

# *Behaviour and Discipline Policy*

## 1. Aims and expectations

### Our Aims Statement

“To provide the kind of working environment within the school where every person can feel valued and respected, is able to develop fully, irrespective of age, sex or position and to have fun in doing so.”

- 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 Christian values with 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.

We need to constantly remind ourselves when dealing with behaviour problems in children that we must separate the child from the action. We continue to love the child whilst not necessarily liking the behaviour which he/she shows.

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.

Broadly speaking though:

#### **DO:**

- Be polite
- Show care and consideration to other children, staff, pets and property
- Carry through instructions
- Always listen and allow others to do so,
- Play and work co-operatively with others

#### **DON'T:**

- Argue over decisions
- Rush around school or playground causing danger to others
- Abuse property or apparatus
- Use bad language
- Interfere with the rights of others to enjoy their education

## **All Saints C of E Infant School & Nursery Unit**

(We do not allow sweets or toys to be brought to school, except on special occasions, i.e. Birthdays. Toy guns or other weapons are not allowed).

- 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. Incentives and Sanctions**

### **2.1 Incentives**

Children are encouraged to better themselves in all areas of the curriculum, in behaviour, in presentation, and by demonstrating those characteristics which best match our ethos by the awarding of stars or smiley faces, kept on individual cards. Ten stars merit a special sticker from the Head, a sweet and a certificate to take home. This is then repeated at 25, 50, 75 and 100. After this the children qualify for a Governors Award issued with a prize at the end of the school year. In addition to this there are prizes for attendance, one of our two OFSTED issues. (OFSTED Inspection 2002)

We also have a weekly “Golden Book” Assembly in which we praise about two people from each class whose work deserves special mention. Their parents are invited to this. Also in assembly time we give out occasional awards for being quiet, helpful etc. Tables will be set out in advance for any work to be viewed.

Birthdays are celebrated on the day. These can be found in the Birthday Book, which needs updating every year

There is a Nicholas Chamberlaine Trust Shield – which is awarded to a class or person for significant achievement in a particular area.

- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. For example, music or swimming certificates is shown in Golden Book Assembly.

### **2.3 Sanctions**

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.

## **All Saints C of E Infant School & Nursery Unit**

- 2.3.1 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.
- 2.3.2 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 in a position to work sensibly again with others.
- 2.3.3 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 behaviour is considered dangerous to the child or others then a senior manager is sought to remove the child from the situation. (See Restraint Policy )
- 2.3.4 If a child threatens or hurts another pupil, the class teacher records the incident and the child is punished. 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.
- 2.3.5 Challenging behaviour is discussed with the headteacher or SENCo. Appropriate sanctions relevant to that child will be put into place. Parents are to be informed if after a first warning there is no positive change in behaviour. The Headteacher who will normally involve parents deals with repeated instances of bad behaviour or more serious offences. This will involve IEP writing. IEPs will be available for supply staff to assist them.
- 2.3.6 Initially a teacher deals with challenging behaviour in class or at break. At lunch a dining supervisor will deal with this initially and then if it persists refer to the senior staff.
- 2.3.7 Children understand that if they constantly cause disruption or disagreement at dinnertime they will be sent home during the lunch break period. This happens only rarely. A child is reminded of acceptable behaviour. Class rules and Outside rules are published in each class and agreed by the teacher and children. After two reminders of unacceptable behaviour parents will be contacted. The headteacher will be told of this communication. Persistent and more challenging behaviour will be discussed more fully with the headteacher. A behaviour support plan may be necessary. Parents will be informed and communication kept open in these circumstances.
- 2.3.8 If a child is exhibiting sudden, challenging behaviour a red card with "help" on it is sent to the office. The senior manager first in line is called. If not available the next senior manager is called and so on along the line. The class teacher uses the classroom assistant to support.

## **All Saints C of E Infant School & Nursery Unit**

- 2.3.9 Children whose names appear on our Special Needs register sometimes have complex problems which are dealt with on an individual basis. This means that the code of conduct outlined in our “Sanctions” paragraph may be varied on occasion – according to individual need.
- 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. 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 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.

### **3. The role of the class teacher**

- 3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2 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.
- 3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class 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 incident 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 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 LEA behaviour support service.
- 3.6 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

## **All Saints C of E Infant School & Nursery Unit**

parent if there are concerns about the behaviour or welfare of a child. The Home/School agreement supports this process.

### **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 explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 5.3 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.
- 5.4 If the school has to use reasonable sanctions to correct 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 and if it still remains 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

## **All Saints C of E Infant School & Nursery Unit**

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 The governors are normally kept informed of any particularly troublesome children, so that they are in full knowledge of the situation should an exclusion situation arise.
- 7.2 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 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.
- 7.4 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.
- 7.5 The governing body itself cannot either exclude a pupil 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 pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 7.8 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. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 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 written details of any incident in the incident book that we keep in the staff room.

## **All Saints C of E Infant School & Nursery Unit**

- 8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 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.

### **9. Review**

- 9.1 The governing body reviews this policy every two 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.

Signed: .....

Date: .....

Mark Ingham  
Headteacher  
October 2003