

# **Seabridge Primary School**

## **Behaviour and Discipline Policy 2016**

### **1 Aims and expectations**

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 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 number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. 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.

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 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, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 The class teacher will discuss the school values with their class. These underpin all aspects of our behavior policy and approach, and in addition to the school rules, each class also has its own classroom rules, which are created and 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 will discuss these with the whole class during 'circle time'.

1.8 The school does not tolerate bullying of any kind. (Refer to our Anti Bullying Policy.) 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.

1.9 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. (Please refer to our Restrictive Physical Intervention Policy.)

### **2 The role of all staff**

2.1 It is the responsibility of all staff to ensure that the school and class rules are enforced in their classroom, in the hall and at break times and that their class behaves in a responsible manner.

2.2 All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work and play to the best of their ability.

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2.3 Staff treat each child fairly and enforce the classroom and school rules consistently. The teacher treats all children with respect and understanding.

2.4 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 an education social worker or LA behaviour support service.

2.5 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.

## **3 Rewards and punishments**

### **3.1 We praise and reward children for good behaviour in a variety of ways:**

- teachers praise children either verbally or written when marking work;
- teachers give children team points;
- lunchtime supervisors are encouraged to give out stickers and team points.
- each week we nominate a child from each class to celebrate good behaviour, attitude or achievement.
- each of the above receives a certificate in the school Superstar Assembly
- Outstanding work is mentioned in our Golden Book and a postcard is sent home to parents and their name and photo is displayed on our special mention board.
- Children who have shown that they have done anything special in relation to the co-operative values which we have adopted are mentioned in our Red Shoe Book and a postcard is sent home and their name and photo is displayed on our special mention board.
- parents are informed of special awards or consistent effort with behaviour
- we distribute stickers and send texts home to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- positive learning behaviours are rewarded through team points and verbal praise;
- each child receives 30 minutes of choice time each week.

The school also 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.

#### **In class:**

- We use a 'Good to be Green' system to encourage good behaviour.
- We expect children to have a good attitude to learning and listen carefully to instructions and work hard. However adults in the room must be constantly trying to identify why the child is demonstrating such behaviour, including discussing this with the child and planning how to avoid such an issue arising again.
- If they do not do so, we ask them either to move to a place nearer to the teacher, or to sit on their own. If a child continues to be disruptive in class, the teacher reprimands him or her dealing with incidents him/herself in the normal manner presenting the child with a yellow card. (Year 1 onwards) Reception pupils will be supported with other visual reminders.
- However, if misbehaviour continues, the class teacher will present the child with a red card and the child will be asked to have time out in a link classroom or our chill out area.

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- If poor behaviour persists the class teacher will seek help and advice from the deputy head teacher and in some cases the head teacher.
- If a serious incident occurs it may merit a straight red card and an entry in the class log book
- Yellow and red card incidents will be recorded on the class chart or in the class log behaviour book and via a coloured sticker in the Home/School Links book.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and work is done with them to ensure such an incident does not happen again. This is recorded in the Class Log Book.
- If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher will contact the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child by establishing an individual behaviour plan.

A full overview of our rewards and sanctions can be found as an appendix to this policy.

### **Breaktimes and Lunchtimes**

- Children are expected to behave appropriately at all times.
- If a child behaves inappropriately, they will be asked to walk with a member of staff to calm down.
- If poor behaviour continues a child will be given a time out pass and be asked to visit the chill out area and fill in a self
- Reflection sheets may be used if appropriate to the child and/or situation.
- If it is a wet playtime the lunchtime supervisors will send for a member of staff to support them.
- If a serious incident takes place a member of the SLT will be informed and would deal with the situation.
- It is the responsibility of either the staff on duty or lunchtime supervisors to inform the class teacher of any incidents which merit being recorded in the class behaviour book.
- If this continues the Headteacher will become involved and ask parents to work with her to support their child. This may be in the form of establishing an individual behaviour plan for their 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 and in some cases an individual behaviour plan when appropriate.

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. Both these actions are only taken after the school governors have been informed and have had an opportunity to share in this decision.

### **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.

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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 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, 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 make an appointment to discuss the issue with the headteacher. If these discussions cannot resolve the problem, the school governors will become involved and 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 LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Fixed period exclusion of 5 days or less - unless the exclusion will result in the pupil missing a public examination, the Headteacher is only required to report such exclusions to the governors and LA once a 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 a variety of records of 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 bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

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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. 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.

Review Date: October 2018

Signed: A Purcell

Date: 10<sup>th</sup> October 2016