



Harby C of E Primary School

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. We are a caring community, whose values are built on mutual trust and respect for all. The school's 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. Discipline centres on a positive approach giving praise where it is due and rewarding good behaviour. The school has a code of conduct, but our behaviour policy is not just concerned with rule enforcement. 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.

Key points:

- The school expects every member of the school community to behave in a considerate way towards others, to respect their own and others property and the environment.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this positive approach will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- Potentially more vulnerable pupils such as those with Special Educational Needs or Disabilities, physical or mental health needs, migrants, refugees and looked after children will receive support according to their needs. Please see the inclusion and equality statement within this policy.
- The Governing Body will monitor the behaviour policy and disciplinary measures ensuring there is no disproportionate impact on any pupil.
- The school will be proactive in developing all children's Personal, Social and Emotional skills (utilising SEAL materials, R time and other resources as appropriate).
- The school will seek support from outside agencies, such as the school nurse or educational psychology service, as required.
- All staff, students, volunteers will be made aware of this policy and its revisions. The staff handbook contains copies of this document.

Code of Conduct:

The class teacher and Headteacher discuss the school Code of Conduct regularly with each class. In this way, every child in the school knows the standard of behaviour that is expected. The Code of Conduct forms part of the Annual Letters and Forms, is signed and agreed by children and parents and is displayed throughout school.

CODE OF CONDUCT FOR PUPILS

The one rule for all of us in school is **EVERYONE will act politely and thoughtfully to others at all times.**

This means that:

1. **You always try to understand other people's feelings.**
2. **In class you make it as easy as possible for everyone to learn and for the teacher to teach.**
3. **You move carefully and quietly about school.**
4. **You always speak politely to everyone. (Shouting is rude).**
5. **You are silent whenever you are asked to be.**
6. **You keep school clean and tidy (so that it is a welcoming place we can all be proud of).**
7. **Have respect for your own and others property and for the environment.**

Residential Visits

The Residential Visits Policy outlines behavioural expectations and disciplinary measures which will be applied.

Rewards and Sanctions:

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Staff praise children.
- Staff give children stickers and team points for good work and good behaviour and to acknowledge outstanding effort or acts of kindness in school.
- We nominate children to receive Stars of the Week in our 'Celebration' Assembly. These are linked with how the children have shown our school's Christian Values in practice.
- Children's work, efforts and kindness are celebrated in display and publication (e.g. classroom displays, class blogs, school web site, Link Letter, Harby Journal and school newspaper).
- All classes have an opportunity to lead a class assembly where they are able to show examples of their best work and be proud of their achievements.
- The school acknowledges all the efforts and achievements of children, both in and out of school.
- Children are welcomed by the Headteacher for further praise and acknowledgement.

This code of conduct applies within school and to any trips excursions outside the school grounds.

Sanctions:

The school employs a number of sanctions to enforce the school Code of Conduct and to ensure a safe and positive learning environment. The sanctions are not in a hierarchical list - we employ each sanction appropriately to each individual situation taking account for children's age, maturity, needs and understanding.

- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task.
- Issues/incidents are discussed with the whole class exploring ways in which the issues /incidents could have been avoided. Circle time is used for such discussions.

- Verbal reprimand – explaining why the behaviour / action was inappropriate / unacceptable and encouraging thought and engagement for pupils.
- Withdrawal of privileges including attendance at after school clubs and participation visits outside school including residential visits.
- Change of seat / moving a child to facilitate better listening and engagement.
- Confiscation of a pupil’s property (only if relevant). A record should be made of the item confiscated and the grounds for the action. Items should be stored carefully and returned at the end of the school day.
- Isolation from the class. This may be as ‘time in’ to support pupils’ emotional needs or as ‘time out’ to give pupils the opportunity to complete tasks alone before re-joining the class.
- Recording significant behavioural incidents in the class book and contacting the parents to have a supportive discussion.
- 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.
- The parents/carers of children whose behaviour is considered to be breaching expected behaviour on residential visits will be asked to collect them and take them home.
- Planet Play child care facilities will not be available to children whose behaviour is considered inappropriate.
- Fixed term exclusions.
- Permanent exclusions.

When issues/incidents arise staff should:

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| 1 | Investigate each incident fully listening fairly and carefully to all and acquiring as much evidence as possible |
| 2 | Establish the facts |
| 3 | Not over react or jump to conclusions |
| 4 | Only refer if you cannot resolve or the incident is deemed serious. |
| 5 | Only judge when certain |
| 6 | Use punishments sparingly |
| 7 | Inform relevant other staff and parents |
| 8 | Record the incident if serious e.g. bullying, racial abuse, theft, absconding, fighting. <i>Each class has their own incident book.</i> |

Our success is tested not by the absence of problems but by the way we deal with them

Bullying (see Anti Bullying Policy)

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. If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. 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.

Staff intervention – physical restraint

Staff only intervene physically to restrain children or to prevent injury to another 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 and will be recorded. Parents will be informed and the incident discussed to see if supportive measures are needed to prevent this happening again. A number of staff in school are 'Team Teach' trained. This is a positive behaviour handling strategy that enables de-escalation and distraction to calm situations and safe intervention if needed from trained members of staff to support pupils.

The role of the class teacher:

- It is the responsibility of class teachers to ensure that the school Code of Conduct is enforced in their classes, and that their classes behave in a responsible and disciplined manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to 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 code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher. Parents should be informed at an early stage
- 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.

The role of the Headteacher:

- 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.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The head teacher monitors class incident books to support with identifying patterns and helping children improve behaviour.
- The head teacher 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 head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents:

- The school collaborates actively with parents, so that children receive consistent messages about how to behave from home and school.
- We explain our expectations for behaviour in the home school agreement and annual consent letters, and we expect parents to read them and support them.

- We expect parents to support their child's learning, and to cooperate 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.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns 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. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.
- Our home school agreement outlines the role of parents, pupils and school.

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 head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions:

We do not wish to exclude any child from school, but sometimes this may be necessary. The school will follow statutory guidance in a lawful way in respect of any decision to exclude being made. Further information on this guidance can be found at <https://www.gov.uk/school-discipline-exclusions/exclusions>

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he 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.

The head teacher informs the Local Authority contact 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 child or extend the exclusion period made by the head teacher.

The governing body will form a discipline committee which considers any exclusion appeals on behalf of the governors.

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

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

Drug- and alcohol-related incidents (see also Drugs policy)

It is the policy of this school that no child should bring any drug, legal or illegal, to school. (Except at the discretion of the school reference should be made to the Health and Safety Policy). If a child needs medication during the school day the parent or guardian is asked to administer the medicine if necessary at school. Except in specific cases where not to administer medication could have serious consequences for the child.

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.

Monitoring and review:

The head teacher 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.

The school keeps records concerning incidents of misbehaviour. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour

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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

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.

Parents, staff, governors and pupils are consulted on this policy. Parents are consulted through the following process: notice of revisions are publicised in the Link Letter and the policy is available on the school web site with parent's views being welcomed.

Parents and pupils opinions are audited annually through the schools questionnaire. This will help develop our policy and practice.

Supporting Children

Children with identified difficulties may be supported in a number of ways to promote positive behaviour and attitudes to learning. Their personal, social and emotional needs will be considered and the SENDCo may be consulted to offer support and advice as appropriate.

- Use of SEAL resources
- A support programme with precise realistic targets
- Rewards programme with precise realistic targets
- Designated staff contact person
- Daily monitoring
- Home/school monitoring
- Social and emotional targets to be completed at home
- Support from outside agencies

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, sexual orientation or identification, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

Please Note: This procedure covers all activities connected to Harby Church of England Primary School e.g. Planet Play's After-School and Early Starters Clubs and after-school activities.

This document should be read in conjunction with:

Anti Bullying Policy

Equality Policy and Plan

Sex and Relationship Policy

ICT Acceptable Use Policy

E safety Policy

Safeguarding Policy and Prevent Duty

Staff should also refer to 'School discipline and pupil behaviour policies – Guidance for Schools' (copy in staffroom)

Reviewed January 10th 2018