

Brockton C.E. Primary School

Policy Document for Pupil Behaviour and Discipline

Policy Presented to and Approved by Staff :	Spring 2014
Policy Presented to and Approved by governors :	Spring 2014
Policy to be reviewed by:	Spring 2017

The Governors at Brockton C.E. Primary School recognise that Christian schools help those entrusted to their care to understand the meaning of life and to recognise and fulfil their potential in the service of Christ. To support this, the maintenance of high standards of behaviour is essential; this is the responsibility of all in our community; staff, students and parents/carers.

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 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 Rewards:

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

- teachers congratulate children;
- good work or behaviour is highlighted in class;
- teachers may give children stickers, “smiley faces” or class certificates;
- a child may be sent to another teacher or headteacher for praise;
- A weekly Well Done Assembly is held to celebrate academic, behavioural or social achievements in each class.

2.2 Sanctions:

Most examples of undesirable behaviour can be dealt with informally by the class teacher/ member of staff and the child. The sanctions used might include:

- Reprimand/ reminder of school rule being broken and choices of behaviour
- Reminder of appropriate behaviour and warning of possible consequence.
- Discussion with child at appropriate time e.g. end of lesson.
- “Time-out/cooling off” period elsewhere in classroom.
- “Time-out” outside classroom/with another member of staff.
- Loss of part or whole of playtime – time to reflect/discuss/write about the problem behaviour.
- The issue of an amber or red card in line with the ‘It’s Good to be Green’ initiative. If a child receives a red card then they get a Consequence which is decided upon the class teacher.

‘It’s Good to be Green’ system is used as a visual reminder to children to ‘do the right thing’. Cards are issued for very precise misdemeanours so that adults and pupils both know what behaviour is not acceptable. These reasons are:-

- Hurting someone physically
- Hurting someone emotionally, where it is clearly wrong and not just thoughtless.
- Running in school
- Repeatedly not following an instruction
- Misusing playground equipment.
- Talking in assembly

If the above sanctions are not working and a child persists in behaving inappropriately, a more formal procedure will be employed. It should only be necessary in cases of persistent poor behaviour or an incident of a serious nature e.g. aggression/violence, bullying etc. It is vital that when used staff, parents and pupils work collaboratively and support one another to achieve success for the child. Children will be actively involved in the process at a level appropriate to their age and/or understanding.

2.3 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. 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 may discuss these with the whole class during ‘discussion time’

2.4 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.

2.5 All members of staff are aware of the regulations regarding the use of 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. 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.

2.6 When the School Behaviour and Discipline Policy is reviewed, the School Council are consulted for their input. The following are the comments from the School Council in the Summer 2013:-

- School Rules should be clear and on display
- Existing sanctions are fair and warnings are given before sanctions are imposed
- There shouldn't be too many rules
- Rewards should be given for: good behaviour, good manners, being sensible, keeping to the rules
- Rules to keep: Walk in school
We don't bully anyone
Playground rules

3 The Role of the Class Teacher and Supervisory Assistants

3.1 It is the responsibility of the class teacher and supervisory assistant to ensure that the school rules are enforced, and that the children behave in a responsible manner during lesson times and playtimes.

3.2 The staff 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 and supervisory assistant treat each child fairly and enforces the classroom / school rules consistently. The teacher and supervisors treat all children in their care with respect and understanding.

3.4 The teacher or supervisor should apply rewards & sanctions as they see fit, in order to modify behaviour. Instances of insolence or rudeness to staff should never be tolerated.

3.5 If a child misbehaves repeatedly, the class teacher or supervisor keeps a record of all such incidents. In the first instance, the class teacher or supervisor deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher or supervisor seeks help and advice from the headteacher.

3.6 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 Welfare Officer or L.A behaviour support service.

3.7 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 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, 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.

5.3 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 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 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 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.

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 L.A and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one 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 L.A, 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. He/She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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

8.3 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 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.