



Isham CE Primary School



# **Behaviour and Discipline Policy**

*(Please also refer to **Anti-Bullying Policy**)*

In accordance with our ethos, forgiveness, hope, respect and kindness lie as the va heart of this policy. It is expected that most children make mistakes along the way. Our dealing with those mistakes seeks to educate, nurture and show the child an alternative, better route. All our children make choices about the actions and the words they use; there is always an impact and only they can control whether this is a positive or negative impact. This policy seeks to support children in taking responsibility for those choices, and helps them to move on when an inevitable mistake is made.

## **I Aims and Expectations**

- 1.1 A primary aim of Isham CE Primary School is for every member of the school community to feel valued and respected, and each person to be treated with kindness, justice and respect.  
We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support all members of the school living and working together in a supportive way. The policy aims to promote an environment where everyone feels happy, safe and secure and aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.
- 1.2 The school has a number of school rules, but the primary aim of the Behaviour, Discipline and Anti-bullying 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 (children, teachers, parents & carers, governors and visitors) 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 Punishments**

- 2.1 We praise and reward children for good behaviour in a variety of ways.
  - Teachers congratulate children;
  - Teachers give children merits or class points; these may be in the form of stickers, certificates, house points, raffle tickets or rewards and are either for consistent good work or behaviour ,or to acknowledge outstanding effort or acts of kindness in school;

- Each week we nominate a child from each year group to celebrate their achievement and they receive acknowledgment in the Friday Celebration Assembly;
- Each week a child from each year group is rewarded for showing a Value in Action; this is acknowledged in our Celebration Assembly

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The Celebration Assembly contains information regarding pupil achievement out of school, for example, music or swimming certificates, press releases, and 'Thank You' responses from other groups.

2.3 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.

- 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 in their own time.
- If a child is disruptive in class, the teacher will issue a warning. Three warnings result in a reprimand which may mean the child is isolated from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. It may result in loss of a break time.
- 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 a child threatens, hurts or bullies another pupil, the class teacher records the incident after discussing it with the child and the head teacher. A sanction appropriate to the offence and where it took place, will be put in place: working alone, withdrawal of a choice activity, or withdrawal of playtimes. If a child repeatedly acts in a way that disrupts or upsets others, or if their behaviour has hurt other children or adults, 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.
- Children with repeated poor behaviour will be supported through the use of a social and emotional programme, and through providing the child with a mentor with whom they can talk things through. This will also form part of the support package before and after exclusion
- There is a general 'Rule of 3': 3 warnings by the class teacher, results in a child having a sanction and seeing the head teacher. 3 visits to the head teacher results in the parents being informed. However, where behaviour is very disruptive, bullying and/or dangerous, this route will be escalated more quickly.

*Please refer to the Sanction Protocol attached, for clarification in cases of continued misbehaviour.*

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 / charter / golden rules, which are 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 It is important to note that bullying is defined, by County, as ‘persistent, regular, conscious intimidation by someone who has power over another person.’

The school does not tolerate bullying of any kind. When we are aware that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. This involves talking to the children to establish points of view from both sides, talking to all concerned staff and the victim’s parents. If the behaviour continues then the HT will speak with the parents of the offending children concerned, as well as with the victim’s parents.

All staff are vigilant to instances of bullying. Awareness of bullying and bullying situations is regularly discussed in whole class assembly and through class circle time. Issues are always pursued by the class teacher or head teacher when they occur. The victim will be listened to and involved in dialogue with the head teacher and parents. They will be supported at all times.

All parents need to be informed regularly of the need to report such incidents. It is often not a clear cut case of one child bullying another and all parties need reminding that situations are very complex.

Parents of children involved in bullying will be informed calmly, clearly and concisely. The school will explain their sanctions and expect support from the home. No incident will be held against any pupil for a prolonged period of time and parents will be reassured of this.

- 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 in order 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.

*Again, please refer to the Sanction Protocol attached, for clarification in cases of continued misbehaviour.*

### **3 Out of School Activities**

- 3.1 This policy is pertinent to all out of school trips. It is expected that all children will behave appropriately on all school day trips, at sporting events and on school residential trips.
- 3.2 In case of poor behaviour on a residential trip, parents will be notified by phone of the situation, and the head teacher will talk to the child. In the case of continued poor behaviour, parents may be asked to collect the child, or attend a meeting on the return of the trip. Appropriate sanctions will be put in place.
- 3.3 Mobile devices that have the possibility of internet access (regardless of whether they are enabled to do this) are not allowed on any school trip.

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

- 4.1 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 and

break times. Parents will be made aware of strategies being used to improve behaviour and of sanctions being used as a result of poor behaviour; this includes being disruptive in class, being disrespectful, hurting other children, bullying and name calling.

- 4.2 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.
- 4.3 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.
- 4.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the class behaviour book. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.
- 4.5 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 LA behaviour support service, after having previously discussed it with the head teacher and parents.
- 4.6 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 and head teacher may also contact parents if there are concerns about the behaviour or welfare of a child.

*Please refer to the Sanction Protocol attached, for clarification in cases of continued misbehaviour.*

## **5 The Role of the Head teacher**

- 5.1 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 to 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 and staff in the school.
- 5.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3 The head teacher keeps records of all reported serious incidents of misbehaviour and these incidents, without identities, are reported to the Governing Body.
- 5.4 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated poor behaviour, or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are only taken after the parents have been informed this will happen, and after the Chair of Governors has been notified of a pending exclusion.

## **6 The Role of Parents & Carers**

- 6.1 The school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them. All relevant policies are also on the website.
- 6.3 We expect parents to support their child's learning, and to co-operate with school. 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.
- 6.4 If the school has to use reasonable sanctions to punish a child, it is expected that parents will 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 head teacher. If these discussions do not resolve the problem the Chair of School Governors should be contacted which may lead to a formal grievance or appeal process being implemented. Contact details are available from the school office.

## **7 The Role of Governors**

- 7.1 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 head teacher in carrying out these guidelines.
- 7.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy. The head teacher may, at her discretion, seek advice from a Governor about a disciplinary issues & she will take this advice into account when making decisions about matters of behaviour.

## **8 Fixed-term and Permanent Exclusions**

*Please note that exclusions are rare, and that they are used as last resort. We endeavour to work with you and your child for a positive outcome for all. Where an exclusion is imposed, it is expected that the parents will support the school decision. The excluded child will have a support package in place on their return to school.*

- 8.1 Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, lunchtimes, or any number of full days, 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.
- 8.2 If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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.

- 8.3 The head teacher informs the LA, the Diocesan Director of Education, and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- 8.5 If necessary, a governor's discipline committee will be created which would be made up of between three and five members. This committee consider any exclusion appeals on behalf of the governors.

## **9 Monitoring**

- 9.1 The head teacher 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.
- 9.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher 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 report details of any incident to class teachers who record it in their behaviour book.
- 9.3 The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 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.

## **10 Review**

- 10.1 The governing body reviews this policy every year. 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.

## **Sanction Protocol**

*This guidance is to clarify our procedures and may be useful for parents / carers. It should be read in conjunction with our Behaviour Policy.*

All our children have the right to feel safe in school, not be hurt and have the right to the best education they can get. However, we understand that all children misbehave sometimes and we expect our children to make mistakes and learn from them.

Where a child persistently misbehaves, the following sanctions will apply:

1. Initial warnings / sanctions imposed by the class teacher
2. After 3 of these, the child will have a discussion with the head teacher about their behaviour. This may result in playtimes being withdrawn; lunch time isolations; privileges & out of school activities, including team sports, being withdrawn; or working alone in class. The child may also be put on report at this stage.
3. The second time a child meets with the head teacher, the parents will be informed. The child will be put on report and may remain on report for up to 4 weeks – until a continuous pattern of good behaviour is seen. Again sanctions as listed above may apply
4. Where behaviour still does not improve then one of the following will occur:
  - a) Between 1-3 Lunchtime exclusions (for playground behaviour issues). These are temporary exclusions and it is expected that the parent will collect the child at 12pm and return them to school at 1:15pm
  - b) A class exclusion (where the child is persistently interrupting the education of the others). These will be for ½ a day at a time and it is expected that the parent will collect the child and return them to school at the agreed time.
  - c) A fixed term exclusion of between 1 and 5 days

Fixed term exclusions are used for between 1 and 5 days and

a) After all other agreed sanctions have been used, and where there is still no improvement in the child's behaviour & where the parents have had warning.

Or b) Without prior notice if the gravity of the situation warrants an immediate exclusion.

The following types of behaviour may result in an exclusion of between 3 and 5 days: This could be immediate depending on the gravity of the incident:

- Physical assault against a pupil or adult – ie. losing their temper and lashing out
- Verbal abuse / threatening behaviour against a pupil or adult
- Bullying
- Racist abuse
- Damage
- Theft
- Persistent disruptive behaviour & Persistent use of foul language

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