



# **CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS**

## **Behaviour and Discipline Policy**

**Approved:** 20<sup>th</sup> March 2017

**Due for review:** March 2019

## **Behaviour and Discipline Policy**

### **1. Introduction**

It is a primary aim of our Schools that every member of the school community feels valued and respected, and that each person is treated fairly and well and has the right to feel safe at all times. We are a caring community whose values are built on mutual trust and respect for all. The schools' behaviour policy is, therefore, designed to underpin the way in which all members of the school can live and work together in a supportive, effective and considerate manner. It aims to promote an environment where everyone feels happy, safe and secure. We treat all children fairly and apply this behaviour policy in a consistent way across our schools. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of their school communities.

### **2. Inclusivity and equality**

Our Schools believe that all members of the school community should be free from discrimination of any kind. Bullying and discrimination as a result of gender, race, colour, sexual orientation or background is absolutely unacceptable (see our Anti-bullying policy).

### **3. High standards of behaviour**

We have a number of school rules, but the behaviour policy is not primarily 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.

Our Schools reward good behaviour, as we believe 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.

#### **At CM and SWP Schools:**

##### *School Rules*

The class teacher discusses the golden school rules with each class. These are:

- Work hard
- Listen to others
- Be honest
- Be kind and helpful
- Look after property.

In addition to the golden rules, each class has its own classroom rules and reward system, which is agreed by the children. In this way, every child knows the standard of behaviour that we expect in our schools. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

### **4. Rewards and sanctions**

#### **At CM and SWP Schools:**

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

- teachers congratulate children
- teachers give children team (Dojo) points
- each week we nominate a pupil from each class to receive the Star of the Week award
- a photo of each recipient of Star of the Week is displayed the porch for a week together with a description of why the award was given

- we distribute team (Dojo) points and Star of the Week to pupils either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school -these are linked to our School Values.
- team points and rainbows are also given out if children show that they understand or exhibit behaviour promoting the school's values.
- value points are awarded instead of awarding Dojo points at SPS - these are linked to the 5 values of: diligence, honesty, tolerance, kindness and respect. They also have a “star learner” for the day.

Our Schools employ 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.

- If a pupil is disruptive in class, at playtime or at lunchtime, the teacher or member of staff reprimands him or her and asks him/her to stop. If a child misbehaves repeatedly, s/he is given a verbal warning; any further problems will result in the child being given a red card, which means s/he goes direct to the Head of School and will miss part of playtime. An incident form is recorded and sent home.

Our Schools acknowledge all the efforts and achievements of children, both in and out of school. Achievements reached outside school can be praised in our celebration assembly on Friday. Children can show medals, certificates or things they have achieved outside school on this day.

Our schools do 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 our Anti-bullying policy).

All members of staff are aware of the regulations regarding the use of force by teachers (refer to our Positive Handling policy). Staff in our schools 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.

## **5. The role of teaching staff**

It is the responsibility of teaching staff to ensure that the golden rules are enforced and that the children in their care behave in a responsible manner during lesson time. The teaching staff in our schools have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Teaching staff treat each child fairly, with respect and understanding, and enforce the classroom code consistently. If a child misbehaves repeatedly, the staff member may keep a record of all such incidents. In the first instance, the member of staff deals with incidents him/herself. However, if misbehaviour continues, they may seek help and advice from the Head of School or Executive Principal.

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 the education social worker. If a child displays continuous disruptive behavior a Multi-agency assessment will be considered and the child may be placed on the SEND register.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

## **6 The role of Support Staff**

Support staff should provide a positive model of behaviour and ensure that high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

## **7 The role of the MDSAs**

It is the responsibility of MDSAs to ensure that the golden rules are enforced and that the children in their care behave in a responsible manner during lunchtime. If a child misbehaves repeatedly, the MDSA may keep a record of all such incidents. In the first instance, the MDSA deals with incidents herself and reports this to the class teacher or Teaching Assistant. However, if misbehaviour continues, they may seek help and advice from the Head of School or Executive Principal.

## **8 The role of the Heads of School in liaison with the Executive Principal**

It is the responsibility of the Heads of School to implement the school behaviour policy consistently throughout the school, and to report to the Local Board, when requested, on the effectiveness of the policy. It is the responsibility of the Executive Principal to ensure the health, safety and welfare of all children in our schools.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. Each school keeps records of all reported serious incidents of misbehaviour.

The Executive Principal 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 Executive Principal may permanently exclude a child. Both these actions are taken only after the Local Board have been notified.

Should an allegation be made against a member of staff by a pupil, the Executive Principal will draw on and follow the advice from DBAT on dealing with allegations of abuse against teachers, as well as other staff guidance. Malicious allegations against all staff will be taken seriously and acted upon by informing parents/ carers and taking the necessary disciplinary action.

## **9 The role of parents and carers**

Each school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Our schools explain the golden school rules on the school websites, and we expect parents/ carers to read these and support them.

We expect parents and carers to support their child's learning and to co-operate 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.

If the school has to use reasonable sanctions to discipline a child, parents and carers should support the actions of the school. If parents/ carers 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 follow the Complaints Procedure as set out in our policy.

Parents and pupils may be required to sign a good behaviour agreement.

## **10 The role of the Local Board**

The Local Board has the responsibility of setting down these general guidelines on standards

of discipline and behaviour, and of reviewing their effectiveness. The Local Board supports the Executive Principal and Heads of School in carrying out these guidelines.

The Heads of School have the day-to-day authority to implement the school behaviour and discipline policy, but Local Board members may give advice to the Heads of School about particular disciplinary issues. The Executive Principal and Heads of school must take this into account when making decisions about matters of behaviour.

### **11 Fixed-term and permanent exclusions**

Only the Executive Principal (or the Acting Executive Principal) has the power to exclude a pupil from school. The Executive Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Principal may also exclude a pupil permanently. It is also possible for the Executive Principal to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Executive Principal excludes a pupil, s/he informs the parents/ carers immediately, giving reasons for the exclusion. At the same time, the Executive Principal makes it clear to the parents/ carers that they can, if they wish, appeal against the decision to the Local Board. The school informs the parents/ carers how to make any such appeal.

The Executive Principal informs DBAT and the Local Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Local Board itself cannot either exclude a pupil or extend the exclusion period made by the Executive.

The Local Board would convene a discipline committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the Local Board. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. If the Local Board members' appeals panel decides that a pupil should be reinstated, the Executive Principal must comply with this ruling.

### **12 Monitoring**

The Executive Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the Local Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Our schools keep a variety of records of incidents of misbehaviour. Red card incidents are recorded in the book and a slip sent home to parents. Any incidents that occur at break or lunchtimes are also recorded. MDSAs also report to the class teacher children who have been a problem or very good at lunchtime.

The Executive Principal keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. It is the responsibility of the Local Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **13 Review**

This policy was approved by the Local Board on 20<sup>th</sup> March 2017 and is reviewed every two years. The members may, however, review the policy earlier than this if the government introduces new regulations, or if the Local Board receives recommendations on how the policy might be improved.

Signed:   
**Chair of Local Board**