



## POTT SHRIGLEY CHURCH SCHOOL

*'Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you'*

### **Behaviour and Discipline Policy (Autumn 2023)**

#### **Aims**

The primary aim of our school is that every member of the school community is valued and respected and feels a sense of self-worth.

We are a caring Christian community, with values built on mutual trust and this behaviour policy is designed to support the way in which all members of the school can live and work together.

It aims to promote an environment where all feel safe and secure in line with the Christian ethos and the biblical mission statement:

***'Be kind and compassionate to one another, just as in Christ, God forgave you'.***

***Ephesians 4 :32***

#### **We recognise that :**

- Behaviour will impact upon experiences both in and out of the classroom, just as the quality of those experiences will impact upon behaviour.
- External influences on children need to be taken into account and related to the expectation of pupils' learning.
- Development of good relationships with parents will assist in supporting the school's understanding of individual children's learning needs and behaviour.
- The school rewards good behaviour and has a set of 'Golden rules'. Our behaviour policy is not primarily concerned with rule enforcement. It is a means to promote good relationships where praise and encouragement are the prime rewards and children learn to accept responsibility for their own actions.
- We recognise that in all disciplinary actions it is essential that the child knows it is the behaviour which is unacceptable, not the child as a person.
- The school has a Code of Conduct to be understood by all.

#### **Expectations.**

An understanding of positive behaviour for all.

Routines which allow children to know what to expect.

Self-discipline and acceptance of standards of behaviour set.

A clear knowledge of boundaries and limits.

Staff setting good examples.

Respect for each other and for children's and school's property.

Care for the environment.

Have an enthusiasm for learning and allow others to learn alongside them without disruption.

## **Golden Rules.**

These are discussed with all children by all staff and pupils know what is expected.

**Always listen carefully. No matter who is speaking and follow instructions promptly.**

**Treat people the way you would wish to be treated. Be kind, always.**

**Walk safely around school; be careful.**

**Use kind hands and feet.**

**Take care of school equipment and other people's property too.**

*The Golden Rules will be revisited annually at the start of each academic year.*

## **Rewards and Sanctions**

The school is clear that the emphasis is on **rewards** to reinforce good behaviour, rather than focus on failures. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. **Praise** is the commonest reward, formal and informal, private and public, to individuals and groups. It is earned by good standards of behaviour as well as by particularly noteworthy achievements and attitude to learning.

**Points** are awarded for good behaviour, positive attitude and effort. The Dojo system (introduced in Spring term 2023) has been adopted. These may be awarded on a daily basis following the 'Dojo' system (appendix 1).

Classroom teachers also follow a positive, visual and daily reward and sanction system. There are two steps for a Dojo reward and 2 steps of warning which results in 5 minutes of missed play time on the same day. This system is reset at the start of each day.

**Sanctions.** These are employed appropriately to individual situations, by staff using professional judgement. The exact procedure applies at break times and lunchtimes. Mid-day supervisors are aware of the policy and follow it appropriately as do visiting teachers.

Sanctions may include repeating work; changing their seat in class; being temporarily removed to another class; supervised time out; missing some playtime; sent to the Headteacher; being prevented from doing an activity; parents contacted if bad behaviour persists.

The school does not tolerate bullying (see our anti-bullying policy). We are a Church school with Christian Values at the heart of our community. Children receive PSHE ( physical, social and health education) through regular teaching within the overall curriculum, and are encouraged to be good friends and stand up to bullies. Any serious incidents of bullying are recorded in each class, the Headteacher is made aware and parents would be informed if appropriate.

All members of staff are aware of the regulations regarding use of force by teachers, as set out in the DfES Circular 10/98, relating to section 550A of the Education Act 1996; *The Use of force to Control or Restrain Pupils*. 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.

#### **Role of class teacher:**

- Ensures school rules are enforced in classes and class behaves responsibly in lessons.
- Has high expectations of behaviour ensuring all children work to the best of their ability.
- Treats each child fairly and the classroom code is consistently enforced with respect and understanding.
- Keeps a record of misbehaviour where a child misbehaves repeatedly in class. In the first instance, the incidents will be dealt within the normal manner, but if misbehaviour continues, help and advice may be sought from another teacher and then the headteacher.
- Liaises with external agencies, as necessary, to support and guide the progress of each child, for example discussing the needs of the child with the educational social worker or L.A. behaviour support service.
- Reports to parents about the progress of their child in the class, in line with whole school policy, and if necessary, contacts a parent if there are concerns about behaviour or welfare of their child.

#### **Role of Teaching Assistants and support staff**

All staff involved in contact with children have a responsibility to ensure good behaviour and the school rules are enforced in whichever class they are supporting in the teaching process and in general movement around the school and playground. They should report any significant incidents to the class teacher, and record them appropriately as directed.

