

# Grendon CE Primary School

## **Behaviour and Discipline Policy**

### **1 Aims and Expectations**

- 1.1 A primary aim of Grendon CE Primary School is for every member of the school community to feel valued and respected, and each person to be 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 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 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.

### **2 Rewards and Sanctions**

- 2.1 We praise and reward children for good behaviour in a variety of ways.
- Teachers congratulate children;
  - Teachers award House Points to individuals for a range of reasons including outstanding effort, courtesy and consistently good behaviour;
  - Achievements are celebrated every Friday in Achievers' Assembly;
  - Class reward systems are used to celebrate achievements in class
  - Each child is rewarded for good behaviour with 30 minutes 'Golden Time' each week. Unsatisfactory behaviour/attitude may result in some minutes of Golden Time being lost (see *Sanctions Procedures*)
- 2.2 Achievers' Assembly acknowledges the efforts of achievements of children both in and out of school.
- 2.3 The school employs very clear sanctions procedures to enforce the School Charter, and to ensure a safe and positive learning environment.
- 2.4 The class teacher generates school rules with their class, which in turn feed into the School Charter which is known and understood by all staff and pupils. 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. *See separate Anti-Bullying policy*
- 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.

### **3 The Role of the Class Teacher**

- 3.1 It is the responsibility of the class teacher to ensure that the School Charter is 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.
- 3.3 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.
- 3.4 If a child misbehaves in class or on the playground, the class teacher must implement the Sanctions Procedures.
- 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, after having previously discussed it with the Headteacher and parents.
- 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 and Headteacher may also contact parents 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 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.

### **5 The Role of Parents**

- 5.1 The school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the Home School Agreement, 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 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.
- 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 the school governors should be contacted which may lead to a formal grievance or appeal process being implemented.
- 5.5 Beyond normal school hours, responsibility for a child's behaviour rests entirely with the parent/guardian. Any misbehaviour outside of school hours will not be dealt with by school sanctions procedures.

## **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 LEA, 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.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 7.5 If necessary, a 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.
- 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, the LEA, and the Diocese, 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.
- 7.8 The school will adhere to current DfE guidance in relation to all exclusion matters as detailed in this link: <https://www.gov.uk/school-discipline-exclusions/exclusions>

## **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 class teacher records minor classroom incidents. The Headteacher 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 give written details of any incident in the incidents book that we keep in the secretary'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.

## **9 Review**

- 9.1 The governing body reviews this policy every three 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.

### **Sanction Protocol**

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

The Rewards and Sanctions procedures typically address the overwhelming majority of incidents of unacceptable behavior swiftly and effectively. However, where a child persistently misbehaves, the following sanctions will apply:

1. After 3 recorded incidents of unacceptable behavior (by way of Timeouts), the child's parents will be invited to meet with the Head Teacher and/or SENCO to agree a monitored Behaviour Plan which may include guidance and input from external agencies as agreed.
2. The Behaviour Plan will be monitored for a period of at least 2 weeks. If a continuous pattern of good behavior returns, the Behaviour Plan ceases. If no such improvement is seen then the Behaviour Plan will remain. Additional sanctions may include loss of break time or Golden Time.
3. Fixed term exclusions are used for between 1 and 5 days and only after all other agreed sanctions have been used and where, despite a clear Behaviour Plan, there is still no improvement in the child's behavior. Usually, notice will be provided to parents informing them of the decision to issue a Fixed Term Exclusion. However, if the gravity of the situation warrants an immediate exclusion, the sanction may be issued without prior warning.

The following types of behaviour may result in a Fixed Term Exclusion.

- Physical assault against a pupil or adult
- Verbal abuse / threatening behaviour against a pupil or adult
- Bullying
- Racist abuse
- Damage
- Theft
- Persistent disruptive behaviour & Persistent use of foul language

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.