

Sywell CEVA Primary School
BEHAVIOUR AND DISCIPLINE POLICY

'Working Together in God's Hands'

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 academic effort and good behaviour in a variety of ways:
 - Praise
 - Reward stickers
 - Dojo points
 - Certificates
 - Golden times
 - Awards

2.2 The school acknowledges 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 Dojo points which will lead to awards given during Celebration Worship. They are also rewarded 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
- 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. 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.

Warning

A warning will be given for a minor breach of one of the school rules.

Yellow Card

A yellow card will be issued where behaviour has resulted in a significant disruption to the other children's learning, a child has deliberately caused significant harm or upset to another person, or where a warning has been ignored. A yellow card will result in 'Time Out' for children at the next available break time (KS1: 5 minutes, KS2: 10 minutes) where they are asked to reflect on their behaviour and suggest different choices that could have been made. They are also asked to consider which school value was linked to the situation.

Red Card

A red card will be issued where a child has acted with very deliberate intent to maliciously cause significant harm or upset to another person or where school property has been significantly damaged. A red card will result in children being internally excluded for the rest of the school day. The parent will be notified by telephone at the soonest available time after the incident. If two red cards are issued in one day, then a child will be excluded for a fixed term.

Please see Appendix 1 for further guidance as to what might constitute the three different sanctions.

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 If deemed necessary, short term individual behaviour plans will be agreed by staff, parents and pupils. The aim of these is to outline the individual needs of the pupil and the ways in which the school are going to support them. These will be reviewed after a given period of time. They may be accompanied by a risk assessment (if appropriate).
- 2.9 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in guidance DFE-00295-2013, Use of Reasonable Force July 2013 (updated 2015). 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. NB. Schools have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

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 pupils 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 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 may be asked to keep a log of incidents. This will be used by staff to track patterns of behaviour and to implement strategies to help the child.
- 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 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.
- 4.5 The behaviour of a pupil outside school can be considered grounds for an exclusion.

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 expectations for staff, parents and pupils in the Cluster Learning Contract, and we expect parents to read this and support the school's approach.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the Cluster Learning Contract. 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. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the 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 exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
- 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.
- 7.9 The governing board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:
- the exclusion is permanent;
 - it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
 - it would result in a pupil missing a public examination or national curriculum test.
- 7.10 The requirements are different for fixed-period exclusions where a pupil would be excluded for more than five but less than 15 school days in the term. In this case, if the parents make representations, the governing board must consider within 50 school days of receiving the notice of exclusion whether the excluded pupil should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.
- 7.11 Where an exclusion would result in a pupil missing a public examination or national curriculum test, there is a further requirement for a governing board. It must, so far as is

reasonably practicable, consider the exclusion before the date of the examination or test. If it is not practicable for a sufficient number of governors to consider the decision before the examination or test, the chair of governors, may consider the exclusion alone and decide whether or not to reinstate the pupil.

For further guidance please see DFE-00184-2017

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. The legislation sets out what must be done with items found which are banned under the school rules 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. Force cannot be used to search for items banned under the school rules.

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 headteacher records those incidents where a child is sent to them on account of bad behaviour or where a yellow or red card has been given. 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.

Chairperson's Signature:

Approved on:

Review Date:

Sywell CEVA 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.
- 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. 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 – 5 minutes(KS1) 10 minutes(KS2) time out
- 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. Children will miss the next available break time.

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.

Chair of Governors Signature

Date Approved:

Review Date: **Dec 2019**

Appendix 1

Guidance to sanctions at Sywell CEVA Primary School

'Working together in God's hands'

Warning	Yellow	Red
<p style="text-align: center;">Fidgeting</p> <p style="text-align: center;">Trying to get other people in trouble</p> <p style="text-align: center;">Dropping litter</p> <p style="text-align: center;">Making disruptive noises</p> <p style="text-align: center;">Failing to keep on task</p> <p style="text-align: center;">Leaving seats without permission</p> <p style="text-align: center;">Unkind remarks</p> <p style="text-align: center;">Bad language (one off)</p> <p style="text-align: center;">Poor effort</p> <p style="text-align: center;">Distracting others</p> <p style="text-align: center;">Non-uniform/jewellery</p> <p style="text-align: center;">Time wasting</p> <p style="text-align: center;">Running in school</p> <p style="text-align: center;">Pushing in line</p> <p style="text-align: center;">Borrowing without permission</p> <p style="text-align: center;">Leaving work area untidy</p>	<p style="text-align: center;">Consistent low level disruption</p> <p style="text-align: center;">Constantly shouting out</p> <p style="text-align: center;">Disregarding supervisors</p> <p style="text-align: center;">Threatening/aggressive behaviour</p> <p style="text-align: center;">Spitting</p> <p style="text-align: center;">Refusal to co-operate</p> <p style="text-align: center;">Telling lies</p> <p style="text-align: center;">Continuously demonstrating behaviours from the 'Warning' column</p>	<p style="text-align: center;">Serious assault</p> <p style="text-align: center;">Vandalism</p> <p style="text-align: center;">Physical/verbal threats to staff</p> <p style="text-align: center;">Violent outbursts (verbal or physical)</p> <p style="text-align: center;">Leaving school without permission</p> <p style="text-align: center;">Spitting at a person deliberately</p>