

Great Creaton Primary School

Behaviour & Discipline Policy



For consultation with and adoption by the Governing Body: October 2017

Proposed Review: Autumn 2019

Signed
Mr Graham Leah: Chair of Governors

AIMS OF GREAT CREATON SCHOOL

Great Creaton Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence and a deep sense of self-worth. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual, moral, social and cultural development to support the ability to grow and flourish as human beings.
- c) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- d) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- e) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- f) Ensure equal opportunities for all.
- g) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- h) Develop a sense of pride in belonging to Great Creaton Primary School.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

This policy complies with Section 89 of the Education and Inspections Act 2006.

Policy Principles

- It is important that both children and adults know and understand what is expected of them in school.
- Good behaviour is a partnership between school and home.
- We elicit the support and involvement of parents in the implementation of our behaviour policy.
- Individual class expectations are agreed on by the teacher and children at the beginning of each academic year and refreshed at the beginning of every term.
- Positive behaviour is encouraged and reinforced through assemblies, circle time, sessions and class debates when appropriate with the child's stage of development.
- As a school we encourage and support our children in learning to manage their own behaviour and accept the consequences of their behaviour choices and actions.

Rewards and Sanctions

It is very important that we recognise and appreciate children's good behaviour. However, we do not reward everyday good behaviour, (such as saying "please" and "thank you", and abiding by the agreed Class Expectations), as this is the norm we expect from all children. Our school ethos emphasises promoting and developing good behaviour, thus enabling children to grow into responsible and increasingly independent members of the community. By consistently expecting good behaviour and deterring antisocial behaviour, we believe an ethos of kindness and cooperation will become established and flourish.

Rewards

We praise and reward children's positive attitudes and effort in a variety of ways:

- a) Staff and volunteers praise children verbally.
- b) Adults will reward children for sustained effort in any aspect of their school work. This may take the form of stickers/stamps, written comments, privileges (eg extended and free activities), or by being awarded with DoJo Points. Children may move up or down the Consequence Ladder (Appendix 1 for an example). Achievements in sporting or music activities for example, are recognised with the award of certificates during assembly. The House Cup will be awarded to the House with the most DoJo Points each half term.
- c) Teachers acknowledge children who have demonstrated particular achievement or effort in their classwork and nominated them for a "star of the week" award (which is presented in assembly every half term).
- d) Exceptional work, effort or acts of kindness will be brought to the attention of the Headteacher, who will give additional DoJo points as appropriate, or send a Head Teacher Award home on a postcard.
- e) Achievements both in and out of school, such as music or sporting awards are brought to the attention of the Head, via parent feedback forms, staff nominations and/or the children themselves.
- f) An Award Ceremony is held in school towards the end of the academic year (e.g. at the Leavers' Assembly), to acknowledge children, particularly in Year 6, for sustained high performance, effort or citizenship. Cups and/or certificates are awarded at this event and parents are invited to attend.

Sanctions

We aim to develop self discipline in our children but sanctions may be necessary to deal with bad behaviour. The school employs a number of sanctions to ensure a safe and positive learning environment.

- An apology for actions which go against the Class Expectations should always be sought.
- The child will be reminded that choosing to behave in an inappropriate manner instigates a consequence.
- The child will be asked to identify which expectation has been contravened, bearing in mind that the expectations have been compiled by school/class consensus.

- All sanctions should be used consistently throughout the school and this should be evident amongst all staff.
- A minority of children will be supported in accordance with their individual needs, and thus sanctions may be dis-applied or applied in a different way for these children.

The following sanctions generally follow on from each other. However, it may be necessary to move rapidly down the list, omitting some sanctions, if poor behaviour persists or is deemed severely inappropriate. Sanctions will be applied as follows by the adult dealing with inappropriate behaviour:

- a) The individual will be reprimanded verbally by the member of staff.
- b) Children are expected to listen carefully to instructions in school. We expect children to try their best in all activities. If they do not do so we may ask them to move nearer the adult or sit on their own, or to redo/complete the task.
- c) Consequence Ladder – this sequences the consequences a child will move along if their behavior deteriorates and is utilized most frequently during classroom lessons. An example of a Consequence Ladder is in Appendix 1 and includes text messaging to alert parents. Children become very familiar with their class Consequence Ladder.
- d) Text messages sent to parents about misconduct will be printed off and kept in the Incident Book in the school office. Incidents of poor behaviour that have been escalated to the Head Teacher (or nominated adult) will be recorded in the Incident Log.
- e) 'Time Out' – a short period of time, commensurate with the child's stage of development, away from the main class to reflect upon their actions. This may involve going to an adult in another part of the school. 'Time Out' from the playground may involve the child going to a bench or to a central part of the school during a break or lunchtime, as above.
- f) Removal, by the teacher, of privileges, such as breaktimes and 'free activities'.
- g) A child may be sent to explain their actions to the Head teacher or Assistant Head. A decision may be made to alert parents. Incidents may be recorded in the Incident Book. The Governing Body will sign off the Incident Book three times per year, as part of their monitoring responsibilities.
- h) There may be informal discussions between class teacher or Headteacher and parents for example via a telephone conversation. Parents may be alerted to their child's inappropriate conduct by text if other means of contact cannot be made.
- i) Should the behaviour not improve or a misdemeanor reoccurs, a letter may be sent from the Head to the parent about the misdemeanor and the consequences incurred.
- j) Some children may need to go "On Report" whereby the parent is kept informed e.g. weekly by email or daily RAG Log, of their child's behaviour.

- k) The need may arise for formal discussions between the parent and Headteacher.
- l) Removal of significant privileges such as attending school trips may be necessary.
- m) In extreme circumstances exclusion by the Headteacher (or his/her representatives) may be the outcome.

From k) onwards the Named Governor for Behaviour and Discipline may be made aware of circumstances pertaining to a particular pupil. A Behaviour Improvement Plan may be implemented, with the pupil fully involved in the target setting and the criteria for success.

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. We refer to this guidance in any decision to exclude a child from school. Please see page 8 of this Policy for the Exclusion Flowchart. Further information can be found at www.education.gov.uk

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. In extreme and exceptional circumstances the Headteacher may exclude a child permanently.

If the Headteacher excludes a child, 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.

Bullying

Bullying will never be tolerated and will be addressed according to procedures in the school's 'Anti Bullying Policy'.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school code of conduct and class rules are enforced in their classes, and that pupils in 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 class rules consistently. The teachers treat all children in their classes with respect and understanding. The teacher praises children for a positive attitude and good effort.

If a child misbehaves repeatedly in class, in the first instance the class teacher deals with incidents him/herself as outlined above. However, if misbehaviour continues, the class teacher seeks help and advice from the Assistant Head or Headteacher.

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

The Role of the Assistant Head

It is the responsibility of the Assistant Head to ensure the implementation of the school behaviour policy consistently throughout the school in the absence of the Headteacher.

The Role of the Headteacher

It is the responsibility of the headteacher to ensure the implementation of the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

The headteacher supports the staff by implementing the policy, by setting the standards for 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 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 headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

The Role of Parents

The school collaborates actively with parents.

We explain our expectations for behaviour on the school website and we expect parents to read them 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 endeavour to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's behaviour.

If parents have any concerns about their child, they should initially contact the class teacher.

If the concern remains, they should contact the Headteacher. 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.

The named Governor for Behaviour & Discipline is Mrs Dewinder Birk.

Monitoring and Review

The headteacher 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, makes recommendations for further improvements.

The Headteacher may record those incidents where a child is sent to her on account of inappropriate behavior in the Incident File.

