

Long Sutton Primary School Behaviour and Discipline Policy



1 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. This policy is underpinned by our school values.

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.

The school has made its values explicit and a small number of rules underpin this set of values. These are published as 'The Golden Rules' and individual 'Class Charters' are displayed in classrooms and in prominent places around the school. However, 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.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

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.

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.

The school council has been involved with the updating of this policy.

2 Rewards and Punishments

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

- teachers congratulate children;
- teachers give children house points;
- adults give children stickers
- children may receive additional play time;
- children may receive Golden Time or Privilege Time (KS2) as a reward and privilege for good behaviour;
- we celebrate special achievements on a weekly basis through our whole school Celebration Assemblies where children receive certificates for: *outstanding acts of responsibility or kindness; particular achievement of personal targets in particular subjects or with a particular area of learning; achievement with personal and social development; achievement in the LSPS Learning Behaviours; for demonstrating our school values; for showing respect and kindness using the STEP system.*
- we display work that reflects children's personal best
- all classes have an opportunity to lead an assembly where they are able to show examples of their best work.

Sanctions

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 fairly and appropriately to each individual situation. We aim to deal with disruptive behaviour in a calm manner that is firm but fair.

- 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 or fails to follow the Golden Rules, School Values or Class Charter, the teacher may reprimand him or her. If the disruptive behaviour continues, the teacher will write the child's name on the board and will then put a tick by the name at each subsequent attempt to disrupt. If the child has three ticks, we isolate the child by sending him /her to another classroom with unaided work to do until s/he calms down, and is in a position to work sensibly again with others.
- 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.
- If a child disregards the Golden Rules, threatens, hurts or bullies another pupil, is rude or swears, deliberately disobeys an adult or damages or steals property that is not theirs the class teacher records the incident. The child is punished by staying in at break or lunchtime to complete an appropriate task. The teacher immediately informs the parents.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher (in the first instance) 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.
- The teacher may put a 'Behaviour Diary' in place to reward improvement in behaviour and maintain communications between home and school.
- If after the first consultation between the parent and the teacher, the child's behaviour has not improved then the parents will be requested to speak further with the Headteacher and the class teacher.
- Where a child's behaviour is of significant concern we will seek support from outside agencies. They may be given an IEP relating to behaviour if it is deemed necessary by the SENCO.

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 in accordance with our anti-bullying Policy. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

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 (refer to School Restraint Policy).

3 The Role of the Class Teacher

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 during 'circle time'.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and around the school, and that their class behaves in a responsible manner during the school day.

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 investigates all reported incidents by listening to all parties. The teacher treats all children in their class with respect and understanding; uses positive language and refrains from using sarcasm.

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.

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 the appropriate agencies with the Children's Services Hampshire.

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 class teachers implements and monitors (in consultation with the SENCO) IEP's that are related to behaviour.

4 The Role of the Headteacher

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.

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.

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.

5 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 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.

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 and speak with the class teacher. Parents should aim to work with the class teacher to resolve the issue. If the behaviour concern remains, parents may then contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint should be logged in accordance with the Complaint Policy.

6 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 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

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.

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.

Within one school day 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. The chair has the casting vote if there are an even number of governors.

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 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 (refer to Exclusions Guidance).

8 Monitoring

The headteacher 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 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 him/her on account of bad behaviour. 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 that we keep in the staff room.

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.

