

*The Federation of
Sutton Fourfields and Swineshead St Mary's
Church of England Primary Schools*



Behaviour and Discipline

**Policy to be read in conjunction with Child Protection Policy and
Physical Contact with Pupils Policy**

Aims and Expectations

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. 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. 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.

Core School Rules

- This is our school and we look after it and the people inside it.
- We are considerate, caring and tolerant of each other
- We treat others as we want them to treat us
- We treat other peoples' property carefully
- We accept responsibility for our own behaviour.

Class rules

At the start of each academic year teachers are encouraged to review the whole school rules and to write their own class rules. Both sets of rules should be prominently displayed in the classroom and referred to throughout the year

Positive Behaviour Management

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

- teachers congratulate children for good effort and achievement
- teachers give children team points
- children are sent to other teachers for further praise for good effort and achievement
- each week children from each class are recognised during the Friday celebration assembly
- each "celebrated child" receives praise in the school assembly

Promoting Good Behaviour through the curriculum

The promotion of Good Behaviour and the challenging of Inappropriate Behaviour is actively taught through our lessons in PSHE/SEAL and through the use of Circle time.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The sanctions are a step programme, however they are employed appropriately to each individual situation.

- Verbal warning
- Removal of privileges – missed playtime, work to be redone
- Child removed to an alternate classroom – Key Stage Co-ordinator?
- Child to be sent to the Headteacher or Deputy Headteacher

Headteachers Options

Based on the severity or persistence of the child's behaviour the Headteacher may offer:

- verbal warning
- loss of privileges
- Close monitoring of future behaviour by Head or Deputy
- Contact with parents
- Lunchtime exclusion
- Fixed Term Exclusion
- Permanent Exclusion

Recording

Incidents of poor classroom behaviour are recorded by each class teacher in a non-child specific dated record.

Incidents of poor behaviour referred to the Head or Deputy are recorded in a similar non-child specific dated record.

Persistent Poor Behaviour – Bullying – See Separate Policy

The Federation 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.

Physical Contact with pupils – See Separate Policy

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.

The role of the adults within the school

It is the responsibility of all adults within the school to ensure that the school rules are enforced and that all children behave in a responsible manner during at all times.

All adults 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.

All adults treat each child fairly and enforces the classroom code consistently. All adults treat all children in their class with respect and understanding.

All adults provide a positive role model to the children in the school

All adults emphasise, recognise and reward positive behaviour

The role of the Headteacher within the school

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 the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of behaviour. For repeated or very serious acts on 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 explain the school rules in the school prospectus, and we expect parents to read these and support them.

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 these discussions cannot resolve the problem, the headteacher will advise the parent of the formal Complaint process of the school.

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 the 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 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 reason 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 LEA 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.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He 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 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 details of any incident to the class teacher. Three incidents lead to a letter to parents and four to lunchtime exclusion for one week.

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

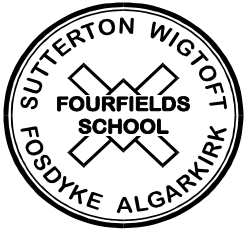
It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. Agreed personal support plan. Discussed and agreed set targets, personal support plan with the child and parent carers.

Implementation of support plan

Regular review of set targets from support plan.

Adopted: Feb 08

Date for Review: Spring 2011



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