

Behaviour and Discipline Policy

Aims and expectations

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 so that they become thoughtful, caring and active citizens. It aims to promote a secure environment where everyone feels happy and safe.

The primary aim of our behaviour policy is not a system of enforced rules; it is designed to promote, teach, reward and reinforce these positive behaviours in our children:

- Empathy
- Kindness
- Tolerance
- Thoughtfulness
- Patience
- Focus
- Honest
- Responsible
- Self-control
- Hard work
- Effort

The school expects every member of the school community to behave in a considerate way towards others, treating all children fairly and applying this behaviour policy in a consistent way. The school rewards good behaviour, as it believes that this will help develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter negative behaviour.

Rewards and Sanctions System

- Every class has a consequence ladder. In EYFS and Key Stage 1 there are four positions on the ladder, two positions (Green and Star of the day) are where the children are recognised for achievements. In Key Stage 2 there is one position of Wales behaviour. All key stages have two positions (Red and Yellow) that help the children recognise and understand that where something is not acceptable there is a consequence for their action.

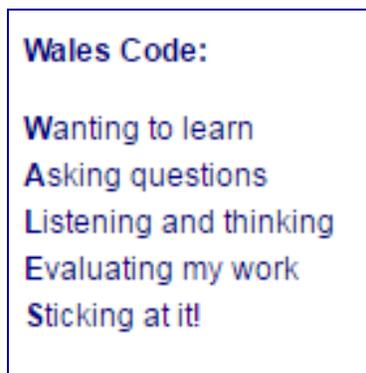
Each child begins a new day on Green / Wales behaviour. Prior to a sanction a child is given a verbal warning. If the inappropriate behavior persists then the member of staff allocates the child with either a Yellow or Red.

Yellow represents low level disruption, not being kind, not being focused. If a child is awarded a Yellow then they lose 2 minutes of golden time and/or playtime. If a child receives 5 Yellows in a week then the class teacher must inform the Headteacher and/or Deputy Headteacher before discussing the matter with parents.

Red represents serious incidents of unacceptable behavior – swearing, fighting/purposely hurting, refusal to comply / rudeness, vandalism. If a child receives a red then they instantly lose their golden time and/or playtime and the Headteacher and/or Deputy Headteacher before discussing the matter with parents. If the child is deemed a risk to their own or other child's safety or if the incident has been severe then they may also be required to miss playtimes and lunchtimes and/or work in the Headteacher's office until the incident has been resolved and their behaviour has improved.

Wales Code – rewarding positive learning behaviours

The Wales Code is an integral part of our school; it runs through everything that we do. The code promotes positive learning behaviours for children to aspire to learn about, develop and apply independently in all lessons across the curriculum. It is prominently displayed in all classrooms and key areas and successes are celebrated in Achievement Assembly, via the website and through texts home to parents.



Children initially start collecting stickers on individual charts in EYFS when they have demonstrated effective use of the Wales Code in lessons and even at home. Once they have achieved 10 stickers they receive the first Wales Code badge. They then aim to achieve Bronze Star, Silver Star, Gold Star, Outstanding Learner, Learning Champion, Learning Hero and Learning Maestro.

Wales Values – rewarding positive individual traits

The Wales Values consist of five individual traits that we aim to instill in each child so that they become empowered, life-long learners, who have the ability and adaptability to thrive in an ever changing world.

The Values are:

- **Cooperation** (I can work with others)
- **Communication** (I can express my ideas effectively)
- **Independence** (I can think and act for myself)
- **Resilience** (I can recover from difficulty)
- **Respect** (I accept the views of other people)

Opportunities are provided for children to learn about, develop, practice and apply the values through curriculum subjects, learning activities, extra-curricular and enrichment opportunities and opportunities at playtimes.

The school has a purple card box – a child will be given a raffle ticket by any adult who see the child demonstrating Wales Values. The child should put their name on the raffle ticket and place in the box. A ticket will be pulled from the box on a regular basis (at the end of the half term with the number of tickets selected corresponding with the number of weeks in the half term) and these children will be rewarded with a prize.

Children who have demonstrated positive use of the Wales Values will be celebrated in our weekly Achievement Assembly, via the website and through text messages to parents.

Staff can also celebrate success and positive behaviours in a number of ways:

- Teachers congratulate children for success
- Texts sent home celebrating success
- Members of staff give children stickers, certificates and other rewards for positive behavior such as responsibilities within the classroom, special chairs and class teddy bears in Key Stage 1
- Staff also nominate children for weekly Achievement Assembly, this can be for anything positive that any child has done in their work or positive behavior demonstrated around school
- The member of staff can nominate two children per term to receive 'Child Of The Term' award which is celebrated in a special assembly and reasons shared with the whole school. This is also done at the end of the year for 'Child Of The Year' which is presented by the Headteacher and Chair Of Governors. The children's parents are also present for the celebration

The school acknowledges all the efforts and achievements of children, both in and out of school through a weekly Achievement Assembly, via the school website latest news and by text messaging parents.

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, such as:

- We do 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 the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- 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. A numbers of strategies are available to help children come back to task, including adult support, use of time out and, if extreme cases, using the SLT.
- The safety of 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. The Headteacher is immediately informed and the child may be requested to work in their office. The child's parents will also be informed of the child's inappropriate behaviour.
- If a child threatens, hurts or bullies another pupil the class teacher records the incident and the child is sanctioned. 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 as outlined in the Anti Bullying Policy

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own additional classroom rules, which are 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.

The school does not tolerate bullying of any kind, and as such has an Anti-Bullying Policy to this effect. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

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.

The role of the class teacher

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.

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.

The class teacher treats each child fairly and enforces the classroom rules consistently. The teachers treat all children in their class with respect and understanding.

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 Headteacher and/or the Senior Leadership Team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Head teacher and class teacher may also contact a parent if there are concerns about behaviour of the child.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to the 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.

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.

The Headteacher keeps records of all reported serious incidents of misbehaviour, subsequent actions and how these incidents have been resolved.

The Headteacher has the responsibility for giving fixed-term exclusions 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.

The role of parents

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

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

We expect parents 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 then contact the Headteacher. If the outcome is still unsatisfactory they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

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.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the 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.

Fixed-term and permanent exclusions

Only the Headteacher or teacher in charge of a PRU (or, in the absence of the Headteacher or teacher in charge, the acting Headteacher or acting teacher in charge) can exclude a pupil. 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 and it should be after all other available strategies have been tried and failed. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Headteacher can exclude in response to serious breaches of the schools behaviour and discipline policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

There may be exceptional circumstances that the Headteacher feels it is appropriate to permanently exclude for a 'one off' offence. These might include

- Serious actual or threatened violence against another pupil or adult
- Sexual abuse or sexual assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Persistent and defiant misbehaviour including bullying
- Repeated possession and or use of an illegal drug on school premises

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.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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 between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of bad behaviour. There may be a follow up with class teachers and where appropriate the Headteacher over any incidents that occur at break or lunchtimes. SMSA's may be asked to give written details of any incident that it is felt needs to be recorded, these are kept by either the class teacher or Head teacher.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

Review

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.