

Gilmorton Chandler C of E Primary School
Behaviour and Discipline Policy M8

Signed by the Governing body:

Agreed by the Governing Body: June 2016

Review date: Summer 2019 or earlier if required.

All children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.

In summer 2013, the government published the document entitled 'Behaviour and discipline in schools. Guidance for governing bodies' with legislation relating to the Education Act 2002 and the Education and Inspections Act 2006. In spring 2012, the government published 'Behaviour and discipline in schools. A guide for headteachers.'

The key points of the documents are:

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Every school must have a behaviour and discipline policy which sets out the school rules.

1 Aims and expectations

- 1.1** Our core purpose is to provide personalised support to pupils in order that they develop as individuals, feel valued and respected and make optimum progress. We are a caring community, whose Christian 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. We actively encourage pupils to have a sense of responsibility and respect for others. We aim to promote an environment where 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.
- 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. 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.
- 1.5** 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.

2 Behaviour for learning:

- 2.1** The whole school code of conduct: The overriding principle is that everyone acts with respect towards each other at all times; that the school community works towards understanding and accepting individual and community differences and values these differences between people. The code of conduct, determined by the children through the school council, can be summarised as follows:
 - We treat others how we wish to be treated.
 - We try our best at all times and encourage one another to do the same.
 - We listen to and obey adults' instructions.
 - We treat the whole school environment with respect.
 - We consider everyone as we move round the school.The class teacher discusses the code with each class. In addition to the whole school code of conduct, 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 discusses these with the whole class during circle time/PSHE.
- 2.2** A variety of rewards, incentives and privileges underpin the promotion of expected behaviour alongside the development of self esteem and confidence.
We praise and reward children for good behaviour in a variety of ways:
 - Regular praise in class; always beginning and concluding activities on a positive note.

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- Staff consistently congratulate children to reinforce and promote positive outcomes
- Displays of work acknowledge achievement and progress.
- Staff give children stickers in FS/KS1 and house points in KS2.
- Golden Time is used across the school.
- Each week staff nominate children from each class to be in the Golden Book to receive a sticker from the headteacher.
- Certificates are given out in weekly whole school celebration assemblies and at the end of year awards service.

2.3 The school employs a number of sanctions to enforce the school code, 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.
- 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 removed until able to behave appropriately. 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 including the drafting of a behaviour plan.
- Unacceptable behaviour leads to a loss of all or part of Golden Time.
- Reasonable penalties in response to poor behaviour can also include confiscation, retention or disposal of property and detention.

2.4 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 Anti-Bullying Policy M9 and associated equality duty. Anti-bullying award also achieved.

2.5 All members of staff are aware of the regulations regarding the use of reasonable force by teachers. 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 Use of Reasonable Force Policy M18.

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/school code consistently. The teachers treat all children in their classes with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. 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 the Special Needs Co-ordinator and external agencies, as necessary, to support and guide the progress of each child.

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 all staff

4.1 All staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances (when taking

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part in any school related or organised activity; travelling to or from school; when wearing school uniform or in some other way identifiable as a pupil at the school).

- 4.2** All staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 4.3** Allegations of abuse against staff are taken very seriously and are dealt with in a fair and consistent way (see CP policy M10) that provides effective protection for the child and supports the person who is the subject of the allegation. In conjunction with the governing body, the headteacher will decide on the appropriate disciplinary action to take against pupils who are found to have made malicious accusations against school staff.

5 The role of the headteacher

- 5.1** It is the responsibility of the headteacher 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.
- 5.2** 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.
- 5.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4** 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. These actions are taken only after the school governors have been notified.
- 5.5** School staff can search pupils with their consent for any item which is banned by school. The headteacher and staff authorised by the headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

6 The role of parents

- 6.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents are required to sign a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.
- 6.2** We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 6.3** 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.
- 6.4** Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court imposed parenting order.
- 6.5** 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 the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

- 7.1** 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.
- 7.2** 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.

8 Fixed-term and permanent exclusions

- 8.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the DfE guidance on exclusion. We refer to this guidance in any decision to exclude a child from school.
- 8.2** Only the headteacher or 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.

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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.

- 8.3** 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.
- 8.4** 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.
- 8.5** Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five days of any exclusion. If they do not, the school or LA may issue a £50 penalty.
- 8.6** The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 8.7** 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.
- 8.8** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

9 Drug- and alcohol-related incidents

- 9.1** The school will take very seriously misuse of any substances such as legal or illegal drugs, glue, other solvents, or alcohol. The parents or carers 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.
- 9.2** 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.
- 9.3** 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 carer of the child has visited the school and discussed the seriousness of the incident with the headteacher. The police and social services will also be informed. If the offence is repeated the child will be permanently excluded.
- 9.4** 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.
- 9.5** If a child will need medication during the school day the parent or carer 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 an adult.

10 Monitoring and review

- 10.1** The headteacher monitors the effectiveness of this policy on a monthly basis. S/he also reports to the governing body on the effectiveness of the policy when requested and, if necessary, makes recommendations for further improvements.
- 10.2** The headteacher records those incidents where a child is sent to him/her or a member of the leadership team on account of inappropriate behaviour.
- 10.3** The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- 10.4** It is the responsibility of the governing body to monitor the rate of 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 and bullying.
- 10.5** The governing body reviews this policy every year. 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.