



BEHAVIOUR AND DISCIPLINE POLICY

Original Policy: 1999

Date Reviewed: 2005, November 2008, February 2010

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 Sanctions

- 2.1 Emphasis is placed on good behaviour and we praise and reward children in a variety of ways:
 - staff encourage and congratulate children for all positive behaviour;
 - staff award children tokens for positive behaviour; (*see Tokens Policy*)
 - each week individual children and class groups are nominated for weekly awards;
 - we present individual awards for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
 - all classes or care staff activity groups have an opportunity to celebrate and show examples of their best work.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. At the weekly "Celebration Assembly" we aim to reward as many aspects of effort and achievement as possible; these can vary from week to week and term to

term. The Record of Achievement File contains information regarding a pupil's achievement, e.g., cubs, scouts, horse riding, outdoor pursuits or swimming certificates. Photographs, copies of certificates and other items are also kept in each pupil's Memory File which they take with them when they leave the 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 link sanctions appropriately to each individual situation. Our expectations are that:-

- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities whatever their ability.
- Children will not disrupt the learning of others in the class or infringe others rights during social and mealtimes.
- Children learn to keep themselves and others safe.
- Children do not threaten, hurt or bully another pupil or staff member

2.4 The school has a code of conduct produced by staff and pupils; in addition staff discuss school rules with each class/group in the varying situations. In addition to the school rules, each class/group also has its own classroom/activity code, which is agreed by the children and displayed on the wall of the particular room being used. 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 staff member discusses these with the whole group.

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. We do everything in our power to ensure that all children attend school free from fear. (*see, Anti-Bullying Policy*)

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93 of the Education and Inspection Act 2006. Staff only intervene physically to restrain children, to prevent injury to a child, or if a child is in danger of hurting himself or destroying property. The actions that we take are in line with government guidelines on the restraint of children and the school physical intervention guidelines.

3 The role of all staff members.

3.1 It is the responsibility of the staff to ensure that the school rules are enforced in their sphere of influence, and that their group behaves in a responsible manner during their time with that group.

3.2 The staff 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 staff treat each and every child fairly and employ the code of conduct consistently. The staff treat all children within their group with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class/group activities, a record of such incidents can be dealt with immediately or on a deferred basis. These incidents will be noted on token sheets, in the logbook or on incident sheets depending upon the severity of the child's actions. In the first instance, staff members will deal with incidents themselves using a variety of strategies. However, if misbehaviour continues, staff can seek help and advice from the supervisor/senior staff member on duty at that time.
- 3.5 The staff liaise with external agencies, as necessary, to support and guide the progress of each child. The staff or SMT may, for example, discuss the needs of a child with an educational psychologist, social worker or other LA support services.
- 3.6 Staff report to parents the progress of each child who comes within their sphere of responsibility, in line with the reporting and assessment policy. They may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.7 If a child absconds from or leaves the school premises, staff will try to encourage them to return to the school site in as unobtrusive a manner as possible. This may require talking to the child from a distance in an attempt to persuade them to return. It is not however the school's policy to pursue children along roads, placing either the child or themselves at an even greater risk. If a child cannot be seen or found after a period of 30 minutes has elapsed then the police and parents will be informed. If the child is known to be on site but out of bounds, staff will deal with this in as efficient a manner as possible.

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 involved.

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. A weekly sheet is sent home to provide parents with a picture of how their child has performed.
- 5.4 If the school has to use reasonable sanctions to reprimand a child, parents should support the actions of the school. Each child when first admitted is allocated a member of the care staff to act as their 'Special Person'. If parents have any concerns about the way that their child has been treated, they should initially discuss these issues with the special person. If the concern remains, they should contact the Headteacher, Head of Care or School Matron who is the named person for Child Protection at the school. A formal complaints procedure can be implemented.

6 The role of governors

- 6.1 The Governing Body has the responsibility of monitoring 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, in consultation with the governing body, excludes a pupil, 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, 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. Minor incidents are entered on daily token sheets. More serious incidents are entered into the daily logbook or on an incident sheet.
- 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.

9 Review

- 9.1 The SMT review this policy every two years. The SMT or Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the SMT or Governing Body receives recommendations on how the policy might be improved.