



Pott Shrigley Church School

Church of England Aided Primary



***‘Be kind and compassionate to one another, forgiving each other,
just as in Christ, God forgave you’
Ephesians 4:32***

Behaviour and Discipline Policy

1 Aims and expectations

1.1 *A place to learn, a place to grow, a place to be me.*

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 where everyone feels happy, safe and secure.

1.2 The school has a set of *Golden 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 We expect good, friendly, sensible behaviour in our school and these are our rules:

OUR GOLDEN RULES

1. **Always listen carefully**, no matter who is speaking, and follow instructions promptly.
2. Treat people the way you would wish to be treated. **Be kind, always.**
3. **Walk safely around school**; be careful.
4. **Use kind hands and feet.**
5. **Take care of school equipment** and other people’s property too.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- 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.

2 Rewards and punishments

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers celebrate children's success and their exemplification of our Christian values through verbal praise.
- Children spotted following the Golden Rules can be awarded housepoints. The winning house each week will receive extra playtime every Monday afternoon. The winning house for the half term will receive a tray of cakes to share at the Monday playtime.
- Children will be sent to see the Headteacher with good work for which they could receive a sticker or special award card.
- We nominate children from each class to receive a star award in a monthly celebration assembly.
- In reception, children have their own sticker book and receive a lucky dip prize for completion of these.
- Children acknowledge the pride they should take in themselves simply for following the rules and doing the right thing.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates.

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 and use our professional judgement to adapt slightly where necessary.

- 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. The child will receive two verbal warnings, after which, they will be given a 5 minute *time out* in another classroom.
- If a child continues to misbehave/disrupt the class despite warnings, they will miss the following break time and sit on the bench outside the front door.
The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- If a child hurts another child (physically or verbally), the class teacher records the incident and the child will immediately lose their playtime (no

verbal warnings) they will be asked to explain their behaviour to the Headteacher.

- If the child continues to repeat the behaviours mentioned above then the head teacher 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.
- The exact same procedure for behaviour applies at break times and lunchtimes – midday supervisors are aware of the policy and follow it as appropriate. Other stakeholders (for example visiting teachers for music/PE) also follow the same procedure.

2.4 The class teacher discusses the golden rules with each class. 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.

2.5 The school does not tolerate bullying of any kind. We are a church school with the Christian Values at the heart of our community. Children participate in regular PSHE lessons and are encouraged to be good friends and stand up to bullies. Serious incidents of bullying are recorded in each class and the headteacher is made aware of any incidents. Parents will be informed as and when appropriate.

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.

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 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 another member of staff and then 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 LA 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 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 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 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 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 home/school agreement, 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. 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. If these discussions cannot resolve the problem, a formal complaint can be made to the school governors.

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, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions
- 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.
- 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 in 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.

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 after the completion of a medication form.
- 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 may be punished by a fixed-term exclusion. If the

offence is repeated, the child may 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 may 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 may 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. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of poor behaviour. We also keep a record of any incidents that occur at break or lunchtimes.
- 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 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.