

KIRKBY MALZEARD CE PRIMARY SCHOOL

Policy Title: Behaviour and Discipline Policy

Contact Person: Mrs A. M. Peacock Head Teacher

Rationale:

All teachers have the right to teach and all children have the right to learn. Good behaviour and discipline are essential to successful teaching and learning. Consequently, all curriculum documentation and other policies should pay due regard to the aims and objectives of the behaviour policy. It is important to have high expectations of behaviour from all our pupils. Parents are partners in the establishment of good behaviour and discipline. Our management of behaviour should preserve and enhance the self esteem of our pupils.

Aims & Objectives:

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 and this is reflected in our school ethos statement. Our school behaviour policy is therefore designed to support the way in which all members of the school can live, work and play together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school approach to discipline is a positive one, which aims to create a positive and supportive school ethos and classroom climate. The school has a small number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules, but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn in a safe environment. Our policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We believe that if children have clear expectations of acceptable behaviour, they will grow to understand the difference between right and wrong. The school promotes respect, for all people and their property, and every member of the school community is, therefore, expected 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 up in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

As a school we reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. Our policy is designed to promote good behaviour, rather than to merely deter anti-social behaviour.

Rewards and Sanctions:

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

- All staff congratulate children
- All staff give children team points
- Stickers are awarded for good work, attitude and behaviour.
- Each week, children in each class, have the opportunity to share their success with the others in school.
- All classes have the opportunity to present assemblies each term to share and celebrate their work with the rest of the school and their families.
- At the end of each term progress prizes are awarded to pupils for effort and progress in work, attitude or behaviour.

As a school we acknowledge and celebrate the efforts and achievements of our children, both in and out of school.

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 to either move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in activities. If they do not do so, we may ask them to redo the 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, (by giving a period of 'Time Out' which may involve moving the child to another class) until she/he calms down and is in a position to work sensibly with the class again. Should disruptive behaviour occur at lunchtimes the supervisors should inform the class teacher.
- 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 (by giving a period of 'Time Out' which may involve moving the child to another class). This also applies to playground situations.
- If a child threatens, hurts or bullies another pupil or adult the class teacher records the incident and the child is punished (i.e. loss of privileges). 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 unacceptable behaviour continues then the ultimate punishment would be exclusion.

The class teacher discusses and agrees the school rules with each class, the school rules and code of conduct are also re-enforced in assemblies. In addition to school rules, each classroom have their own rules, these are agreed by the children and displayed on the classroom wall. In this way, every child in our school knows the standard of behaviour that we expect, both in school and on the playgrounds. If there are any incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE or 'circle time.'

Our 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 that enables all children to attend our school free from fear.

All members of staff are aware of and follow our policy on physical restraint and would only intervene physically to prevent injury to a child or to prevent a child from hurting themselves.

Roles & Responsibilities:

i) 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, that the pupils discuss and agree appropriate rules for their classroom and that the pupils in their class behave in a responsible manner during lesson and assembly 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 code consistently. The teacher treats 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 the incidents in the normal manner. However, if misbehaviour continues, the class teacher must seek help and advice from the Head Teacher.

The class teacher liaises with the SENCO re behaviour concerns, this may also involve contact with external agencies, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with education social worker or LEA behaviour support service.

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.

ii) The role of the Head Teacher.

It is the responsibility of the Head Teacher, under the School Standards 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 the implementation of the policy. The Head Teacher is also responsible for arranging any necessary training to enable the staff to fulfil the behaviour policy.

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.

iii) The role of support staff and mid-day supervisors:

It is the role of support staff and mid-day supervisors to ensure school rules are enforced and that the children in their care behave responsibly in school and on the playground.

The support staff and mid-day supervisors in our school treat each child fairly, with respect and understanding and to enforce the school rules consistently.

If a child misbehaves whilst in their care they should report the incident to the class teacher or Head Teacher, in the case of a serious incident to complete a detailed report form.

iv) The role of the pupils.

Each pupil in our school should abide by the rules of the school / class at all times.

Each pupil in our school should behave responsibly at all times and show respect for adults and other pupils.

v) The role of the parents.

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

We explain the 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 school. We try to build a supportive dialogue between the home and the school, and we inform the 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 their child has been treated, they should initially contact the class teacher. If the concerns remain, they should contact the Head Teacher. If they still have concerns; they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

vi) The role of the governors.

The governing body has the responsibility, in conjunction with the Head Teacher, 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.

The Head Teacher manages the day-to-day implementation of the school behaviour and discipline policy, but governors may be called upon to give advice. The Head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions.

Only the Head Teacher (or Acting Head Teacher) has the power to exclude a pupil from school. They may do so for one or more fixed periods, for up to 45 days in one school year. The Head Teacher may also 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 pupil, 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 and informs them how to do so.

The Head Teacher informs the governing body and the LEA 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 Head Teacher.

The governing body has a discipline committee, which is made up of between three and five members, which 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 pupils should be re-instated. If re-instatement is agreed, the Head Teacher must comply with this ruling.

Action to be taken:

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports on this to the governing body and if necessary makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

- The class teacher keeps a record of minor classroom incidents.
- The Head Teacher records those incidents when a child is sent to see her/him on an account of bad behaviour.
- Mid day supervisors report incidents of misbehaviour to the class teacher for them to record.
- Serious incidents are written onto an official form and details recorded in a Serious Incidents Record, which is stored in the Head Teachers office. (This includes serious incidents at break or lunchtimes).
- The Head Teacher 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 rates of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every two years. They may however, review it earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Who will be responsible for monitoring? Head Teacher & Governing
Body.

Adopted by Governing Body (Date)

Review date: