

# Policy for Behaviour and Discipline



**“Desky tha Bewa  
Bewa rag Desky!”**  
*Learning to live, Living to Learn!*

**Working at Stithians Community Primary School  
STITHIANS COMMUNITY PRIMARY SCHOOL  
Behaviour and Discipline Policy**

## **1 Aims and expectations**

### **1.1**

It is a primary aim of Stithians 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.

**We encourage children to be responsible and caring; to show respect and consideration towards others whatever their race, culture, gender, ability or disability; to always try their best and to treat all property sensibly and responsibly.**

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. 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.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. 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.

### **1.2**

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.

Stithians School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

### **1.3 Expected Behaviour**

The school expects every member of the school community to behave in a considerate way towards others.

Each class develops their own Behaviour Contract at the beginning of the year or on their transition visit to their new class. This will detail expected behaviour to make our school a physically, mentally and emotionally safe place to be.

The Behaviour Contract will be displayed prominently in each class.

The Behaviour Contract will be consulted and amended as appropriate throughout the school year.

The Home School Agreement requires children and parents sign up to the whole school expectations for behaviour.

### **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**

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## **2 Rewards and Sanctions**

### **2.1 Rewards**

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

- Staff praise children.
- Staff give children House Point stickers. We distribute stickers to children for good work and good behaviour and to acknowledge outstanding effort or acts of kindness in school.
- Each week we nominate children from each class to receive a Class Teacher's for their good work or behaviour in our 'Celebration' Assembly
- Headteacher certificates are awarded for 20 House Points and other outstanding incidents in that week.
- The school newsletter publishes the names of those children gaining and weekly / Headteacher's Awards.
- All classes have an opportunity to lead a class assembly where they are able to show examples of their best work.

### **2.2**

The school acknowledges all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates. The school has joined The Children's University to celebrate and encourage extra-curricular involvement.

### **2.3 - Sanctions**

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.

We expect children to listen carefully to instructions in lessons. If they do not do so we may ask them to move nearer the teacher or 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.

From Year 1 onwards if a child is disruptive in class, the teacher turns their 'Good To Be Green Card' amber. If a child misbehaves a second time their card is turned red and this indicates 5 minutes of playtime lost. The same applies for a third time. After that we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. This will involve going to another class teacher.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If a child threatens, hurts or bullies another child, the class teacher records the incident and sanctions are applied to the child. If a child repeatedly acts in a way that disrupts or upsets others, the school 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 school uses 'Traffic Lights' as a system of positive behaviour management. The Assistant Headteacher/Pastoral Co-ordinator works closely with the child, class teacher and parents to modify their behaviour. This has proved to be extremely effective.

#### **2.4**

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. See Anti-bullying Policy.

#### **2.5**

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. Two members of the school staff are Team Teach trained. The actions that we take are in line with government guidelines on the restraint of children. DofE – Use of Reasonable Force – Advice for Head teachers, staff and Governing Bodies 2006

### **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**

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 the headteacher.

#### **3.5**

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

#### **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.

#### **Behaviour deemed to reflect Special Needs**

Where inappropriate behaviour consistently fails to respond to quality first teaching and is not managed by the strategies out lined in this document, it is the responsibility of the class teacher, in consultation with the SENCO and Headteacher, to draw up an Individual Behaviour Plan.

Where targets are not met, and the child consistently fails to reach the standards of behaviour expected, the SENCO/Head teacher may request the involvement of outside agencies, such as the Behaviour Support Team.

### **4 The role of the headteacher**

#### **4.1**

It is the responsibility of the headteacher, under the Behaviour and Discipline in Schools – advice for headteachers and School staff 2014, 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. This is kept in the Head Teacher's Office.

#### **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 our expectations for behaviour in the school prospectus, 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. The home-school agreement will be updated to reflect this policy. 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 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 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.

### **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, 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.

## **8. Drug- and alcohol-related incidents (refer to Drugs Policy).**

## **9 Monitoring and review**

**9.1**

The headteacher monitors the effectiveness of this policy on a regular basis. 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 on account of bad 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 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 – November 2020