



Worlebury St Paul's Church of England V.A. Primary School. **Behaviour and Discipline Policy**

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

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 our Christian ethos of 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.

1.2 The school has a "Charter of Rights" for all members of our school community and "Golden Rules" written by the children. However, 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 praises 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 We are committed to children's emotional intelligence and well being for all members of our school community. This is delivered through a range of strategies including Key Skills and Social and Emotional Aspects of Learning.

1.8 Throughout our school community our E-Safety Policy must also be adhered to.

2 Rewards and punishments

2.1 We praise and reward children for good behaviour in a variety of ways:

- All staff congratulate children.
- All staff give children positive praise and encouragement.
- Each week we nominate one child from each class to recognise a child who is "Striving for Excellence" with their learning, attitude or behaviour. The child's name is entered into a special book and is given a Head Teacher's sticker during Family Worship.
- Achievements outside school are celebrated in Wednesday Worship and children receive praise from the Deputy Head Teacher/PSHE Subject Leader.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3. The school employs sanctions to re-enforce the “Charter of Rights” and the “Golden rules” appropriate to each individual situation. These sanctions follow our agreed rewards and sanctions system.

2.4 The class teacher discusses the “Charter of Rights” and the “Golden rules” with each class. In addition each class also has its own Full Value Contract, which is written and agreed by the children. These are 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*. Staff 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. The rewards system, designed by children, is used across the school.

3.3 The class teacher treats each child fairly and enforces the Full Value Contract consistently. The teacher treats all children in their class with respect and understanding.

3.4 If a child misbehaves in class, in the first instance, the class teacher will deal with the incidents him/herself in the normal manner.

This may include...

- non-verbal forms of communication such as a frown or sad face
- talking quietly to the children concerned
- reminders of the good behaviour that is expected and praise given to those that are displaying this

However, if misbehaviour continues, the class teacher /member of staff will follow the school system of rewards and sanctions as decided by the children and displayed in every classroom. (See Appendix 1-Rewards and Sanctions chart, examples of behaviours that may result in cards being given and monitoring forms.)

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 SENCO, Head Teacher or Deputy Head Teacher who will liaise with the LA 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 parent if there are concerns about the behaviour or welfare of a child.

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/ carers

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

5.2 The school prospectus includes our “Charter of Rights” and “Golden Rules” 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 and we try to share evidence of good 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. 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 with the school governors.

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

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, 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.

7.3 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.

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 .This committee considers any exclusion appeals on behalf of the governors.

7.6 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.

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. 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 Headteacher records those incidents where a child is sent to him/her on account of repeated bad behaviour or extreme 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 book that we keep in the Headteacher's office.

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.

8.5 All class teachers will keep a record of the day, date, time and reason for giving out of yellow or red cards.

9. Review

The governing body reviews this policy in accordance with the Policy cycle. 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.

This policy should be reviewed annually according to our policy cycle

Signed: Felicity Williamson

Date reviewed : 18.03.2015

Equality Impact Assessment Review