

# 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. As a school we strongly believe that 'Every Child Matters' and strive to support all our pupils to reach their potential. 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 a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules but is a means of promoting positive 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. To support this we ensure that parents and children are regularly consulted and have opportunities to express their views and have some input into this policy, for children this is achieved through PSHCE lessons as well as canvassing views via the elected representatives of the School Council.

**1.4** We treat all children fairly and apply this behaviour policy in a consistent way.

**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 as such it is linked to our pastoral care system and PSHE curriculum, as well as underpinning our approach to promoting British Values.

**1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. We use a 'Good to be Green' scheme to support this aim and also use Classroom Dojo points as a way of rewarding children for positive contributions to school life and personal growth. 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 & praise children;
- teachers give children Dojo points (which are shared via an APP with parents);
- teachers recognise 'lead learners', these children receive a certificate in the school assembly;
- we distribute certificates & postcards to recognise achievement and consistently good behaviour as part of our 'Good to be Green' scheme;
- all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- 'Good to be Green' log books are kept as part of the behaviour system and children record incidents of poor choices in behaviour as part of their time to reflect
- 'Good to be Green' amber warning cards are issued to remind children of making the right behaviour choices
- 'Good to be Green' red cards are issued if the behaviour persists and a note to parents is issued.

**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 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 in their own time.
- If a child is disruptive in class, the teacher reminds the child of their expectations of him or her, a visual prompt is given to the child who turns their 'Good to be Green' card to Amber and records the incident in the class log. If a child misbehaves repeatedly, we issue a Red card and the child is sent to a senior member of staff with a completed form which explains what the child has done. This gives the child time to calm down and the opportunity to reflect on their behavioural choices.
- Red cards are logged and reported to the parents, children have the opportunity to explain their behavioural choices and sanctions such as lost play are discussed at this point. If a child receives more than 3 red cards a term the parents are invited in to school to discuss the problem with the Principal or Vice Principal.
- Incidents of Red cards are reported to the school Board of Trustees termly via the Principal's report.
- 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 prevents the child from taking part for the rest of that session; sometimes this may involve removing the class away from the incident.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident (using ABCD log) and uses their professional judgement as to how the child is disciplined or if the incident warrants the intervention of a senior member of staff. If a child repeatedly acts in a way that disrupts or upsets others, the teacher will discuss behaviour with the SENCo or Principal. In some cases the school 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.
- Reports of unacceptable behaviour by any other members of the school community are reported to class teachers who investigate the incident and report to the senior leadership team. If further action is needed they follow the above steps.

**2.4** The class teacher discusses the school rules with each class. In addition to the school rules, 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 PSHE lessons or 'circle time'. We firmly believe that behaviour is an individual's responsibility and if a child makes the wrong decision about their behaviour they should be aware of the consequences of their choice; hence we also discuss the consequences of our behaviour and agree steps to support good behaviour and how we should deal with bad choices of behaviour with the children when discussing school rules.

**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, as outlined in our Anti-Bullying policy. We use a structured anti-bullying approach which focuses on empowering individuals to stamp out bullying and underlines the importance of 'telling an adult' if things are going wrong. Our PSHE scheme of work focuses on building positive relationships and resolving conflict using different personal and inter-personal skills.

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

### **3 The role of the class teacher**

**3.1** It is the responsibility of every member of the school community to ensure that the school rules are reviewed and revisited regularly, that they are adhered to and that all members of the community behave in a responsible manner during school time.

**3.2** All adults 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.

**3.3** All members of our school community strive to treat each child fairly and enforce the school code of conduct consistently. Adults treat all children in the school with respect and understanding and in return expect children to return that respect by showing good behaviour. This mutual respect should be shown to all members of the school community including support staff and other stakeholders.

**3.4** If a child misbehaves repeatedly in any area of the school (including outdoor playtimes), the class teacher keeps a record of all such incidents in the 'Good to be Green' log book. 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 SENCo or senior leadership team. A class teacher is expected to use their professional judgement as to when they need to bring a child's behaviour to the attention of other members of the school community.

**3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

**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 Principal**

**4.1** The school aims to educate and guide parents on acceptable behaviour within the school community and the strategies we use to promote good behaviour.

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Board of Trustees, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

**4.2** The Principal keeps records of all reported serious incidents of misbehaviour and will contact parents to discuss a child's behaviour when concerns are raised by members of the school community.

**4.4** The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the school Board of Trustees have been notified and procedures outlined in the Exclusion policy have been followed.

### **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. The school periodically circulates the 'Code of Conduct' to parents to inform them of expected behaviour in the school community.

**5.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them. All parents are given a code of conduct leaflet which outlines the expected behaviour and enlists parental support to implement the 'Code of Conduct' for pupils and parents.

**5.3** We expect parents to support their child's learning, and to co-operate with the school to resolve any issues that arise. 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 Principal or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **6 The role of the Board of Trustees**

**6.1** The Board of Trustees has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Trustees support the Principal in carrying out these guidelines.

**6.2** The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but Trustees may give advice to the Principal about particular disciplinary issues as outlined in the School Governance terms of reference. The Principal must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

**7.1** Only the Principal has the power to exclude a pupil from school in line with LA/ DfE guidelines. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

**7.2** If the Principal excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal 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 Principal informs the LA 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 Principal.

**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 LA, and consider whether the pupil should be reinstated.

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

## **8 Monitoring**

**8.1** The Principal 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.

**8.2** The school keeps a variety of records of incidents of misbehaviour (class Good to Be Green Logs and a Red card log). The class teacher records minor classroom incidents. The Principal 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: lunchtime supervisors give details of any incident to the nominated member of staff on duty.

**8.3** The Principal 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.

## **9 Review**

**9.1** The governing body reviews this policy every two years. They 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.

Signed by Chair: 

**Date: September 2020**

## **Appendix**

### **Behaviour Policy amendments due to Covid-19 issues**

All staff are to work within the School Risk Assessment guidelines.

In line with the guidance given to schools no celebration assemblies will take place therefore class teachers will hand out certificates and rewards as part of in class worship and PSHE lessons.

Staff are given additional leeway in how they support children to return to school and may amend the number of verbal / visual warnings given to build positive relationships and help children to settle, we recognise that returning to school after a prolonged absence may be more difficult for some children. Staff are to use their professional judgements but keep logs of incidents using the usual systems.

Children given Red Cards may not leave their pod but a SMT member is assigned to each pod and may deal with the situation. Red cards should be included in daily pod check paperwork and returned to Principal so that a phone call home can be made. Where needed CPOMS system should be used to give further details.

Where children are in danger of being removed from the pod the class teacher should inform the office via the telephone systems and additional support will be brought to the pod. Children should not be taken into other classes, if the whole class needs to be removed for safety then this should be done by moving children outside where possible so that social distancing may be maintained. Staff should not be left alone with a distressed child and adults from within the larger pod should be asked to support where necessary.