



## **BEHAVIOUR AND DISCIPLINE NOVEMBER 2016**

**Approved by Curriculum Committee :**

**Approved by governing body : 14<sup>th</sup> November 2016**

**Signed by Chair of Governors, John Ward**

**Date : 14<sup>th</sup> November 2016**

**To be reviewed : Autumn Term 2017**



## Sedgeford Primary School Behaviour and Discipline Policy

### 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 and well. We are a 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 where everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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. **Children and staff clearly understand that we treat everyone fairly, but this does not mean treating everyone the same.**
- 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 Consequences: See Appendix 1

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- Teachers congratulate children.
  - Teachers give children house points for good work.
  - Each week we nominate a child to be 'Star of The Week'. They receive a certificate and a cup to take home for the week. A record of the recipients is kept in school.
  - The school uses a 'Good to be Green' system to promote good behaviour in school. All children can be rewarded on a weekly basis for good behaviour. See **appendix 1 for a more detailed summary.**
  - The Gold Books record outstanding work / acts of kindness. The children and grown ups are acknowledged in an Awards Assembly and given Head Teacher stickers.
- 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 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 able 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 may remove the class from that area.
  - If a child bullies another child, the class teacher records the incident. 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.
- 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 these with the whole class during circle time.
- 2.5** The school does not tolerate bullying of any kind. *See Anti Bullying policy.* 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 the Education and Inspections Act, 2006. 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. Staff in school are trained by the Norfolk Steps team to ensure restrictive physical intervention procedures comply with County guidelines.  
**See also - Restrictive Physical Intervention Policy**
- 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 reports to parents about the progress of each child in their class, in line with the whole-school policy. The headteacher 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.
- 4.5** The headteacher liaises with external agencies, as necessary, to support and guide the progress of each child. The headteacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

#### **5 The role of parents**

- 5.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 5.3** 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.
- 5.4** 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 then the Head 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.

## **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 adhering to these guidelines.
- 6.2** The headteacher has the day-to-day authority to implement the school's policy on behaviour 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.

## **7 Fixed-term and permanent exclusions**

- 7.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school refers to the national guidance when seeking to exclude a pupil:  
*'Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion'*  
DfE, Sept 2012.  
*The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014*
- 7.2** 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 periods, 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3** 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.
- 7.4** 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.
- 7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6** 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.
- 7.7** When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8** If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **8 Screening, Searching and Confiscation**

- 8.1** In accordance with the DfE guidance in the publication '*Screening, Searching and Confiscation*', school staff can search pupils for any item which is banned.
- 8.2** Banned items include knives, weapons, alcohol, illegal drugs and stolen items.
- 8.3** If it is felt that there is a need for screening and searching to take place, procedures listed in the guidance stated above, will be followed.
- 8.4** A copy of the DfE guidance can be found at [www.education.gov.uk/publications](http://www.education.gov.uk/publications)  
The reference number is: DfE – 00056 – 2011  
A paper copy is kept in school in the Headteacher's office, as a point of reference, within the Policies file.

## **9 Monitoring and review**

- 9.1** 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.
- 9.2** The school keeps a variety of records concerning 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 on a behaviour log sheet.
- 9.3** The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4** 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.
- 9.5** 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.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix 1



### It's Good to be Green

Everyone starts with a green card.

If inappropriate behaviour is seen, a child is given a yellow warning card.

If the behaviour continues, the child is given a red consequence card.

A 'consequence task' has to be carried out before the card can be returned to green.

If a child is issued a yellow or a red card, their name is written on the class record log. If 3 yellow cards are issued in one week but no consequence has been issued, then the child automatically receives a consequence card.

At the end of the week, all children who have been green all week will earn either a sticker or a wristband to wear to show everyone they have behaved well all week. They will also earn their green time.

If a child has not been issued a yellow or red card during the week, they will also earn a sticker for their bookmark. When the bookmark is complete with stickers, each child can have a reward of their choice from the prize box.