

# **Sywell CE Primary School**

## **BEHAVIOUR AND DISCIPLINE POLICY**

### **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'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, incorporating the Christian values of justice and forgiveness. It aims 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. 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 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 (verbal and written) and reward children for good behaviour in a variety of ways:
- All adults and children have high expectations of behaviour
  - Praise
  - Reward stickers, merit points and badges
  - Certificates
  - Golden times
  - Values awards
  - House points
  - Child of the week
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.

- Children are given praise and reward stickers for good behaviour and work. They can earn individual merit points which will lead to badges each term. They can also earn the values award for showing the values of the school.

**2.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

- Warnings.
- Yellow and red cards / incident book
- Losing golden time
- Removal of privileges / extra curricular activities
- Letter / phone calls home
- Use of exclusion as a last resort

**2.4** Sanctions applied for breaking class rules may vary very slightly from class to class. In all classes however they are administered in a fair and consistent way. All sanctions build up from very modest one to a severe sanction. The first sanction for all classes is a warning. Parents are informed of any yellow or red cards. In severe cases of bad behaviour (e.g. total non compliance/severe physical abuse) the final sanction will operate immediately.

**2.5** The school also has a set of rules that have been agreed at the beginning of each year. The class teacher discusses the school rules with each class.

**2.6** Lunchtime / Playtime behaviour follows the same procedures as the class rules, with positive reinforcement and rules to follow. Any unacceptable behaviour is dealt with by lunchtime supervisors and class teachers informed.

**2.7** 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. See Anti – Bullying Policy.

**2.8** 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.* / and non statutory guidance issued by DfE 2012 ( to be updated Spring 2013). 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 all staff members**

**3.1** It is the responsibility of all staff members 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 members of staff 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 members of staff treat each child fairly, and enforce the class/school rules consistently. They 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 and records them in the incident book. If misbehaviour continues, the member of staff seeks help and advice from senior management.
- 3.5 The member of staff liaises with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with senior management, SENCO and external agencies.
- 3.6 The member of staff reports to parents about the progress of each child in their class, in line with the whole-school policy. The member of staff 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 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 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. 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 school prospectus and 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, 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, 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 or headteacher.

#### **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.

## **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, from Exclusion from Maintained schools, Academies and pupil referral units DfE 2012 guidance. The school refers to this guidance in any decision to exclude a child from school.

**7.2** Only the 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 LEA, 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.

## **8. Confiscation of inappropriate items**

**8.1** The staff of Sywell CEVA Primary School have the right to confiscate items that they deem to be inappropriate.

**8.2** The **general power to discipline** (as set out in DfE guidance: Behaviour and Discipline in Schools) enables a member of staff to confiscate, retain or dispose of a

pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. At Sywell CEVA Primary School, any inappropriate items will be confiscated by the class teacher and given to the headteacher. The headteacher will then return the items to the parent/carer of the child in a meeting at the nearest possible convenience.

**8.3 Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items')<sup>1</sup>. The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'. See attached.

**8.4** Weapons and knives must always be handed over to the police.

## **9 Monitoring and Review**

**9.1** The headteacher monitors the effectiveness of this policy on a regular basis. They also report 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 them on account of bad behaviour. The headteacher also keeps a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident where appropriate.

**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 guidance of *the Equality Act 2010*.

**9.5** The governing body reviews this policy every two years.

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<sup>1</sup> The Government announced their intention to make regulations to add pornography, fireworks, cigarettes and other tobacco products to the list of prohibited items. Subject to Parliamentary approval, we will update this section of the guidance in due course.

# Sywell CE Primary School

## BEHAVIOUR PLAN

We aim: to provide an attractive, stimulating environment in which all children can feel secure, cared for and confident.

All staff will endeavour to:

- Create and sustain a positive, supportive and secure environment
- Keep an attractive, well-organised teaching area.

We expect all children to behave well and encourage good behaviour by:

- Issues relevant to the children are discussed through the school council
- Giving responsibilities to children,
- All adults have high expectations of behaviour
- Praise
- Reward stickers, merit points, values awards and badges
- Certificates
- Golden times
- Talking to parents

We discourage inappropriate behaviour by:

- Warnings
- Yellow and red cards/incident book.
- Losing golden time
- Removal of privileges/extra curricular activities.
- Letter /phone calls home
- Use of exclusion as a last resort

The school code of conduct is the expectation of behaviour and children have the right to learn and be taught in an enabling environment. School Christian values also help the children to choose appropriate behaviour.

Every class have their own rules, which are arrived at through discussion with the children at the start of the year. Parents will be informed of their child's class rules, rewards and sanctions. All classes have very similar rewards and sanction. The children are taught the rules and are made very clear about what rewards and sanctions will apply in their class.

### REWARDS

There is a range of rewards that the teachers use to build self-esteem and encourage good behaviour. Children are given praise and reward stickers for good behaviour. They can earn individual merit points which lead to badges each term 25 points = bronze, 50 = silver, 75 = gold, 100 = platinum, 150 = Infinity. Children receive special Head Teacher stickers for 10 and 20 points after each milestone. Children may also earn class points towards a team or class reward (individual classes may vary slightly but all children will know about the system which operates within their class). Every week a child from each year group (who has worked hard or behaved well) is chosen to receive special certificates that are presented publicly in our celebration assembly on Friday.

### SANCTIONS

Sanctions applied for breaking class rules may vary very slightly from class to class. In all classes however they are administered in a fair and consistent way. All sanctions build up from very modest one to a severe sanction. The first sanction for all classes is a warning. Parents are informed of any yellow or red cards. In

severe cases of bad behaviour (e.g. total non compliance/severe physical abuse) the final sanction will operate immediately.

## **VISITS / EXTRA CURRICULAR ACTIVITIES**

Children who repeatedly break the rules may find themselves ineligible for inclusion in any residential visits or extra curricular activities. The school reserves the right to decline applications, for such visits, from individuals with poor behaviour records (who would represent a risk to the group and/or themselves). The school's decision on this visit will be final.

## **LUNCH TIME/PLAYTIME BEHAVIOUR**

### **EXPECTATIONS**

**In the dining hall** we expect children to:

- Eat their lunch appropriately
- Be polite
- Remain in seat and put their hand up to attract dinner supervisors attention
- Talk quietly, with no shouting across the room

**In the playground** we expect children to:

- Follow the school rules
- Keep within the boundaries of the playground

The **rewards** for good behaviour at lunchtime are:

- Praise
- Stickers

The **sanctions** for bad behaviour are:

- Warning
- Yellow card
- Second yellow card
- Red card – sent in to Head Teacher, put in incident book, phone call to parents/meeting with headteacher/senior teacher at the end of the day

Yellow and Red cards inform the children of which school rules have been broken and explain the behaviour that has led to the card being issued. Tracking records are kept of when and to whom cards have been issued, so patterns of behaviour can be identified. Incidents are recorded in the incident book. Persistent behaviour that seriously breaks the school rules can result in fixed term exclusion and as a last resort permanent exclusion.

Chairperson's Signature

Review Date: **Term 3 2017**