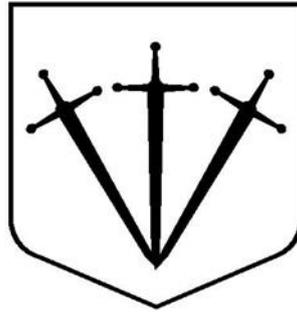


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Signed By:
Approval Committee: Governing Body
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Powerstock CE VA Primary School
Behaviour and Discipline Policy

Our church School Aims and Values underpin our behavior policy in which all children can thrive, learn and grow according to our Christian Values.

As a Rights Respecting School we will ask our School Council to review areas of this policy that directly affect children in our school and report back their views to the Headteacher and governors. We do this to meet our obligation to ensure:

All children have a right to be able to give their opinions when adults are making a decision that will affect them, and adults should take it seriously.

(Article 12 - UNCRC)

Discipline in schools must respect children's human dignity.

(Article 28 – UNCRC)

Aims and expectations

It is a primary aim of our school that every member of the Powerstock 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 help all members of the school live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement and simple compliance. It is more a framework to oversee a deep respect for others and promote good relationships, so that people can work together in an effective and considerate way with the common purpose of helping everyone to learn.

The school expects every member of the school community to show respect and consideration, and to act responsibly, so that all are kept safe and secure.

All children are treated fairly and this behaviour policy is applied in a consistent way.

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.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This aspect of the 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 and teaching assistants congratulate children as matter of routine daily good practise.
- In Key stage 1, teachers and teaching assistants give children good work stickers and annotate work with encouraging words.
- Children receive Golden Tickets in our Celebration Assemblies on Fridays.
- Children may be nominated for a House Point for particular good or exemplary behaviour.
- All classes have an opportunity to take part achievement assemblies where they are able to show examples of their best work (Celebration Assemblies).

The school acknowledges all the efforts and achievements of children, both in and out of school. Successes achieved outside school are celebrated during whole school assemblies.

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 have a whole school approach to promoting positive behaviour in a colours system*:
green = I am making the right choices
blue = stop and think
yellow = I have made the wrong choice, I will have 10 minutes out
red = 1 I have hurt someone, OR 2. I have carried on making the wrong choice.
Red means the child has to see the Head Teacher. 2 X reds will mean an interview with the Head and parents.
*each member of staff has these cards on their lanyard.
- 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, the child is given 'time out' from the rest of the class until he or she 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 stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the behaviour will be discussed with headteacher and child. If a child repeatedly acts in a way that disconcerts or upsets others, or disrupts their activities, at work or at play, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child through a specific behaviour plan.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom charter, 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 using strategies appropriate to the nature of the incident.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we move 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.

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 in line with our "Reasonable Force" policy.

The role of the class teacher

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.

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.

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.

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 in the normal manner. If misbehaviour continues, however, the class teacher seeks

help and advice from the headteacher/Special Needs Co-ordinator (Senco) /Emotional Literacy Support Assistant (ELSA).

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.

In accordance with our assessment, marking & feedback policies, class teachers report to parents about the progress of each child in their class at parents evenings. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the headteacher

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.

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.

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

The headteacher has responsibility for imposing fixed-term suspensions on 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.

The role of parents

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

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

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.

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.

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 adhering to these guidelines.

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.

Fixed-term and permanent exclusions

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, *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. The relevant Internet address is:
www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, she 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 child 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 child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

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

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis and 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 concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of extreme bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office.

The headteacher keeps a record of any child 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. 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.

The governing body reviews this policy every two years. 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:

Policy reviewed: August 2016

Review date: August 2017