

NEWTON PRIMARY SCHOOL

Behaviour & Discipline

Summer Term 2008

Review Date Summer Term 2010



Policy on Behaviour and Discipline

1 Aims and objectives

- 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's 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 in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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. This policy applies to behaviour on the school premises as well as when visiting other places.
- 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 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 We follow a set of 5 "Do Be" rules in school. These are:
 - Do be gentle, kind and helpful
 - Do be hard working
 - Do be careful of property
 - Do be a good listener
 - Do be honest
- 1.8 This policy applies to time spent within school as well as time spent on school organised visits.
- 1.9 We as a school also follow the Local Authority guidelines for behaviour on buses.

2 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children.
 - Teachers give children stars and house points. (An accumulation of 5 stars will change into a housepoint)
 - Each week, we nominate a child from each year group to be the achiever of the week.
 - Each achiever receives a certificate in the school assembly. Each child who receives a housepoint also gets a sticker during the Friday assembly.

- We distribute stars to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We shall give awards to pupils who have perfect attendance at the end of each academic year.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. There is an opportunity for achievements from outside of school to be shown during the Friday achievement assembly.

2.3 The school employs a number of sanctions to enforce the school rules, 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 reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. This could include sending the child to the head teacher or deputy.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. 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. This is in line with the school anti-bullying policy.
- As a result of poor behaviour privileges could be removed. These could include, playtimes, responsibility for jobs, use of playground equipment.
- If a child misbehaves then a "Do Be" is lost. This is recorded on a classroom chart. If a child loses more than 2 "Do Be"s during a week then the number is rounded up to the nearest 5 and this amount of time is removed from the child's allocation of golden time on a Friday afternoon. A letter is also sent home to parents on a Friday. A record is kept by the class teacher of who has lost "Do Bes" over the year. There is a space on this letter for parents to add their comments. We ask that the parent signs the letter and returns it to school. This then helps the parents keep informed of any poor behaviour their child has been involved in. During the lost golden time the child may be asked to think about their behaviour or write about why their behaviour is poor and how they are going to address the situation in future.

2.4 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. 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 can then discuss 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. (See also our 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 DfES 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. (see also our restraint policy)

- 2.7 If the headteacher deemed it necessary an after school detention could be imposed. Parental consent is not required however the information about the detention should be given to the parents in writing a minimum of 24 hours before the detention takes place.
- 2.8 In the circumstance that a child brought a weapon into school then the "Violent Crime Reduction Act – 2006" legally enables nominated staff members to conduct a search of a pupil if they were suspected of having a weapon. Were this to occur in our school the search would be carried out by the headteacher or deputy headteacher with another member of staff observing. The search would be carried out in a separate room. If such a search had to take place the parents would also be informed and requested to attend if possible. A written record of the search and results would be kept on the child's record.
- 2.9 If a child has an item in school which is distracting others/themselves or an item that should not be in school the teacher will confiscate the item until the end of the school day. The item will then be kept in a secure place. The child can then request the item back from the teacher at the end of the day when the item can be returned home. If the item is expensive or potentially harmful the child's parents will be contacted and asked to collect the item from school themselves.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to 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 teachers treat all children in their classes with respect and understanding.
- 3.4 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.
- 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 the LA's 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 Education & Inspections Act 2006, 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 their 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. These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate 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.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns 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 and then subsequently the school governing body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 adhering to these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, September 2007). We refer to this guidance in any decision to exclude a child from school. In May 2008, the Internet address was www.teachernet.gov.uk and the relevant page was [/wholeschool/behaviour/exclusion/guidance/](http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/)
- 7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the headteacher excludes a child, 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. The school follows the process as set by the local authority.
- 7.4 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.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6 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.

- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. (See application of medication policy)
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

- 9.1 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.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour.
- 9.3 The headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.5 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.

Discussed with school council on Signed

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Discussed with governing body on Signed

Signed:

Date: