

## **BOUSFIELD PRIMARY SCHOOL**

### **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, and can 'be the best they can be'.
- 1.2** This policy reflects the core values of the school: kindness, respect, collaboration and creativity.
- 1.3** The school has a Code for Effective Learning, which 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 to enable everyone to behave and work together in an effective and considerate way.
- 1.4** All staff 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.
- 1.7** All staff share responsibility for promoting good behaviour and for responding to incidents wherever and whenever they occur. Staff are encouraged to pre-empt any problems that might arise before they occur, to deal fairly with everyone involved if there is a problem and ensure everyone has a right to speak. Staff are expected to investigate any problem very carefully and sensitively before reaching a conclusion about what occurred.
- 1.8** Children are taught the difference between right and wrong during Personal, Health and Social Education lessons and in assemblies. Children are taught strategies for dealing with conflict and disagreements and how to manage emotions such as anger or frustration. We teach children to use phrases such as 'Stop it, I don't like it!' and to know when and who to go to for support and help.

## **2 Rights and responsibilities**

- 2.1** All members of the school community have a right to expect:
- To feel safe and secure at all times
  - To be treated with kindness and respect by others
  - To be listened to if a problem arises
  - To be given time to explain their actions
  - To be able to learn without being disturbed by others
- 2.2** All members of school community have a responsibility to ensure that they:
- Uphold the rights of others
  - Treat other people the way they would like to be treated themselves
  - Inform an adult if they feel that someone is making them upset or unhappy and they can't sort it out themselves
  - Respect the right of others to learn
- 2.3** Our core behaviour rules
- Be the best you can be
  - Treat everyone the way you would like to be treated yourself – with kindness and respect
  - Be polite and respectful to everyone at all times – use kind words
  - Keep your hands and feet to yourself
  - Ask for help
  - Accept responsibility for your actions

## **3 Rewards and sanctions**

- 3.1** We praise and reward children for good behaviour in a variety of ways:
- Teachers congratulate children
  - Each week we nominate a child or children from each class to be congratulated in the Good Book Assembly
  - Each term we nominate a child from each class to be congratulated for the improvements and progress they make in the Special Mentions Assembly and a letter is sent home to parents
  - Each term we nominate a child from each class to be congratulated for 'always doing the right thing' in the Special Mentions Assembly and a letter is sent home to parents
  - Children congratulate other children in Circle Time to acknowledge achievement
- 3.2** The school acknowledges all the efforts and achievements of children, both in and out of school and will celebrate individual achievements in assembly.
- 3.3** Classteachers also operate systems for positive recognition which include:
- Star of the week
  - Secret friend
  - Secret learner
  - Marbles in the jar for a whole class target
- 3.4** The classteacher discusses the meaning of Effective Learning at the beginning of the academic year and uses this as a basis to form a Class Code for Effective Learning. This 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 classteacher discusses these with the whole class during 'circle time' and PSHE lessons.

**3.5** The school employs a number of sanctions to enforce the school's Code for Effective Learning 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.
- If a child is disruptive in class, the teacher reminds him or her of the Class Code for Effective Learning. If a child misbehaves repeatedly, we isolate the child from the rest of the class by moving the child to another class or sending them up to the School Office, until they have calmed down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the classteacher 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 classteacher records the incident and the child is reprimanded. 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.

See Appendix 1

**3.6** We use the Zones of Regulation as a framework to foster self-regulation and emotional control in the classroom. This framework provides strategies to help children become more aware of their emotions, improves their control and their ability to problem solve conflicts.

**3.7** 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.

See Anti-Bullying Policy

**3.8** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF 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.

## **4 The role of the classteacher**

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- 4.1 It is the responsibility of the classteacher to ensure that the school's Code for Effective Learning is enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 4.2 The classteachers 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 classteacher 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 classteacher keeps a record of all such incidents. 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 headteacher/deputy headteacher.
- 4.5 The classteacher, with the support of the deputy headteacher, liaises with external agencies, as necessary, to support and guide the progress of each child. The classteacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- 4.6 The classteacher reports to parents about the progress of each child in their class, in line with the whole-school policy. After discussion with a senior member of staff, the classteacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

See Appendix 1

## 5 The role of the headteacher

- 5.1 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.
- 5.2 The headteacher / deputy headteacher 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 headteacher / deputy headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 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.

## 6 The role of parents

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

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- 6.2** We publish the class Codes for Effective Learning in the classrooms, and we expect parents to read and support them.
- 6.3** We expect parents to support their child's learning, and to co-operate with the 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** The school works in partnership with parents and requests that if any problems arise that parents alert issues to school staff quickly, remain calm and objective about what has happened and adopt a collaborative approach to solving the problem. Parents are asked not to approach other children as this can often escalate a problem and it is not appropriate. Any issue that is brought to the attention of school staff will always be followed up as soon as possible.

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 classteacher and /or the headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **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 headteacher in carrying out these guidelines.
- 7.2** 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.

## **8 Fixed-term and permanent exclusions**

- 8.1** 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.
- 8.2** 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.
- 8.3** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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- 8.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 8.5** 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.
- 8.6** 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 LA, and consider whether the pupil should be reinstated.
- 8.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

### **9 Monitoring**

- 9.1** The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher 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 headteacher / deputy headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give feedback to classteachers and/or the headteacher/deputy headteacher.
- 9.3** The headteacher 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 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.

**Reviewed by Curriculum and Standards Committee**

**November 2019**

## Behaviour and Discipline Policy

### Appendix 1

Level	Behaviour	Intervention	Additional Notes
Level 1	Talking out of turn Calling out Fidgeting/fiddling Wandering / not settling to task Distracting others Chatting in class/assembly/ transitions	Non-verbal cue (e.g. point, shake head) Ask them a question (to refocus attention) Ask if they need help (to refocus attention) State the required behaviour Praise someone who is doing the right thing Take away object	
Level 2	Continuation of behaviour following Level 1 Snatching from other children One off incidents of teasing or name calling	'This is a warning.' Give choices and state consequences Move them / change seating Model what to do Discuss class code / school values	Discuss concerns over the pupil's behaviour, how they are trying to improve their behaviour and talk about any pieces of good learning they have done.
Level 3	Continuation of behaviour following Level 2 Interfering with other pupils' work Damaging property Rudeness to peers / staff Play fighting	Discuss incident 'Time Out' in own class (Thinking chair) Move them / change seating Miss playtime (incremental)	Pupils write an explanation of the incident: What they did What was wrong about it What they will do in the future
Level 4	Continuation of behaviour following Level 3 Non-compliance Deliberately pushing or kicking peers	'Time Out' in partner class for 5/10 minutes Miss playtime (incremental) Class teacher speaks to parents / carers Speak to Deputy/Assistant Head teacher	Level 4 (as above and...) When the pupil returns to the classroom the teacher should ask the pupils how she/he intends to repair the situation – how will the teacher know things are different/ what will the teacher and the other pupils see him/her doing?
Level 5	Continuation of behaviour following Level 4 Fighting Swearing Making abusive comments Speaking aggressively to staff Physical contact to staff Deliberately hurting another pupil Deliberately damaging school property Stealing	Behaviour at this level constitutes a serious incident Involvement of Head or Deputy/Assistant Head teacher immediately Involvement of parents / carers	If a pupil has more than one time out in another class in a day/week, they have to see the Deputy/Assistant Head teacher at lunchtime.
Level 6	Repeated incidents following Level 5 Intervention Making racist comments Bullying Threatening with intent Possession or using an offensive weapon	Involvement of the Head or Deputy Head Involvement of parents / carers Inform LA / police if appropriate Possible fixed term exclusion (1-3 days)	