

# **OXTON ST SAVIOUR'S CE AIDED PRIMARY SCHOOL**

## **Behaviour and Discipline Policy**

**Updated: January 2018**

Our policy complies with section 89 of the Education and Inspections Act 2006

### **1. Aims and Expectations**

- It is the primary aim of our school that every member of our community feels valued and respected, and that each person is treated fairly and well. We are a caring community rooted in the teachings of the Christian faith, 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, secure and is very much rooted in our Christian mission statement.
- We expect every member of the school community to behave in a considerate way towards others. Pupils will be expected to show self-discipline and a due regard for authority.
- Good behaviour and respect for others will be the expected norm for all children and any form of bullying will not be tolerated. (Refer to Anti-Bullying Policy)
- We aim to ensure that there is a fair, consistent way of establishing orderly positive classroom environments where teachers can teach and children can learn.
- A code of conduct will be displayed in all classrooms to clarify the behaviour that staff expect from the children and what they can expect in return. These rules are a way of promoting good relationships, so that people can work together with the common purpose of helping everyone learn. It supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The code aims to reward good behaviour on a daily, weekly and half termly basis as well as providing those children, who find this rather more difficult, with a structure to encourage them to change their behaviour.
- The code of conduct aims to help children to complete all tasks reasonably assigned to them and grow and learn in a safe and secure environment.
- The code aims to ensure that our children become positive, responsible and increasingly independent members of the school community.

## **2. Rules, Rewards and Penalties**

Each class teacher, at the beginning of the school year, discusses with their class the school's rules, rewards and penalties. School expectations for behaviour are regularly reinforced during assemblies and collective worship.

### **RULES**

It is made very clear to children that rules must be adhered to at all times. Rules are displayed in the classroom and around school. The School Council discuss and amend rules where deemed appropriate. Our School Code of Conduct is published on the school website.

### **REWARDS**

The children are rewarded in a variety of ways including:

- Praise
- Stickers
- Certificates
- Head teacher Awards
- Celebration Assemblies
- Pupil nominations
- Cup of kindness
- WOW board

Rewards are awarded when children follow the rules. All children, from Year 2 onwards, are in one of four houses: Earth, Water, Air and Fire. The house with the most merits wins the house cup for that week and the team colours are displayed for all to see.

Each week one child from each class receives a certificate for superb work and another receives a certificate for excellent behaviour. These awards are presented in a special Celebration Assembly once a week.

During the week children write nominations for kindness, thoughtfulness and good friendship in children. The Head teacher chooses one nomination and the chosen child is presented with a certificate and cup for a week.

The school acknowledges the efforts and achievements of all children: both in and out of school at weekly assemblies eg. Music or swimming certificates, football, netball and running. Excellent work is celebrated on the school's WOW board.

### **The Role of the Class Teacher**

It is the responsibility of the Class Teacher to ensure that the rules are enforced in their class, and that their class behaves in a responsible manner during lesson times.

The Class Teachers 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.

The Class Teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in their class with respect and understanding.

The class teacher liaises with the SENCO and external agencies, as necessary, to support and guide the progress of each child.

The Class Teacher reports to parents about the progress of each child in their class, in line with the whole school assessment policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This will be done in consultation with the Head Teacher.

Where children's behaviour falls short of school expectations the class teacher will:

- Use the traffic light system as an initial warning
- Place the child on a detention during a morning and/or lunch break

- Refer the child to the deputy or head teacher

### **The Role of the Head Teacher**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. (Refer to **September 2012** Exclusion Guidelines).

### **The Role of Parents**

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

**Parents are provided with immediate access to the Behaviour & Discipline Policy via the school website. A printed copy is also provided to any parent who may request it.**

New parents are encouraged to discuss and sign the Home School Agreement.

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 The school will inform parents immediately if it has concerns about a child's welfare or behaviour.

