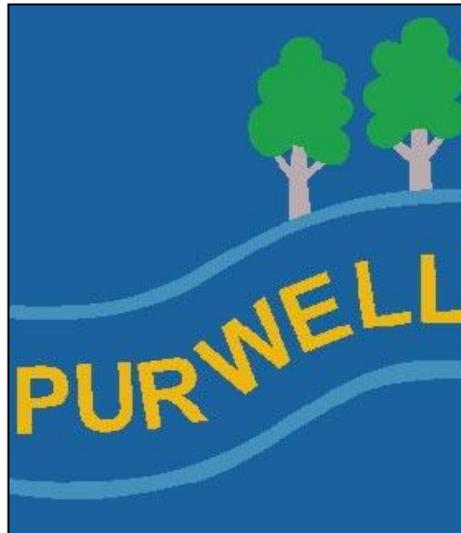


# Purwell Primary School



## Behaviour and Discipline Policy

2016

## **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 Behaviour and Discipline 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 primary aim of the Behaviour and Discipline Policy is to ensure that rules are adhered to. It is a means of promoting good behaviour and 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 We treat all children fairly, and apply this behaviour policy in a consistent way. The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 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 and wider community.

## **2. Rewards and Sanctions**

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
  - teachers employ reward systems within their classes;
  - each week we nominate a child from each class to receive a good manners certificate award and pencil in assembly;
  - each week pupils are nominated to the commendation book and these nominations build up to earn end of term certificates;
  - all classes have an opportunity to participate in sharing assemblies, where they are able to show examples of their best work.
- 2.2 The school celebrates all the efforts and achievements of children, both in and out of school.
- 2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The class teacher deals with behaviour appropriately with regard to the individual situation. The 5 step procedure as outlined in the Code of Conduct is adhered to:

### Step 1:

Sanctions in class: e.g. oral warning, name on board, time out etc.

### Step 2:

Detention: finishing off class work if time wasted/poor classroom behaviour (list is not exhaustive). Detentions will be logged.

Step 3:

After 3 detentions parents will be notified in writing and a reply slip will need signing.

Step 4:

Parents will be called into school for a meeting with the Headteacher, class teacher and child and an appropriate behaviour management strategy will be put into place.

Step 5:

The school will endeavour to resolve issues in house, however, as a last resort the school reserves the right to follow government guidelines for exclusion.

- 2.4 The school reserves the right to apply any of these sanctions as proportionate responses to the misdemeanour.
- 2.5 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom.
- 2.6 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. The school documents bullying and racism incidents centrally.
- 2.7 Staff only intervene physically to restrain children 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 and Purwell School's Physical Restraint Policy.

### **3. The role of the class teacher**

- 3.1 The class teachers in our school have high expectations of the children in terms of behaviour and conduct in school and when representing the school in the wider community.
- 3.2 If a child misbehaves repeatedly in class, the class teacher follows the 5 step procedure highlighted earlier.
- 3.3 The class teacher liaises with the Special Educational Needs Co-ordinator (SENCo), 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 Local Authority (LA) behaviour support service.
- 3.4 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy, via annual reports and parent consultations. The class teacher may also contact a parent at other times if there are concerns about the behaviour or welfare of a child.

### **4. Anti-bullying Procedures**

The school definition of bullying is: "A systematic and extended victimisation of a person or group, by another or group of others". Or, as children understand it, 'When someone makes someone else feel bad over a period of time'. The school's response to this is unequivocal. Adults must be informed immediately

and action will take place. Children are told that silence is the bully's best friend, so they must 'T-E-L-L'. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullying will not be tolerated. All incidents of Racism and Bullying are recorded and stored in the office. They are submitted to the LA termly.

## **5. The role of the Headteacher**

It is the responsibility of the Headteacher, under the government guidelines, to implement the Behaviour and Discipline 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.

## **6. The role of parents**

- 6.1 The parents are informed about the expectations of the school through Parent consultations and through various documents: Home School Agreement, Prospectus, Newsletters, Parent Questionnaire, and we expect parents to read these and support them. The Behaviour and Discipline Policy is also available on the website.
- 6.2 We encourage parents to support their child's learning, and to co-operate with the school, as set out in the Home School agreement. We aim 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.
- 6.3 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 school office. 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**

The Headteacher has the day-to-day authority to implement the school's Behaviour and Discipline Policy, and the role of the governors is to support the Headteacher in doing this.

## **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, fixed periods (up to a maximum of 45 school days in a single academic 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, they inform the LA and the Governing Body about any permanent exclusion or fixed terms above 5 days in a term. They also inform 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 Governing Body will form a Discipline Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.4 When an appeals panel meets to consider an exclusion, it considers the circumstances in which the pupil was excluded, considers any representation by parents and the LA, and considers whether the pupil should be reinstated.

## **9. Monitoring**

- 9.1 The Headteacher and staff monitor the effectiveness of this policy on a regular basis. A report is made to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school follows the 5 step sanctions in the Code of Conduct which explains how a record is kept.
- 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**

The teaching staff reviews this policy every two years. Amendments made by teaching staff are then forwarded to the Full Governing Body for approval.

**Date of review: Spring 2018**