#### **Role of the Headteacher**

- 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.
- To support the staff by implementing the policy; by supporting them in their implementation of it; by setting standards of behaviour.
- Keep records of all reported serious incidents of misbehaviour.
- Be responsible for giving fixed-term exclusions to individual children for serious acts of misbehaviour.
- For repeated or very serious acts of anti-social behaviour, may permanently exclude a child.
- Decide the school's response where unacceptable behaviour by a child on school-organised activities and educational visits takes place, which could adversely affect the school's reputation
- These actions are only taken after school governors have been notified.

## **The Role of Parents**

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- The school rules are explained in the home/school agreement and parents are expected to read and support them.
- Parents are expected to support their child's learning and to cooperate with the school.
- A supportive dialogue between school and parents will enable school to inform parents immediately if there are concerns about a child's welfare and behaviour.
- If reasonable sanctions need to be used to punish a child, parents are expected to support the actions of the school.
- Parents whose child needs prescription medication whilst at school must notify the school office to ask permission for the medication to be brought to school, by the parent/carer. Medicine will be kept safely in the office. It will be given under supervision of a teacher or adult worker after completion of a medication form with clear instructions for dose and frequency.
- If parents have concerns about the way their child has been dealt with, they should initially contact the class teacher. If concern remains, the Headteacher should be contacted. Where discussions cannot resolve the problem, a formal complaint can be made to the school governors.

## **The Role of Governors.**

- Governing bodies play a key role in influencing the ethos of the school- its general atmosphere and philosophy, and hence its standing in the community it serves. This influence carries with it a responsibility to support the Headteacher and staff in maintaining high standards of discipline and behaviour.
- Under Section 88(1) of the Education and Inspections 2006 Act (EIA), Governing bodies must ensure that policies designed to promote good behaviour and discipline and review the policies regularly.
- Governors may give advice to the headteacher on particular disciplinary issues and the headteacher must take this into account when making decisions about matters of behaviour.
- Governors also need to consider the school's policy on exclusions and review the policy every three years, or earlier if the government introduces new regulations or if the governing body receives recommendations on how the policy may be improved.

## **Suspension and permanent exclusions.**

**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 exclusions, and the standard guidance, Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2022. We refer to this guidance in any decision to exclude a child from the school. Only the Headteacher ( or acting Headteacher) has the power to exclude a child for one or more fixed periods, for up to 45 days in one school year. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.**

**See Appendix 2 for details of the process leading up to exclusions.**

## **Monitoring and Review**

The Headteacher regularly monitors and reports to governors the effectiveness of this policy, making recommendations for improvements if thought to be necessary.

*Records of misbehaviour are kept as follows:*

- By class teachers, minor classroom incidents.
- By headteachers, where child has been sent to them for poor behaviour, also for all suspensions.
- By lunchtime supervision team at lunchtime meal or the following break time.
- By governors in monitoring a fair and consistent administration of the policy; the reason for and rate of any suspensions or exclusions; any matters of racial equality ensuring the school abides by 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.

**The Governing Body reviews this policy every three years. However, the Governors may review the policy earlier than this if government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.**

**Headteacher: Anne-Marie Willis**

**Dated: July 2023**

**Chair of Governors: Jane Langdon**

**Dated: July 2023**

## Appendix One

Dojos are rewarded for good behaviour, positive attitude and effort. The children collect Dojos for individual and class rewards that are bespoke to each individual class. Dojo points reset at the start of each half term and children are given the chance to collect their rewards at various points within each half term.

Points are rewarded for; working hard, resilience, effort, teamwork and helping others. The rewards are immediate and linked to each individual child's profile. Points are also shared with parents/families via an online system that complies with FERPS and COPPA regulations, ensuring the system is highly secure and access controlled.



## Appendix two

### Suspensions and permanent exclusions

Reasons for suspensions and permanent exclusions include;

- Physical assault against a pupil
- Physical assault against a pupil
- Verbal abuse or threatening behaviour against a pupil
  - Verbal abuse or threatening behaviour against an adult
- Bullying
- Racial abuse
- Abuse relating to disability

The Headteacher will follow clear guidelines as set out by the DfE following a suspension or permanent exclusion.

There will be a clear monitoring method in place, this will be weekly.

Parents, social workers, the Governing body and local authority will be informed formally. The reasons for exclusion will be set out clearly.

The Headteacher will provide up to date sources and impartial advice for parents.

The Headteacher will ensure a formal process for arranging, at short notice, suitable full-time provision for a pupil receiving suspension over 5 school days.