If the school has used reasonable consequences, parents should 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 and then the Head Teacher if they are still concerned. If the concern still remains they should then contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (**Refer to school website**).

### **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 Head Teacher in carrying out these guidelines.

The Head Teacher has the day to day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### **The Role of the Mid Day Staff**

The Mid Day Staff treat each child equally and fairly enforcing school rules consistently. Children are treated with respect and understanding.

In line with school policy, children are rewarded by Mid-Day Staff with stickers and with green cards. Minor misdemeanours are dealt with by issuing the child with an orange card (which they will hand to their teacher at the end of the lunch break). The teacher will decide upon an appropriate sanction. More serious misdemeanours will result in a red card which the child must take immediately to the Head teacher. The Head teacher will decide upon an appropriate sanction.

## **Penalties**

The children receive the following penalties depending upon the level of their mis-behaviour:

- Amber card
- Red card
- Detention
- Meeting with the deputy head teacher and/or head teacher
- Meeting with the head teacher and parents
- Behaviour file set up
- Behaviour contract – signed by child, parents and staff

- Fixed term exclusion
- Permanent exclusion

When using penalties all members of staff are aware of the principles behind them:

- Children must understand why they are being sanctioned.
- They should seek to prevent inappropriate behaviour continuing and encourage children to take responsibility for their own behaviour.
- They should be consistent, easy to administer and seen to be fair.
- They should be directed at those children who have broken the rules and not the innocent children.

### **Use of Force**

All members of staff are aware of the regulations regarding the use of force by teachers as set out in DFES Circular '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 or to prevent injury to a child, or if a child is in danger of hurting his/herself. The actions we take are in line with government guidelines on the restraint of children.

**Trained members of staff use TEAM TEACH strategies during the very rare occasions when restraint is necessary. (Refer to Restraint Policy).**

### **Fixed Term and Permanent Exclusions**

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil s/he will inform the parents immediately giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed term exclusion beyond five days in any one term.

The Governing Body cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

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 meet to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether a pupil should be reinstated.

If the Governors Appeal Panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling. The school follows guidelines on exclusions laid down in the 2012 statutory guidance document.

### **Behaviour of pupils off the School Premises**

The school would seek to work closely with parents to regulate the conduct of pupils at a time when they were not on the premises of the school and were not under the lawful control or charge of a member of staff of the school. This would be done if it was felt that the pupil was at risk in any way or that the pupil's behaviour was likely to bring the school into disrepute.

## **3. Monitoring**

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

Class Teachers monitor procedures in their classes and report, where appropriate, at the weekly staff meeting.

The school keeps a record of incidents:

- The Class Teacher keeps a Pupil Profile which records incidents of bad behaviour (including detention slips) for each child in their class.
- The Head Teacher records those incidents where a child is sent to them on account of bad behaviour.

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. This information is given to Governors via the 'Head Teacher's Report to Governors'

## **4. Equality**

In line with guidance from Paragraph 22 (on page 7) of the DfE guidance which explains that pupils with statements of special educational needs (SEN) and looked-after children are especially vulnerable to the impacts of exclusion, our school will, as far as possible, avoid permanently excluding these pupils.

If our school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with a statement of SEN or a looked after child we will, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required.

## **5. Review**

The Governing Body will review this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the government receives recommendations on how the policy might be improved.

This policy should be read in conjunction with Oxton St Saviour's:

### **Anti-Bullying Policy**

Our school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further incidents of such behaviour. (See Anti-bullying Policy)

### **Exclusion Policy**

The school exclusion policy outlines the following principles:

Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Code. A child may be at risk of exclusion from school for:

- Verbal or physical assault of another child or adult;
- Persistent and repetitive disruption of lessons and other children's learning;
- Extreme mis-behaviour which is deemed outside the remit of the normal range of sanctions.

These policies are available at the school office and on the school website. Parents and children are informed annually (via the newsletter) of the policies and they are made available to all members of staff via the Staff Handbook.

January 2018