

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. 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. 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'.

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 sanctions

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
 - each week we nominate children from each class to be to be praised for their work and effort and receive a certificate in school assembly;
 - award schemes are planned by individual teachers on a half-termly basis to acknowledge consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in the class. These may be for individual achievements or class achievements;
 - all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
 - children are awarded house points for good behaviour, house points are collectively celebrated in weekly assemblies
 - The school acknowledges all the efforts and achievements of children, both in and out of school in class and in assemblies.

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 sanctions, after appropriate warnings, at the teacher's and principal's discretion.

- We expect children to listen carefully to instructions in lessons. If they do not do so, after appropriate warnings, we may ask them to move place.
- We expect children to try their best in all activities. If they do not do so, after appropriate warnings, we may ask them to redo a task either in detention or at home.
- We do not expect children to be disruptive in class. If a child misbehaves repeatedly, despite appropriate warnings, we may 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, repeated misbehaviour may lead talking to a principal, a detention or going on report for a period of time or working in isolation with the principals.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from joining in the activity, until s/he calms down, and is in a position to work sensibly again with others.
- If a child threatens, hurts or bullies another pupil the class teacher will act to intervene to prevent the child from causing further harm. The teacher will discuss the situation with the child, sanctions may be imposed. The class teacher records the incident on the personal file of the affected children. Further details of handling bullying situations are detailed in the Anti-bullying Policy.
- If a child repeatedly acts in a way that disrupts or upsets others, 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.
- All children need to feel safe in school in order to learn effectively. Serious acts of misbehaviour including swearing, fighting, bullying and gross rudeness will not be tolerated in school. Any of the above constitutes a serious act of misbehaviour and may lead to the child being suspended from school for a day, usually the next school day after the incident. The decision to suspend a pupil will only be taken by a principal or person deputising for a principal. The principals will initially speak to the parent and then will receive a follow-up letter. At all stages the staff and principals will work closely with the parents. In today's society children come into contact with bad language all too regularly, school should be a place where our youngsters are protected from it. Every day we use our professional judgement to decide on the appropriate course of action in different situations. For example, a four year old using a strong swear word they have overheard is very different to a nine or ten year old using the same word in the full knowledge of the inappropriateness of their bad language. We ask parents for their support over this issue. For the benefit of all of our pupils we cannot accept bad language in school from children. For repeated or very serious acts of misbehaviour, the principals may terminate the contract with the parents to provide educational services for the child.

2.3 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*. 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 will begin to record 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 principals.
- 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 principals

- 4.1** It is the responsibility of the principals, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to review the effectiveness of the policy. It is also the responsibility of the principals to ensure the health, safety and welfare of all children in the school.
- 4.2** The principals support 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 principals keep records of serious incidents of misbehaviour on the child's personal record.
- 4.4** The principals have the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour this includes:-
swearing
fighting
bullying
gross rudeness
and other serious inappropriate behaviour

These sorts of behaviour will not be tolerated in school. Any of the above constitutes a serious act of misbehaviour and may lead to the child being suspended from school for a day, usually the next school day after the incident. The principals will speak to parents concerned and then follow up the conversation with a letter to the parents; a letter is also put on the child's personal file.

4.5 For repeated or very serious acts of anti-social behaviour, the principals may terminate the contract with the parents to provide educational services for the child.

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 expect parents to support their child's learning, and to co-operate with the school, as set out in the terms and conditions of admission. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have serious concerns about their child's welfare or behaviour.

5.3 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 principals.

6 Monitoring and Review

6.1 This policy is the principals' ongoing responsibility and they review its effectiveness annually in consultation with the staff.

Signed:

Date: