

William Gilpin C.E. V.A. Primary School

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 a number of school 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 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.

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.

2 Rewards and Punishments

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

- Teachers and Support Staff congratulate children;
- Teachers and Support Staff give children house points;
- We distribute team points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Fortnightly a Headteachers Award assembly is held at which the school acknowledges all the efforts and achievements of children, both in and out of school. Children can be nominated for a Headteachers Award by any adult working within the school community.

2.2 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.
- 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 s/he 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 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 or supervising adult reports the incident to the Assistant Headteacher and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher will contact the child's parents and will seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.3 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 'circle time'.

2.4 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.

2.5 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. Teaching 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 the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 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.

3.3 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.

3.4 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 must seek help and advice initially from the Assistant Headteacher, who will refer the matter to the Headteacher if the misbehaviour, after further intervention does not improve. If a child misbehaves during a time when they are being supervised by support staff, in the first instance the class teacher must be informed.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Education Social Worker or the LA behaviour support service.

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 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 suspensions 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.

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 Headteacher. If these discussions cannot resolve the problem the Chair of Governors should be informed to consider whether a formal grievance or appeal process needs to 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, 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 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 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 LA, 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. 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. 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. Break/lunchtime Supervisors inform class teachers of any incidents that occur at break or lunchtimes.

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.

This policy will be reviewed in the Autumn Term 2013 or in the light of new legislation.

Signed:

Date: September 2008

School Rules

Behaviour in and around the school, we expect the following:

- All equipment, resources and property to be cared for by everyone and returned to the correct place after use.
- Everyone to walk quietly, sensibly and safely around the school and to go directly to their destination.
- To be polite and respectful to all members of the school and wider community.
- To always remember that bad language is unacceptable.
- To take pride in their appearance and understand that they are representing their school.
- Cloakrooms and toilets are to be used appropriately.

Guidance

- Appropriate behaviour to be positively reinforced through direct praise, reminders, certificates, house points etc.
- Repeated unacceptable behaviour will be sanctioned according to policy guidelines.
- Classroom rules to be displayed, regularly discussed and where appropriate, negotiated with children in order to help them become aware of expected behaviour and the reasons involved.
- School council to reinforce messages through direct action and also class discussion.
- Use of circle times and the Social Emotional Attitudes to Learning (SEAL) curriculum to introduce, reinforce and praise expected behaviour.
- The use of stories and acts of worship to illustrate messages of good behaviour.
- Where normal school procedures are not producing the required changes in behaviour children should be placed on the SEN register, the SENCO involved and outside agencies contacted for support in accordance with the Code of Practice.
- Use of restraint should only be used in accordance with procedures laid down in the Physical Restraint Policy.
- All staff to check toilets regularly and be vigilant.

In the Classroom we expect the following:

- A positive attitude to others and to learning.
- Good listening.
- Maintenance of good classroom organisation.
- The classroom rules to be followed.
- An atmosphere of trust and mutual respect.

Guidance

- Class teachers to discuss and agree classroom rules with their children and use circle times to reinforce them.
- Rules to be displayed with visual cues.
- A variety of positive behaviour management and teaching strategies to be employed by staff to maintain good behaviour.
- Classroom equipment and furniture to be valued and used appropriately and safely.
- Provision of an interesting and motivating curriculum helps children to focus appropriately during times in the classroom.
- Open communication between home and school to seek support to reinforce expected behaviour.

In the Playground we expect the following:

- Bullying will not be tolerated in our school. Children to always inform a playground buddy or an adult if they are being bullied or they see someone being bullied.
- Playground equipment to be looked after, used appropriately and safely and stored carefully.
- Fair play and enjoyable playtimes.
- Children to follow all playground guidelines (attached).
- Pupils to show respect for all adults, listen to and follow instructions at all times.

Guidance

- Playtimes should be fun ~ staff to encourage children to enjoy playtimes by helping them to play and find friends.
- Staff to move around the playground to supervise all areas and to be pro ~ active in encouraging appropriate playground behaviour.
- Staff to inform class teacher if behaviour is inappropriate or very good.
- School council to assist with decisions on rewards for good behaviour at playtimes.
- Playground and guidelines to be displayed both inside and outside with visual cues, where possible.
- Staff to reinforce guidelines/expectations through circle times, acts of worship and discussions.
- Playground buddy system to encourage friendships and to help to solve minor disputes.
- Class teachers to collect children from the playground.
- Children should be encouraged to help sort out difficulties which have arisen through their actions, (e.g. look after a child they have upset or hurt).
- Where there are ongoing difficulties with any child, parents should be informed and involved in procedures.
- Wet day play instructions to be displayed in each classroom.