

Behaviour and Discipline Policy

*'What does the Lord require of you?
To act justly, love tenderly and to walk humbly with our God'*
Micah 6:8

*'Human dignity is the same for all human beings: when I trample on the dignity of
another, I am trampling on my own.' – Pope Francis*

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 at all times at all times.
- 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 congratulate children; teachers give children house points; each week staff nominate children from each class to receive a 'Headteacher's Award'; each recipient receives a certificate in the school assembly; we distribute house points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school and children receive a certificate if they have earned 20 house points in one week. Once house points are earned, they cannot be removed as a sanction for poor behaviour.

- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school for example, music or sporting trophies. These are celebrated in assembly.
- 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. Each classroom displays a behaviour ladder outlining the steps to be taken consistently by all members of staff in the instance of poor behaviour.
We expect children to behave in lessons. If they do not do so, the teacher reminds him or her of the three school behaviour values ready, respectful, safe.
We expect children to try their best in all activities. If they do not do, we may ask them to redo a task, which may include missing part of their playtime or lunchtime.
If the behaviour continues, the child will move seats within their own classroom and given their first verbal caution. If the behaviour persists, the child will be removed from the classroom to speak privately with an adult using a 30 second intervention. At this point the child will lose 5 minutes of their playtime. Following this step, if a child continues to display poor behaviour they will be removed from their classroom and taken to a phase leader or a member of the senior leadership team to discuss behaviour and once the child's behaviour appears to be more regulated, they are allowed to return to class.
If behaviour has not improved, the child will be spoken to by the Deputy Head / Headteacher and parents will be informed. Early Years classrooms will display modified ladders and age appropriate adaption will be made.
- 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 staff members feel it is necessary for the safety of the child and others, positive handling will be employed in line with the Safe Touch and Positive Handling policy.
If a child threatens, hurts or bullies another pupil, the class teacher records the incident and parents are informed. 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.
- 2.4 All staff and pupil, provided with access to educational Apps are expected to abide by the Acceptable Use Policy. Any infringements upon this policy including any indication of bullying through email or messaging will result in a withdrawal of privileges and the involvement of parents.
- 2.5 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 sessions.
- 2.6 The school does not tolerate bullying of any kind, including any misuse of the school's ICT network. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour in line with the Anti-Bullying Policy. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

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 school rules 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 in line with the behaviour ladders in each classroom.
- 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 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 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 Where it is deemed necessary by the headteacher, children may be moved onto a bespoke behaviour intervention plan, whereby they report to the headteacher at specified times throughout the day. A behaviour plan of this nature will be agreed with parents and class teachers, and parents will be informed of the outcome of the behaviour plan each day and any next steps to be taken as a result.
- 4.5 The Headteacher will monitor the use of the internet and record any misuse of the systems, determining any necessary action when and where appropriate.
- 4.6 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. Parents of pupils using the internet are provided with a copy of the Acceptable Use Policy.

- 5.3 We expect parents to support their child's learning, and to co-operate with the school. 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 regarding a child's behaviour, 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 a member of the senior leadership team. If these discussions cannot resolve the problem, a formal grievance or appeal process can 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. In all cases, the school will consult the DfES Guidance on Exclusion October 2004: Improving Behaviour and Attendance
- 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 curriculum 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.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of three members. This committee must meet to consider the Headteacher's decision to exclude and hear any representations by parents or statements from the LA, for:

- any exclusion which will cause the pupil to miss a public exam
- all fixed-term exclusions totalling more than 15 school days in a term, and
- all permanent exclusions
- fixed-term exclusions totalling between 5.5 and 15 days in a term, only when parents wish to make written and/or oral representations
- fixed-term exclusions totalling 5 days or less in a term, only when a parent wishes to make written representations

8 Drug- and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.
- 8.5 If the offence is repeated the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring

- 9.1 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.
- 9.2 The school keeps a variety of records of incidents of misbehaviour. The headteacher records those serious incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors inform a senior manager who notifies the headteacher. These serious incidents are recorded in the Headteacher's log book.
- 9.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

- 9.4 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.

10 Review

- 10.1 The governing body reviews this policy every two years. The 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.

Review date: October 2023