time out class) and finally s/he is sent to the Head Teacher. (These procedures are displayed in all the classes.) In the Nursery, the children are given a verbal response and the Good Friend Chart is used to help talk through the problems. The Nursery child is not withdrawn from the group unless s/he is harming others.
- 3.4 Where children are withdrawn from the class, an incident form is completed and given to the Head Teacher. 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 Head Teacher with an Incident Form.
- 4.2 The ABA (Anti-Bullying Alliance) defines bullying as ‘the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power’. Bullying can be physical, verbal, emotional 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.
- 4.3 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.
- 4.4 After being taken to the Head Teacher the pupil completes a reflection sheet.
- 4.5 The Head Teacher verifies the events and then puts into action the ‘Procedure for Dealing with Unacceptable Behaviour’.
- 4.6 Parents are informed of the situation, by the Head Teacher or Deputy in a meeting. Parents are given a copy of 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. In the Nursery, staff will bring to the attention of the Nursery Supervisor, any behaviour which is unacceptable. The Supervisor will meet with the parents in an attempt to address and resolve the behaviour. If there is no improvement, the Head Teacher will be informed.
- 4.7 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 then notified. The child is put on Head Teacher’s Report and behavioural intervention strategies are put into place, with parental involvement.
- 4.8 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. The Role of the Class Teacher

- 5.1 The class teacher discusses the school rules with the children and the rules are displayed in the classroom. In this way, every child in the school knows the standard of behaviour that is expected in the school. In the EYFS, the Good Friend Chart is used.
- 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 children behave in a responsible manner.

- 5.3 The teacher has high expectations of the children in terms of behaviour and in the quality of work produced.
- 5.4 The teacher treats each child fairly and enforces 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 to further educate the children about behaviour.
- 5.7 If a child misbehaves in class, point 4 of this policy is applied.
- 5.8 The class teacher liaises with The Inclusion Manager or SENCO in the Early Years, parents and external agencies, as necessary, to support and guide the progress of each child.
- 5.9 The class teacher reports to parents about the progress of each child in the class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 5.10 It is the responsibility of the class teacher to ensure that the behaviour policy is implemented whether on or off school grounds.
- 5.11 Teaching Assistants work in line with school policy and with Teachers, to promote good behaviour.
- 5.12 All school staff recognise that the policy has to be consistently applied to ensure maximum effect.

6. The Role of the Head Teacher

- 6.1 It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety, welfare and well-being of all children in the school.
- 6.2 The Head Teacher supports the staff by implementing the policy, setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 6.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- 6.4 The Head Teacher may apply fixed-term suspensions (Education Act 2011). Fixed-term suspensions must be reported to the School Board. For repeated or very serious acts of anti-social behaviour, the Head Teacher refers the case to the Discipline Committee. (BUC Education Handbook Section 5B and C.)

7. Physical Restraint

- 7.1 All members of staff are aware of the regulations regarding the use of force by teachers (Physical Restraint Policy). Teachers in our school do not hit, push or slap children. Staff only intervene physically to prevent pupils from hurting themselves or others, from damaging property or from causing disorder (DFES Use of Reasonable Force July 2013). The actions taken in are in line with the government guidelines on the restraint of children. A record must be kept of any physical intervention used. These are best recorded as part of the incident, on the Incident Sheet.

8. The Role of Parents

- 8.1 As identified in the Home, School Agreement, the school expects parents to work in partnership with the school to reinforce consistent messages about good behaviour. Collaboration is the key to ensuring that children receive consistent messages about behaviour.
- 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 head teacher and finally, the

school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See the Complaints Policy.)

9. The Role of the Governors

9.1 The governing body has the responsibility of setting the general guidelines on standards of discipline and behaviour, and reviewing their effectiveness. The governors support the head teacher in implementing the policy.

9.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues.

10. Fixed-term and Permanent Exclusions

10.1 Only the head teacher (or acting head teacher) has the power to exclude a pupil from school. The head teacher 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 head teacher excludes a pupil, 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. (Complaints Policy)

10.3 The head teacher 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 head teacher must comply with this ruling.

11. Monitoring

11.1 The head teacher 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 head teacher, where it is actioned and filed in the office.

11.3 The head teacher 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

This policy is reviewed annually. The policy may be reviewed earlier if necessary.

APPENDIX 1) School Rules 2) Pupil Reflection Sheet 3) Procedure for Dealing with Unacceptable Behaviour 4) Written Warning 5) Head Teacher's Report 6) Second Written Warning

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