

BEHAVIOUR AND DISCIPLINE policy

Prepared: November 2015

Adopted: November 2015

Next Review: July 2018

**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 expressed as codes of conduct, 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 unacceptable behaviour.

**2. Links to School Aims**

**2.1** This Behaviour Management Policy will contribute directly to the achievement of the following school aims:

*Enhance quality learning by providing a welcoming, friendly and supportive environment in which children can acquire good working habits and an ability to work independently.*

*Encourage pupils to act responsibly, display initiative and to be considerate, showing respect to others and developing skills and values which promote self-esteem and confidence.*

**3. Basic Principles**

**3.1** Our expectations are realistic and communicated to all the children in a variety of ways.

**3.2** We must not damage a child’s self esteem – it is the behaviour that is unacceptable never the child.

**3.3** Behaviour management is as much about valuing and rewarding good behaviour as it is about punishing the unacceptable.

**3.4** Sanctions can only be effective if the child understands that their behaviour was wrong and learns from it.

**3.5** Time should always be given to listen fairly to explanations.

**4 Rewards and punishments**

**4.1** The key elements of our behaviour management strategy are as follows**:**

o Codes of conduct

o Rewards

o Clear hierarchy of unacceptable behaviour

o Sanctions

o Home-School Partnership

o Pastoral support

o Individual behaviour modification strategies

**4.2** Codes of conduct have been agreed with the children for most parts of the school and the school day. There are codes displayed prominently

throughout the school and the children are frequently reminded of their existence and contents. Individual classes often draw up additional codes as deemed appropriate by the teacher.

**4.3** Rewards for good behaviour are very important. We need to catch the children being well behaved not just when they misbehave. We do this in a variety of ways: depending on the age of the children:

o teachers congratulate children;

o children earn ‘golden time’ for good behaviour during each week.

o Children are given house points for good behaviour, the house with most points receives golden time.

o each week we nominate a child from each class to receive a certificate in a school assembly;

o All staff are able to distribute rewards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

**4.4** Unacceptable behaviour can be divided into three broad bands:

o **Level One**: misbehaviour that can be effectively managed within the classroom environment by the class teacher.

o **Level Two:** more serious misbehaviour that is not so easily managed within a classroom environment. The class teacher may involve parents and other staff may be involved.

o **Level Three:** very serious misbehaviour or persistent level two behaviour. Formal involvement of the Lead Teacher and parents. Other agencies also involved like Educational Psychologist, Education Welfare Officer, Primary Behaviour Support Team and others.

**Description of levels of unacceptable behaviour**

|  |  |  |
| --- | --- | --- |
| Level One | Level Two | Level Three |
|  | Persistence of level one | Persistence of level two |
| Disrupting others and chatting | Deliberate failure to complete work | Major disruption of class activity |
| Distraction, interruption, answering back |  |  |
|  | stealing | Persistent stealing |
|  | Minor bad language, verbal abuse | Persistent bad language or abuse |
| Minor defacing of others work | Deliberate destruction of others work |  |
| Careless damage | Minor vandalism | Vandalism of school building/property |
|  |  | Acts of violence |
|  |  | Threatening behaviour or actual physical harm inflicted on staff or other children |
| Telling tales | Telling lies to get others into trouble |  |
| Unsafe actions, running along corridor etc |  | Dangerous refusal to obey instructions |
| Refusal to cooperate in class activities |  | Leaving the school premises without consent |
| Name calling, unpleasant remarks |  | Persistent name calling, unpleasant remarks |

4.5 This list is meant to be indicative only as we cannot possibly identify all forms of unacceptable behaviour. Separate policies on bullying and racist incidents are to be agreed and regularly updated by staff and governors.

4.6 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. The following list gives some suggested strategies:

o The look

o Moving the child

o Quiet reprimand in private

o Time out in another classroom or with Lead-Teacher

o Loss of playtime

o Loss of privilege

o Informal word with parents

o Home/School Behaviour Record

**Stage 1: Warnings by Class Teacher or Lunchtime Supervisor**

A verbal warning will be given to any child that breaks any level one rule. A second warning will result in a child loosing privileges or break time.

**Stage 2: Loss of Privilege**

If a children gets into more trouble whilst on Level 1then they

will move to level 2 (yellow) and with it a loss of privilege which might mean missing some of their playtime or another suitable punishment.

**Stage 3: Sent to Lead-Teacher**

If you get into more trouble whilst on a Level 2 (yellow) you will be

sent to the Lead-Teacher teacher. Parents will also be informed at this stage by letter.

Any level 3 type of behaviour would automatically qualify for at least a stage 3.

**Stage 4: Parents Contacted**

If a child gets into more trouble whilst on Stage 3, parents will be informed and asked to come into school. At this meeting a Pastoral Support Plan will be discussed, the child will have special behaviour targets and chart for an agreed period of time.

**Stage 5: Sent to Lead-Teacher**

This will amount to a final warning if behaviour continues to cause concern.

Parents will consulted and a meeting will be arranged to discuss the Pastoral Support Plan.

**Stage 6: Exclusion**

If all of the above have failed then a child may be excluded.

4.8 The safety of the children and adults is paramount in all situations. If a child’s behaviour endangers the safety of others then the Lead-Teacher reserves the right to bypass all of the above procedures and exclude. An assault on a member of staff would be an example of behaviour that would be responded to in this way. In the case of exclusion the school would follow government guidelines.

4.9 The quality of our Home-School Partnership is vital to support the learning and development of our pupils. Parents are asked to sign the Home-School agreement each year that sets out the commitments needed from all sides. In particular the effective management of behaviour requires effective communication, mutual respect and consistency between home and school. Children who receive mixed messages about appropriate behaviour become frustrated and confused.

4.10 The school provides pastoral support for children and we will always work sympathetically to alleviate causes of emotional trauma. We will always wish to look at behaviour issues with any child in the context of their whole lives and respond appropriately within the bounds of acceptable behaviour as outlined above.

4.11 Behaviour modification often requires a long term strategy of target setting, review and expert advice. We aim to meet the needs of pupils whose behaviour is giving cause for concern by following the 4 stages of the Special Educational Needs Code of Practice. This means that children may have Individual Education Plans drawn up for improving their behaviour and that once they are placed at stage 3 external agencies will be involved. These may include the Educational Psychologist, the Education Welfare Officer or the Primary Behaviour Support Team.

**5 The role of the class teacher**

**5.1** 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.

5.2 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.

5.3 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.

**5.**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 seeks help and advice from the Lead-Teacher teacher.

**5.5** 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 LEA behaviour support service.

**5.6** 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.

**6 The role of the Lead-Teacher**

**6.1** It is the responsibility of the Lead-Teacher teacher, 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 Lead-Teacher teacher to ensure the health, safety and welfare of all children in the school.

**6.2** The Lead Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

**6.3** The Lead Teacher keeps records of all reported serious incidents of misbehaviour.

**6.4** The Lead Teacher 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 Lead-Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

7 The role of parents

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

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

7.3 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.

7.4 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

**8 The role of governors**

**8.1** 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 Lead-Teacher in carrying out these guidelines.

**8.2** The Lead-Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Lead-Teacher about particular disciplinary issues. The Lead-Teacher must take this into account when making decisions about matters of behaviour.

**9 Monitoring**

**9.1** The Lead-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.

**9.2** 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.

**10 Review**

**10.1** 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:**

**Date:**