



Calder Vale St. John's CE Primary School Scorton CE Primary School Behaviour and Discipline Policy



Policy Agreed by Staff: February 2016
Policy Agreed by Governors: February 2016
Review Date: February 2019

Mission Statement:

Jesus said: "Love one another as I have loved you." This is our guiding principle.

*Behaviour is the way we act and respond to people and to situations in which we find ourselves.
Behaviour in our school is governed by the values that we have at the heart of all we do.*

Aims and expectations

It is a primary aim of our schools that every member of the school community feels valued and respected, and that each person is treated fairly and well. We want to achieve a Christian atmosphere in which all children may thrive and reach their full potential in a happy and secure environment. 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 schools have 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.

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.

Rewards and sanctions

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

- teachers congratulate children and children congratulate each other
- teachers give children house points;
- each week we nominate a child from each class to be 'Lead Learner';
- each 'Lead Learner' receives a certificate in the school celebrations worship and is mentioned in the weekly newsletter; and the local newspaper
- we distribute stickers, certificates, letters, etc to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- all children have an opportunity to show examples of their best work to the headteacher and share with the whole school community in worship

The school acknowledges all the efforts and achievements of children, both in and out of school. Out of school achievements such as swimming certificates, music awards are celebrated in worship.

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.



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- 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 remind him or her of how to be an effective learner. If a child misbehaves repeatedly, we may 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 and the matter is discussed seriously with the child. 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 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'.

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.

The school does not tolerate any form of racial intolerance. Any incidents of pupils using derogatory language or any other form of abuse will be dealt with immediately. Firstly by discussion with the pupil/pupils concerned. Both the perpetrator and the injured party will be dealt with sensitively and in line with the rest of our behaviour policy. In the case of genuine abuse parents will be informed and the whole school procedures for reporting racial incidents will be instigated. Our race equality policy outlines these procedures and contains information on what we consider to be racial intolerance and abuse.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93 of the Education and Inspections Act 2006. (*See also "The use of force to control or restrain pupils – Guidance for schools in England - DCSF-00368-2010*). 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.

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, and that their class behaves in a responsible manner during lesson 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 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 education social worker or LA 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.

A format for recording incidents of poor behaviour are kept in the school office. Staff record any incidents and these are centrally filed. The headteacher reviews these records in order to monitor any reoccurring issues or particular children.

The role of the headteacher

It is the responsibility of the headteacher 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 will review records of poor behaviour.

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.

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 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 the class teacher. If the concern remains, they should contact the headteacher. If the concern remains, they should contact school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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.

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.

The headteacher informs the LA 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.

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 LA, 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.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. 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. The headteacher records those incidents where a child shows persistent bad behaviour and is sent to her. We keep a record of any serious incidents that occur at break or lunchtimes. Lunchtime supervisors give oral and/or written details of any incident.

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.

Review

The governing body reviews this policy every three years. They 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 Hierarchy of Incidents

Level 1 - Day to Day Problems in the Classroom	
Problem	Preventative Measure
<ul style="list-style-type: none"> • Respect for others and self – manners, politeness, courtesy, forms of address • Calling out • Unacceptable levels of noise • Leaving the classroom unnecessarily • Poor/inappropriate response to instructions • Toys and other inappropriate equipment in class 	<p>All Staff members will deal with these appropriately and in line with the School Code of Conduct and Class rules. Issues can be addressed in PSHE lessons.</p>
Level 1 – Day to Day Problems around School	
<ul style="list-style-type: none"> • Lining up • In school without permission • Inappropriate use of outdoor equipment • Inappropriate behaviour in during worship • Cloakroom areas and general tidiness 	<p>As above</p>
Level 2 - More Serious Problems	
<ul style="list-style-type: none"> • Answering back • Swearing • Provocative behaviour to others • Disobedience 	<p>These matters are reported to the Headteacher who will discuss them with the child/children concerned.</p> <p>The child will miss the next playtime and/or be asked to stand away from other pupils in the playground.</p>
Level 3 – Major Problems	
<ul style="list-style-type: none"> • Extreme and/or persistent inappropriate behaviour (verbal or physical) that threatens the values of our school and our Church of England ethos. 	<p>The Headteacher will be involved where the incident will be discussed and action taken, where the child's parents will be contacted. This will happen in all Level 3 cases.</p> <p>The child will not be able to take part in extra-curricular activities including representing the school.</p>



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Inappropriate Behaviour Form	
Name of child:	
Date:	
Incident: <ul style="list-style-type: none">• What happened?• Who did it involve?• What did you do?	
Signature:	