



Positive Behaviour and Discipline Policy

1 Aims and expectations

- 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 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 as we all believe this is the best environment in which children learn.
- 1.2 The school has a number of school rules outlined in our school brochure, 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.
- 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 and to foster understanding between school and parents.

2 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - teachers and assistants congratulate children;
 - teachers and assistants give children stickers and house points in all 4 Classes.
 - each Friday we nominate children from each class so their achievements or behaviour can be celebrated;
 - each chosen child receives a certificate in the school assembly;

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- we distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- children often show examples of their best work in the Friday assemblies.
- There are half termly merit assemblies to reward/praise chosen children - parents are invited.

2.2 The school acknowledges the efforts and achievements of children, both in and out of school. This is done in whole school assemblies or during class circle or discussion time.

2.3 The school employs a number of sanctions to ensure our school remains 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 or take it home for completion.
- If a child is disruptive in class, the teacher or assistant reminds him or her of the appropriate behaviour. 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 cooperatively again with others. We follow, where possible, the Norfolk Steps approach - giving children recovery time and when calm, discussing the event and their behaviour with them. Most staff have been trained in Norfolk Steps. Minor incidents are recorded in the class incident book, more serious incidents are reported to the Headteacher and records made.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others (or themselves), the class teacher stops the activity and prevents the child from taking part for the rest of that session, usually the TA will remain with that child and undertake a recovery activity, so as not to hinder the learning of others. The child will be given recovery time and the circumstances of the event discussed with child and parents informed. The Headteacher is always informed of these events and keeps a record. If a child needs restraining to prevent harm to themselves or others, it will, where possible, only be carried out by restraint-trained staff (DL). Official records are kept of any incidents which require a child to be restrained.
- If a child shows repeated unsafe behaviour parents are informed and investigations will occur into why. Support and advice will be given by School Support Team, PRU or County Advisor for Managing Behaviour. A specific Behaviour IEP (or in rare occasions an Individual Risk Assessment) will be devised based on advice received. If unsafe

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behaviour repeatedly occurs, it becomes our primary objective to support the child in modifying his behaviour - an angry child finds it harder to learn than a happy child. Any individual systems implemented will be arrived at through discussions with professionals and recorded on IEP/Individual Risk Assessment.

2.4 We make use of a hierarchy of punishments:

- Change of seating position/isolation within the classroom
- Loss of some or all morning/lunchtime playtime

(any loss of playtime is recorded in a class book - stating why playtime was missed. There is a system in place of supervising KS2 children whilst they miss their playtime)

Individually supervised work time whilst isolated from the class (dependent upon availability of staff)

If a child is involved in repeated bullying, disrespect to staff or deliberate violence, or any action that causes harm to themselves or others - further steps will be taken and parents will be involved. These incidents will always involve the headteacher.

Key stage 2 operate the following 'traffic light' system:

Busy Bees and Fireflies		
Green	All pupils start the day on green - can progress to Halo (reward)	'Just t! Let You Know' slip may be sent home to inform parents.
Yellow	Loss of 5 minutes playtime	
Orange	Loss of 10 minutes playtime	
Red	<ol style="list-style-type: none"> 1. Loss of all playtime - complete 'what I should have done' sheet. 2. Letter home with reply slip to say parents have read letter. 	Letter home
Consistently Red	Parental meeting to discuss child's behaviour and strategies to improve.	

KS1 operate a system similar to the above, but with only 4 categories - there is not requirement to send letters to parents; as a matter of course, each situation is judged independently.

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On occasions, the headteacher may contact external support agencies (the behaviour advisory teacher within the LEA's school support team or social services), the PRU or County Advisor.

In rare occasions, when all efforts to keep the child safely in school have been exhausted, the headteacher may temporarily exclude a child for a fixed term and governors are informed.

This may be repeated.

The headteacher may permanently exclude a child.

2.5 The school behaviour policy and expectations are discussed with each class each Autumn Term and amended if necessary. This is then shared with parents. In addition to this policy, each class also has its own classroom charter, 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 and we have an Anti Bullying Policy.

2.6 All cases of bullying are referred to the headteacher.

2.7 Staff seek a balance when offering support and applying sanctions. Children are counselled by staff and this may involve identifying the underlying causes of their anti social behaviour.

2.8 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS 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 if a child is in danger of hurting him/herself or to prevent injury to another person. The actions that we take are in line with government guidelines on the restraint of children. Most members of staff have received Positive Handling training and 1 member of staff has been trained in specific Restraint Training.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the Behaviour policy and Classroom Charter is enforced in their class, and that their class behaves in a responsible manner during lesson time.

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- 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 charter 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 incidents 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 (at least termly). The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child, after consultation with the Headteacher.

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 (including all incidents of bullying and racism) incidents of misbehaviour.
- 4.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious intentional acts of misbehaviour which cause harm to others. For repeated or very serious acts of mis-behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after all efforts have been exhausted to keep the child in school (see above). The school considers it the highest priority to include all pupils all

of the time - exclusion is a very last resort for verbal or physical acts which intentional cause harm to others. The school governors will be notified of any exclusions.

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. Where a parent is having difficulties with their child's behaviour at home, the school will offer guidance and support, and may involve external agencies.
- 5.2** We explain the Behaviour Policy in the school prospectus, and we expect parents to read this and support it. A copy is updated and made available in the school entrance hall and on the school website every September.
- 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 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 or class teaching assistant. If the concern remains, they should contact the headteacher, then 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 particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

It is school practice to only ever exclude a child after all other methods of supporting a child in school have been exhausted. This will include gaining support from fellow professionals, producing individual risk assessments and, if staffing permits, providing some individualised sessions to pupils who

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find it difficult (for whatever reason) to behave safely. However, we will never put the safety of children or staff at risk.

- 7.1 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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the headteacher excludes a pupil, she 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.
- 7.3 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.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5 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.
- 7.6 When an appeals panel meets to consider an 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.
- 7.7 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. She 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 unacceptable behaviour (diary). We also keep a record of any incidents that occur at

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break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the first aid area.

- 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 year. 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: September 2011

Signed:

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WE CURRENTLY HAVE 4 CHILDREN ON INDIVIDUAL RISK ASSESSMENTS