ST BREWARD C P SCHOOL

Behaviour and Discipline Policy

January 2018

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. 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 The school has a number of school rules, but 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.

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 and Teaching Assistant's praise children;

- Teachers and Teaching Assistants give children house points; there are three houses; Red, Yellow and Blue. Staff decide who will be in each house to ensure a spread of ability. House points are given for following the school rules / good behaviour.

- Each class has a chart displaying which children are in which house. Children record when they are given a house point so that adults can monitor how many house points children are receiving. Each class will make a decision on how many house points constitute a class reward.

- Each week we nominate children from each class to be in our Achievement Assembly, where they receive a certificate, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. A special mention will be made in achievement assembly of any specific achievement made 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 situation.

- 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 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.

- 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 threatens, hurts or bullies another pupil, the class teacher records the incident in the class behaviour incident book and the child is sent to a senior member of staff (Mrs Ward, Mr Brewer, Mrs Brewer or Mrs Rowe). 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.

- Each class operates a sad face / smiley face system appropriate to the age of children.

2.4 The class teacher discusses the school rules with each class. The school rules will be displayed throughout the school and will have been agreed by the children. 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 lesson time.

2.5 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. (Please also see Anti-bullying Policy).

2.6 All members of staff are aware of the regulations regarding the use of reasonable 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 and the Use of reasonable force advice July 2013*. 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 Golden Rules and classroom code are enforced in their class, and that their class behaves in a responsible manner at all times.

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 Golden Rules consistently. The teacher treats all children in their class with respect and understanding.

3.4.1 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.

TURTLES
1st instance - verbal warning given
2nd instance – red spot, unhappy face
3rd instance – sent to Seahorses for 5 – 10min
Child misses some of the next playtime

SEAHORSES & DOLPHINS
The normal manner is 3 strikes and out
1st instance name on board
2nd instance tick against name
3rd instance second tick and out
Dolphins send to Turtles
Seahorses send to Dolphins
Child misses some of their playtime

In Turtles the children are rewarded with annotated general stickers. These may be awarded for a variety of things, for example; helping others, trying hard with their learning, behaving in an acceptable way.

In the event of verbal or physical violence to children or staff the child will be sent out immediately to the Headteacher.

3.5 The class teachers liaise 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 education social worker or Young People and Family behaviour support service.

3.6.1 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.

3.6.2 BREAK TIMES

During break times children are rewarded for a number of reasons (e.g. supporting another child or being really helpful). Supervisors give children house points and any children who have shown exceptional behaviour in some way are rewarded by receiving achievement certificates in the Sharing Assembly that is held on a weekly basis.
Any inappropriate behaviour is dealt with depending on the severity of the incident. Children will be warned about their behaviour and will be told that repeated incidents will result in them spending 5 minutes on the bench or attached to an adult. If the behaviour still persists then the child will be taken to their class teacher and Mrs Ward will become involved if the class teacher feels it is necessary.

Staff promote positive behaviour in the playground by modelling appropriate behaviour and interacting with the children.

Staff intervene in disputes and work to find an effective solution by supporting children to resolve their own issues amicably. Children are encouraged to listen to each other and think about their actions. Children are taught that actions have consequences.

Children undertake responsibilities for certain 'jobs' in the playground and receive praise and support from the adults.

4. The role of the Headteacher

4.1 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.

4.2 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.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 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

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

5.2 We expect parents to support their child's learning, and to co-operate with the school. 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.

5.3 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 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.

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 headteacher in carrying out these guidelines.

6.2 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

7.1 Only the headteacher (or the acting headteacher) has to 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.

7.2 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.

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

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

7.5 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.

7.6 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.

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

8. Monitoring

8.1 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.

8.2 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.

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

8.4 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 will review this policy in 2018, they 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.

AGREED BY THE GOVERNORS OF ST BREWARD CP SCHOOL

SIGNED:	**SIGNED:**
CHAIR OF GOVERNORS	**HEADTEACHER**
DATE:	**DATE:**

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole, following consultation with the Headteacher, parents, staff and pupils.

The Governors at St Breward Community Primary School believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At St Breward Primary, we value everyone as an individual, capable for growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles

- All children, staff and visitors have the right to feel safe at all times at school
- St Breward Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff – Staff Room!
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual students and the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy