

St Paul's CE (VC) First School
Coven



Behaviour and Discipline Policy
Updated May 2018

St Paul's CE (VC) First School, Coven
Policy on Behaviour and Discipline (2013)

(also refer to "Use of Reasonable Force")

1 Aims and Objectives

- 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 and well. We are 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 in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned and rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purposes 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 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways.

- Teachers congratulate children
 - Teachers give children house points, stickers, stars, certificates and other appropriate rewards
 - We distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
 - All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work
 - Teachers give children house points, stickers, stars, certificates and other appropriate rewards
- 2.2 The school acknowledges all the efforts and achievements of children, both in and 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 appropriate to each individual situation.

Any of the following sanctions may be applied as appropriate according to circumstances

A traffic light behaviour system is in place from Years 1 to Year 4 and is also implemented by the lunch time supervisors.

Reprimanded by teacher and tried set of consequences given by class teacher, e.g. Moved seat, spoken to at the end of class lunchtime/break detention, removal of privileges, letter/phone call home.

- 2.4 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 there with the whole class during circle 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.
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. 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.

2.6.1 Key Points on the Use of Physical Intervention

- Appropriate training for staff
- Reassurance and support for staff involved in a stressful task
- Practice which is always in the best interests of the child or young person concerned
- Minimal use of force
- The avoidance of injury to child or young person and employee wherever possible.
- The continual maintenance of the dignity of the child or young person and member of staff
- The recognition that the use of inappropriate restraint may lead to disciplinary consequences
- The care, welfare, safety and security of all involved.

Please refer to SCC Restrictive Intervention HR119 had been adopted.

3. The Role of the Class Teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 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.
- 3.3 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.
- 3.4 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.
- 3.5 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 educational social worker or the LA's behaviours support service.
- 3.6 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.

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 their 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. These actions are taken only after the school governors have been notified.

5. The role of the pupils

5.1 At St Paul's First School we will:-

- Treat pupils, staff, visitors and the local community with courtesy and consideration
- Respect each other's property, individually, culture and background
- Be responsible for our own behaviour and ensure that school is a safe and happy place for everyone
- Strive to achieve our true potential and support others to do the same
- Attend school regularly, on time, wearing the correct school uniform
- Complete all set homework to the expected standard and ensure that it is handed in on time.
- Know that any behaviour that falls short of our expectations will be dealt with approximately and reasonably.

All good behaviour is based upon common sense, good manners and mutual respect.

5.2 The following will not be tolerated.

- Using offensive, insulting or intimidating language or swearing, either verbally or electronically.
- Any form of violence including such behaviour as kicking, punching, biting, thumping etc bullying or intimidation.
- Disrupting teaching, learning or tests

- The bringing into school premises, or the use of or carrying of, any prohibited items such as
- Knives and weapons (real or imitation or sharp or dangerous objects)
- Laser pens
- Alcohol (including being (under the influence of)
- Illegal drugs (including solvents (including being (under the influence of)
- Medicines
- Tobacco and cigarette papers (including matches and lighters)
- Any article that has been or is likely to be used to commit an offence, cause personal injury, or damage to property,

Any items banned by school rules:-

- Chewing gum
- Mobile phones
- Music players
- Any items likely to cause offence or hurt

Any such behaviour will be considered a serious breach of the behaviour policy and the sanctions that this entails.

6. **The role of parents**

6.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

6.2 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.

6.3 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7. The role of Governors

7.1 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 adhering to these guidelines.

7.2 The headteacher has the day-to-day authority to implement the school's headteacher and discipline, 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.

8. Sanctions and consequences

Fixed-term and permanent exclusions

8.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. In November 2005, the internet address was www.teachernet.gov.uk and the relevant page was/whole school/behaviour/exclusions/guidance/

- 8.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed period, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.3 If the headteacher excludes a child, 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.
- 8.4 The headteacher informs the LA and the governing body about any permanent exclusions, and about any fixed-term exclusions beyond five days in any one term.
- 8.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 8.6 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.
- 8.7 When an appeal panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 8.8 If the governors' appeal panel decides that a child should be reinstated, the headteacher must comply with this ruling.

9 Drug and alcohol-related incidents

- 9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 9.2 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. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 9.3 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- 9.4 If the offence is repeated, the child will be permanently excluded.
- 9.5 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

10. Monitoring and review

- 10.1 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.
- 10.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour.
- 10.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 10.4 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. 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.
- 10.5 The governing body reviews this policy annually. 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.

L. E. Jones

Signed:

Chair of Governors