



CRADLEY COVE VA PRIMARY SCHOOL

BEHAVIOUR & DISCIPLINE POLICY

Vision Statement: Enriching Lives

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CRADLEY C of E VA PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

“And as you wish that others would do to you, do so as to them” Luke 6:31

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 within our Christian values, (see the school website) and that each person is treated fairly and well. Staff encourage the highest standards in collective and self discipline at all times. 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 and therefore become positive, responsible and increasingly independent members of the school community.
- 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. 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. 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, We treat all children fairly and apply this behaviour policy in a consistent way, enriching lives.

2, Rewards

- 2.1, We praise and reward children for good behaviour in a variety of ways:
 - staff and children congratulate effort and achievement
 - staff give children house points
 - each week we nominate children from each class to receive the “Star of the week” award for positive attitudes and good work
 - each recipient of a star receives applause during collective worship and a certificate to take home
 - Certificates are given out for achievements in swimming, sports, and other organised events
 - Highest house point scoring children are given the opportunity to have tea with the Head and the winning house has a games session with the Head.
 - Individual children are given special responsibilities in order to reinforce or reward good behaviour
 - School Council periodically reviews our system of rewards and punishments.
 - There are also individual class reward systems that may involve stickers etc.

3, Sanctions

- 3.1, 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 to the teacher, or to sit on their own. Other sanctions such as denial of playtimes or lunchtimes may be used as appropriate.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task possibly during break or lunchtime.
 - 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.
 - Zone boards are used as an immediate reward and sanction system. Conduct marks may be given as a sanction. These are at the discretion of the teaching staff and are given as appropriate to the age of the child concerned.
 - Children may if necessary be asked to work in another classroom away from his/her usual group in order to allow a “cooling off” period.
 - The safety of the children is paramount in all situations. If a child’s behaviour disrupts or endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session or in additional period as is appropriate.
 - Children have a ‘home liaison book’ in order for two-way communication. This book is also used for behaviour to be monitored and recorded to inform parents.
 - Work avoided will be done at playtime, lunchtime or taken home for completion in the child’s own time.
 - If a child threatens, hurts or bullies another pupil, the adult witness of that behaviour will record the incident on an incident report form and the parents are informed. Parents are required to acknowledge the receipt of the form in the home liaison book and their support in improving the behaviour pattern is expected.
- 3.2, The class teacher discusses the school rules with each class at the beginning of the school year. 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’.
- 3.3, The school does not tolerate bullying of any kind, including swearing. 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.
- 3.4, 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.

4, Physical Intervention

- 4.1, Where physical intervention is necessary the Positive Handling Policy should be followed.

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 teacher will give out rewards and sanctions as outlined previously in this policy.
- 5.3, 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.
- 5.4, The class teacher treats each child fairly and enforces the school code of practice consistently. The teacher treats all children in the class with respect and understanding.
- 5.5, 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 special needs co-ordinator and /or the headteacher.
- 5.6, The class teacher/special needs co-ordinator or headteacher liaises with external agencies, as is 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 behavioural support team or educational psychologist.

6, The Role of the Headteacher

- 6.1, 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.

- 6.2, 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.
- 6.3, The headteacher keeps records of all reported serious incidents of misbehaviour as is appropriate.
- 6.4, If a child repeatedly disrupts a class/school life or takes part repeatedly in anti-social behaviour parents are advised that a continuation of this behaviour will not be tolerated and that continued incidents will result in exclusion.
- 6.5, 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.

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 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, usually in the home liaison book. We expect parents to acknowledge that they have read this book by making comments or at least initialling staff comments made each day.
- 7.3, 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 headteacher and if this matter still remains unresolved the school governors

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 headteacher in carrying out these guidelines.
- 8.2, The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may offer advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

9, **Fixed-Term and Permanent Exclusions**

- 9.1, 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.
- 9.2, 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.
- 9.3, The headteacher informs Children's Services and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 9.4, The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 9.5, The governing body has a discipline panel, which is made up of several members of the governing body. This panel considers any exclusion appeals on behalf of the governors.
- 9.6, When the panel meets to consider an exclusion, it considers the circumstances in which the pupil was excluded, consider any representation by parents and Children's Services, and considers whether the pupil should be reinstated.
- 9.7, If the governors' discipline panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

10, **Monitoring**

- 10.1, 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.
- 10.2, The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records any incidents of serious misbehaviour in the incident book. A record of any minor incidents that occur at break or lunchtimes: lunchtime supervisors may also be kept.
- 10.3, The headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

10.4, 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.

11, Review

11.1, The governing body will review this policy every three 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.