



BEHAVIOUR AND DISCIPLINE POLICY

Reviewed: October 2023

Next Review: October 2026



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.
- 1.2.1 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; to respect school property and the property of 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;
 - Teachers give children class points and award stickers
 - Each week we nominate a child from each class to receive a 'Good as Gold' certificate in the school assembly for Core Values.
 - Head Teacher awards are available for special achievements.
 - Lunch time Supervisors also give awards
 - Sports awards are given out by PE coach
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of 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 employ each sanction appropriately to each individual.
- 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 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 reminds them of expectations. If a child misbehaves **repeatedly**, they are given the time to reflect on their behaviour during playtime and explain their behaviour to the Headteacher.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher sends the child to see the Headteacher, or asks the Headteacher to visit the classroom.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child's behaviour is addressed. This may involve missing playtime and explaining their actions in writing if possible; it could take the form of writing a letter of apology. 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.
- If the above measures are not successful in addressing the behaviour, the Headteacher will become involved to work with all parties.
- Children have a pupil code of conduct.

- 2.3.1 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.
- 2.3.2 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.3.3 The school teaches children, as part of the curriculum, the meaning and effect of bullying. The definition is:-
Behaviour which is deliberately intended to hurt somebody emotionally or physically and is repeated. In addition, the behaviour does not cease when the person has been made aware of the effect of their behaviour. We explain to the children that falling out or disagreeing over games or opinions is not bullying.
- 2.4 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/2013, 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

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, during break times and whilst moving around the school.
- 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 keeps a record of all such incidents on Scholarpack. 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.
- 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 an educational psychologist, specialist teaching team or the education LEA 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 HEAD TEACHER

- 4.1 It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.
- 4.1 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.2 The head teacher keeps records of all reported serious incidents of misbehaviour. The head teacher 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 head teacher 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.
- 5.1 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.
- 5.2 If the school has to use reasonable sanctions to address poor behaviour, parents should support the actions of the school. If parents have any concern about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should



contact the head teacher. If these discussions cannot resolve the problem, the governing body should be contacted and, 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 head teacher in carrying out these guidelines.

7 FIXED-TERM AND PERMANENT EXCLUSIONS

- 7.1.1 Only the head teacher (or acting head teacher) has the power to suspend a pupil from school. The head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- 7.1.2 If the head teacher suspends a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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.
- 7.2 The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term suspension beyond five days in any one term.
- 7.2.1 The governing body itself cannot either suspend a pupil or extend the suspension period made by the head teacher.
- 7.3 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.
- 7.4 When an appeals panel meets to consider an suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 7.5 If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

8 MONITORING

- 8.1 The head teacher monitors the effectiveness of this policy on a regular basis. He/she also reports 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. All incidents are recorded on Scholarpack. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book. Records of poor behaviour which include swearing, violence, discriminatory behaviour or repeatedly refusing to follow instructions or arguing are all recorded.



- 8.1 The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.2 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 governing body reviews this policy every 3 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.

Appendix A

Break Time - Staff to be aware of and follow the 'positive break time guidance'.

Safe and Happy Break Times



- ✓ Children should be supervised at all times!
- ✓ Staff should circulate amongst children constantly to give maximum supervision.
- ✓ Staff should always be facing children and stand where they can see everything.
- ✓ Staff should stand with their back to the fence and if they do need to talk to a child or another adult, they should remain focused on the children also.
- ✓ Any complaints from children should be addressed and investigated however repetitive to get the best picture of what is happening on the playground.
- ✓ When on the playground, the equipment should be supervised at all times.
- ✓ If children complain of being injured at playtime this should always be investigated.
- ✓ First aid should be administered by a qualified first aider if necessary.
- ✓ Any incidents of very poor behaviour should be communicated to the Class Teacher.
- ✓ It is not acceptable for children to be rude and argumentative to staff or each other so please don't accept it and send children to me if this happens.
- ✓ Remember to inform the children that to be allowed outside they need to show that they are behaving in a safe way and that means listening and following instructions.



Appendix B - Lunchtime Behaviour

Guidelines for Managing Behaviour Incidents at Lunchtime

- The most important aspect of behaviour management is that the children are treated fairly and consistently and that this is seen to be the case.
- Children should show the same level of respect to all staff in school.
- All staff should act professionally at all times.
- Rules and consequences should be applied consistently. They may be adapted to the age of the child (e.g. sitting out for a shorter length of time) but they apply to all.
- Each day should be treated as a fresh start.
- Staff should also follow 'safe and happy break times' and position themselves so that they are able to

If...	Then...
A child answers back or is rude	Remind them that this is not acceptable. If it continues, the child should be asked to stand out for a short period.
If a child refuses to follow an instruction	Remind them that this is not acceptable. If it continues, the child should be asked to stand out for a short period.
If a child refuses to stand/sit out	Send for assistance from the Class Teacher/Head Teacher.
If a child is violent and hurts another child.	The child should be sent in to the Headteacher.
If a child swears at another child or member of staff	The child should be sent in to the Headteacher.
If a child becomes overly emotional and aggravated during a game e.g. football	Remind them that this is not how we play in school and they need to have time out to calm down. If the behaviour persists, they will be asked to do something else.
A child deliberately hurts someone or swears at them during a game e.g. football	The child should be sent to the Headteacher.
If a child leaves the field/playground without permission	Inform the Class Teacher/Headteacher.

monitor behaviour.

- Please see the guidance below. If you have any questions, see Headteacher or Senior Teacher to discuss them.