

KIRK FENTON CE PRIMARY SCHOOL
Behaviour and Discipline Policy
2017-18

Rationale

Kirk Fenton CE Primary School's vision for our children is rooted in Christian belief and principles and 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. It aims to promote an environment where everyone feels happy, safe and secure.

Aims

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.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to be proactive in promoting good behaviour, rather than merely deterring and reacting to anti-social behaviour.

Rewards and Sanctions

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

- Teachers congratulate children
- Teachers give children individual rewards and privileges eg stickers, lining up first, jobs
- Class rewards
- Sent to another class for praise or other reward
- Each week children from each class are chosen to go in the 'Good Work Friday Book' that is then put out for everyone to see and their names are published in the weekly newsletter.

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- Children mentioned in the 'Good Work Friday Book' also receive a special certificate presented during whole school collective worship.
- Children are nominated throughout the term by other children, staff or parents, for demonstrating Christian Values and awards are made fortnightly. One child from each class is randomly selected from the nominations for the Christian Value Award and receives a certificate. Nominated children's photographs are displayed on our Celebration noticeboard in the hall.
- Classes have an opportunity to lead a class assembly and collective worship where they are able to show examples of their work.

The school acknowledges all the efforts and achievements of children, both in and out of school. Achievements out of school are also celebrated in Friday assembly and collective worship.

Our school rules, appropriate to the age of the children, are displayed in every classroom



We will try to do our best



We will have pride in our self and our school

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We will be kind, friendly
and think of others



We will listen to all adults
and follow instructions



We will value others and
co-operate with them



We will walk sensibly inside and play safely outside

The school employs a number of sanctions to encourage children to remember the school rules, and to ensure a safe and positive learning environment. See Appendix 1: Assertive Discipline. We employ each sanction appropriately to each individual situation. The behaviour of all children is recorded and there are clear consequences that are recorded through our warnings system as follows:

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- 1. Verbal reminder of positive behaviour expectations**
- 2. Class's own warning system then comes into use**
- 3. If necessary, severe misbehaviour will be communicated to other staff (through Golden Thread) and to parents. Individual support plans are put in place for individual children with specific behaviour needs.**

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is 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 may discuss this with the children concerned or with the whole class during circle time.

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. We do everything in our power to ensure that all children attend school free from fear.

Staff only intervene physically to prevent injury to another person, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines. Staff are 'De-escalation' trained. (January 2018)

The role of the class teacher:

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.

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.

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.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. 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 or SENCO.

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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 or LA behaviour support service.

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.

The role of the headteacher:

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.

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.

The headteacher keeps records of all reported serious incidents of misbehaviour.

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.

The role of parents:

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

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.

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.

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The role of governors:

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.

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.

Fixed-term and permanent exclusions

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, *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England* (DfES, September 2017). We refer to this guidance in any decision to exclude a child from school.

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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, she 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.

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.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body will form a discipline committee that is made up of between three and five members to consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider 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.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

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Drug and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school, with the exception of asthma relievers that are kept by the child and self-administered. If a child needs medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought in. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances the child will be sent home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Use of Restrictive Physical Intervention

The vast majority of children in school behave well, and conduct themselves in an acceptable manner. However, a very small number may challenge codes of conduct, expectations, rules and routines and, in extraordinary circumstances, the physical management of children may be necessary for the protection of themselves or others.

At Kirk Fenton the use of restrictive physical intervention is seen as a last resort when all other options have been exhausted and will be used with the minimum degree of intrusion required to resolve the situation.

Where possible the use of restrictive physical intervention will be carefully planned and involve staff who have received awareness training on de-escalation techniques and approaches and the Team Teach approach to the use of restrictive intervention.

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The school has adopted the CYPs guidance on *The Use of Restrictive Physical Intervention for Children and Young People* (NYCC, Revised September 2016).

Monitoring and review

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.

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/her on account of severe bad behaviour. We also keep a record of any significant incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of 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. Similarly, governors will ensure the school abides by the Disability Discrimination Act.

The staff review this policy annually to ensure it reflects current practice. 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.

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