

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. 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.
- 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 and Teaching Assistants

- 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 Class Teachers and Teaching Assistants treat each child fairly and enforce the School Charter consistently. All staff treat all children in their class with respect and understanding.
- 3.4. Teaching Assistants are responsible for supporting the work of the Class Teacher at all times.
- 3.5 If a child misbehaves in class or on the playground, the Class Teacher or Teaching Assistant must implement the Sanctions Procedures, keeping a record of all incidents via the Timeout forms.
- 3.6 The Class Teacher liaises with the Head Teacher and school Senco to support and guide the progress of each child.
- 3.7 The Class Teacher reports to parents about the progress of each child in their class. The Class Teacher and Head Teacher may also contact parents if there are concerns about the behaviour or welfare of a child.

4 The Role of the Head Teacher

- 4.1 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 in the school.
- 4.2 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.
- 4.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Head Teacher 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 Head Teacher 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 Head Teacher. 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 Head Teacher in carrying out these guidelines.
- 6.2 The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, 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.
- 7.2 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.
- 7.3 The Head Teacher 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 Head Teacher.
- 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 Head Teacher 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 Head Teacher monitors the effectiveness of this policy on a regular basis. They also report 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. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the Communication Books.
- 8.3 The Head Teacher 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. It is the school's expectation that all staff, regardless of job role, will follow the rewards and sanctions protocol.

Where incidents of unacceptable behaviour occur, staff will follow these steps:

1. Incidents of unacceptable behaviour are dealt with first by a member of staff giving a reminder, followed by a warning (if the behaviour has not immediately improved).
2. If a warning is ignored, a Timeout is given. This is recorded on a Timeout form and also results in 5 minutes of Goldentime being lost. Timeouts are not routinely reported to parents.

If an incident of extreme behaviour occurs eg; if a child physically assaults another child, then a Timeout will be given with no reminder or warning.

The overwhelming majority of incidents of unacceptable behaviour do not escalate beyond points 1 and 2. However, where a child persistently misbehaves, the following additional sanctions will apply:

3. If a child receives 3 Timeouts for related incidents, the child will be issued with a Behaviour Chart which tracks behaviour each school session for a period of at least 2 weeks. Parents will be notified of this and teachers will share progress against the agreed actions.
4. If a continuous pattern of good behavior returns, the Behaviour Chart ceases. If no such improvement is seen then the Behaviour Chart will remain.
5. If the Behaviour Chart proves to be unsuccessful, then the school will engage with external agencies to seek further advice, with specific strategies ultimately employed to help manage the pupil's behaviour.
6. 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 or 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.