

Forgiveness

service

compassion

trust

peace

thankfulness



Micklefield C.E. (VC) Primary School

BEHAVIOUR AND DISCIPLINE POLICY

1 Aims and expectations

1.1

It is a primary aim and vital to the Christian ethos 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 Christian principles and mutual trust and respect for all. The school behaviour and discipline policy is therefore designed to reinforce the way in which all members of the school can live and work together in a caring and supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school, Micklefield C.E. (VC) Primary School, is committed to safeguarding and promoting the welfare of all its pupils. We believe all staff and visitors have an important and unique role to play in child protection.

1.2 Each week begins with a whole-school Collective Worship session where linked themes from the Christian faith, SEAL and Values Education are celebrated and this focus sets the theme and ethos for the week. These themes are revisited and reinforced in class with the class teacher during Circle times and also in Nurture Groups. The SEAL and Values Education themes run through a half-term.

1.3 The school has five school rules and every member of the school community is encouraged to keep these rules by behaving in a considerate way towards others. The school rules are:

1.4

- We use our quiet voices everywhere in school
- We keep our hands and feet to ourselves
- We are kind and we share
- We look after our school
- We say things to make people feel good

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 because it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour whilst supporting the management of poor behaviour.

2 Rewards and sanctions

2.1

Use of rewards:

- teachers praise children for positive behaviour and good effort;
- teachers give children 'smiley faces', stickers and house points;
- Children are sent to the Headteacher to show good work or behaviour and receive a special Headteacher's Award sticker.
- classes earn class rewards and/or Golden Time
- each week we nominate a child from each class to be 'Star of the Week' and to receive a certificate in assembly;
- SEAL certificates are awarded to adults/children nominated by other pupils or staff who have been 'caught' meeting one of the targets on the SEAL board
- all classes have an opportunity to take a Sharing Assembly, where they are able to show examples of their best work.

- Pupils' achievements out of school are also celebrated in assembly.

2.2 Use of sanctions:

- Children are expected to listen carefully to instructions in lessons and to try their best in all activities. If they do not do so, they are reminded quietly of class expectations. If they need to be asked again, the child may be asked to move to a place nearer the teacher, or to sit on their own.
- If a child is disruptive in class, the teacher or teaching assistant speaks quietly to him or her and the child may spend time in another class. If a child misbehaves repeatedly, the child is referred to the Headteacher and isolated from the rest of the class for the rest of the session. Parents are informed of this by the class teacher.
- 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 pupil, the class teacher records the incident and a sanction is applied. 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.
- Children who need support in managing their behaviour may have a behaviour tracking sheet, where they earn a score for each session in the day. These children meet regularly with the Headteacher during the day, to discuss their progress.
- In the rare event that the **safety of staff or pupils is threatened by violently aggressive behaviour** and **all other strategies** have been tried, the school has a calming room available with a recording log as detailed in the Leeds City Council Care and Control Policy (see Micklefield C.E. (VC) Primary School Care and Control Policy).

2.3 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 discusses these with the whole class during 'circle time'.

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.

2.5 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 as a last resort 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.

3 The role of the class teacher

3.1 The teacher treats all children in their class fairly and with respect and understanding. It is the responsibility of the class teacher to ensure that the class and school rules are kept, and that their class behaves in a responsible manner during lesson time and whilst moving around school.

3.2 The class teacher, in conjunction with the Senior Leadership Team, 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.

3.3 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 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 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. Both these actions are only taken after the school governors have been notified.

5 The role of parents

5.1 The school works 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 school prospectus, 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 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, 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** and then the school **governors**. 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 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 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 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.

7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, 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.

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 records of behaviour incidents in class and at playtimes on behaviour sheets with the name of the child and nature of the behaviour i.e. NFI – not following instructions; V – verbal and P - physical. These are handed in weekly and collated on the office database. The headteacher keeps the behaviour tracking sheets.

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 two years. They 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.

Signed: _____ **Headteacher**

Signed: _____ **Chair of Governors**

Date: May 2016

Review date: May 2018