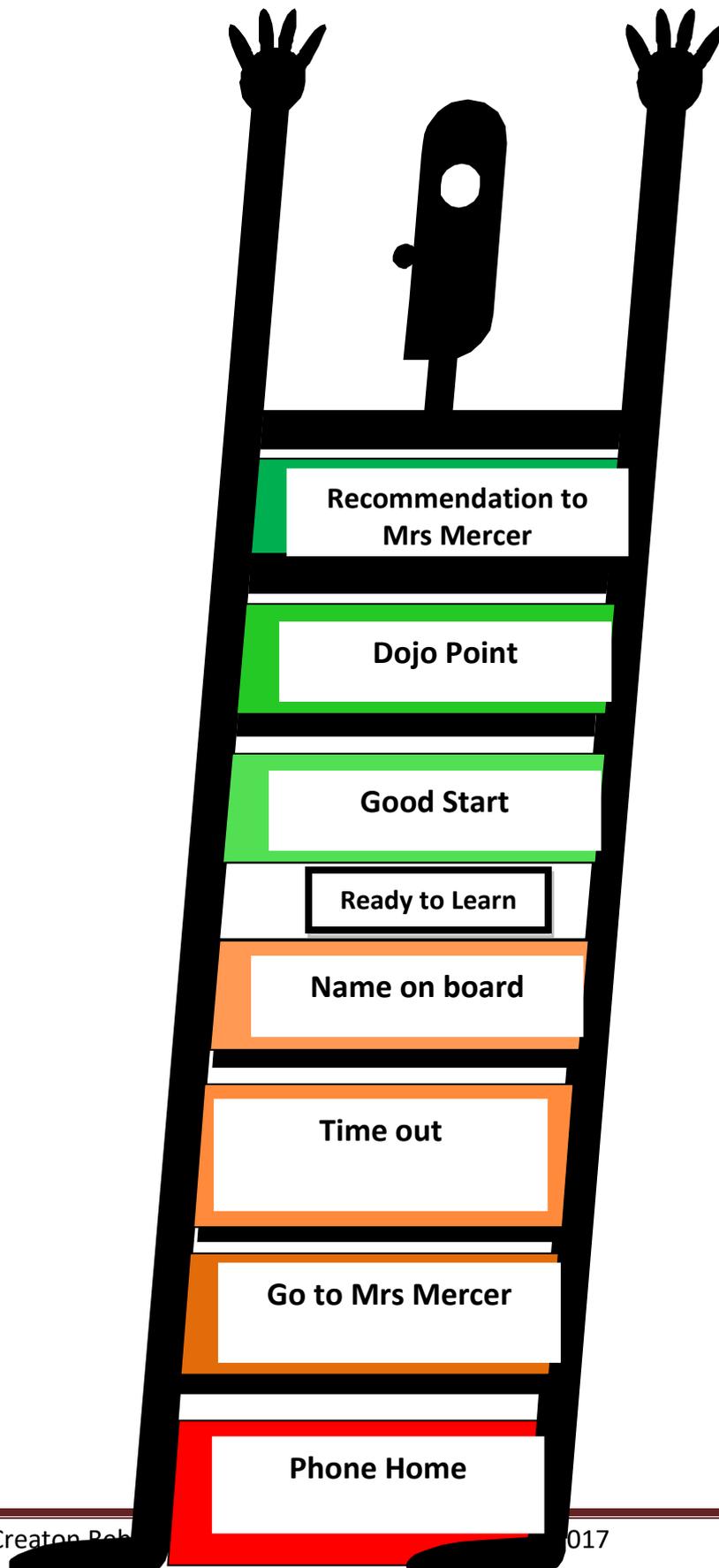
The Headteacher keeps a record of any child who is excluded for a fixed-term or who is permanently excluded. Exclusions and bullying incidents are reported monthly to the LA by the Administrator in accordance with the LA requirements. Fixed Term exclusions are very rare at this school, and Permanent Exclusions rarer still.

It is the responsibility of the governing body to monitor the number of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The Governor Responsible for Behaviour and Discipline monitors the Incident File three times per year.

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.

* * *

Clipston Primary School Consequence Ladder – Example



Exclusion Flowchart

Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time education.

Exclusion during morning session: the exclusion takes effect from the afternoon session; notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:
- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil's can excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary: School **must** offer a reintegration interview after any exclusion

Secondary: School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.