

Behaviour and Discipline Policy

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 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. Every aspect of our provision aims to comply with section 89 of the Education Act 2006 including reasonable force, screening, searching and confiscation.
- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It is vital that we embed an ethos where children show respect regardless of age, gender, sexuality, race, disability, culture or social background. We focus on the key elements of British Values and the Prevent agenda. **We strongly believe in equality.** This is reinforced through other policies.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others at all times. We treat all children fairly and equally and apply this behaviour policy in a consistent way.
- 1.4 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.
- 1.5 The school rewards good behaviour, as it believes 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.

Rewards and sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- Adults praise and congratulate children verbally
 - Adults give general stickers and certificates
 - In early years, adults give rainbow award
 - In key stage 1 and key stage 2, children are rewarded with Dojo points
 - Each week we nominate a child from each class to be a Superhero child – we celebrate their achievements in Superhero assembly, inviting parents and carers to attend
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Class teachers make time to celebrate these achievements where appropriate.
- 2.3 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 put into place strategies to support them such as asking them either to move to a place nearer the teacher, or to sit on their own.
 - We promote active listening – look at the teacher, listen to the teacher, sit still, close your lips and turn on your brain.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to complete or redo a task.
- We have in place a steps system that has key aims – it is systematic throughout school and aims to teach children to understand what they are doing wrong, what they

need to do to improve their behaviour and to ensure they understand rewards and sanctions.

The steps system applies if:

- a child is disruptive in class - our aim is always to reintegrate children into their learning.
- a child's behaviour endangers the child or the safety of others.
- a child threatens, uses inappropriate language such as racist remarks, hurts or bullies another pupil
- a child damages property
- a child does not show respect for others, including adults
- a child does not follow school rules

The STEP SYSTEM:

STEPS 1-3 are part of the learning curriculum, where children are taught how to how behave in a respectful manner. These STEPS are not usually reported to parents.

- STEP 1 (**REMINDER**) staff always use this word and always talk to the child about what they have done and what their next choices are.
- STEP 2 (**WARNING**) staff always use this word and always talk to the child about what they have done and what their next choices are.
- STEP 3 – (**TIME OUT**) staff always send a child to a time out chair in class or time out place in the playground, always use the words **TIME OUT** and always talk to the child about what they have done and what their next choices are. Staff NEVER leave a child standing outside a classroom for time out. Staff may use time out several times before moving onto step four, giving the child additional chances to behave in the right way before step four.

STEPS 4-6 are much more serious. These STEPS are usually reported to parents.

- STEP 4 – (**SERIOUS TALK**) children are sent to a member of the SLT. A step four means behaviour is extreme and can happen as soon as an adult thinks it necessary. Adults may miss steps and take a child straight to step four. SLT talk to children, keep records, and determine next course of action,
- STEP 5 – (**INFORM PARENTS/CARERS**) SLT may decide to contact parents and carers. They do this to keep parents informed and to engage them in a joint approach to support children.
- STEP 6 – (**EXCLUSION**) SLT sometimes decide to exclude children. An exclusion can be school-based or formal exclusion. All formal exclusions are reported to the Governing Body.

2.4 The class teachers ensure that children understand school rules. 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 or inappropriate behaviour, the class teacher discusses these with the whole class during 'circle time'.

The teacher will also put into place lessons that focus on the principles of respect regardless of age, gender, race, disability, culture or social background. Teachers ensure that children from ethnic minorities are monitored carefully and given additional support as needed.

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- 2.5** The school does not tolerate bullying or racism 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.
We conduct regular consultation with children, families and staff and this includes taking into account views about bullying and racism.
- 2.6** When absolutely necessary, restraint actions that we take are in line with government guidelines and are always a last resort.

The role of the class teacher

- 3.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner, especially during lesson time.
- 3.2** The class teachers in our school 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.
- 3.3** The class teacher treats each child fairly and equally and enforces school rules and the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class, the class teacher follows the steps system. The class teacher promotes good behaviour through consistent use of rewards in line with school policy.

The role of the head teacher

- 4.1** It is the responsibility of the head 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 head teacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3** The head teacher keeps records of all reported serious incidents of misbehaviour, bullying and racism. The frequency of racist incidents is reported to the local authority and to governors.
The head teacher ensures that the school engages with external agencies where additional support for children is necessary.
- 4.4** The head teacher 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 head teacher will discuss permanent exclusion with governors before taking action.

The role of parents and carers

- 5.1** The school works collaboratively with parents and carers, so 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 we expect parents and carers to read these and support them.
- 5.3** 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 and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.4** If the school has to use reasonable sanctions, parents and carers are expected to support the actions of the school

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 head teacher in carrying out these guidelines.
- 6.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- 7.1 Only the head teacher (or members of the senior management team) have the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, in line with local authority policy.
- 7.2 If a pupil is excluded parents or carers are informed immediately and given reasons for the exclusion. The exclusion is confirmed in writing, the letter makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The head teacher informs the local authority immediately.
- 7.3 Fixed-term exclusions beyond five days in any one term are reported to the Chair of Governors and parents or carers are given the opportunity to talk to a governor.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- 7.5 The governing body has the responsibility to appoint an appeals panel which is made up of between three and five members should there be a need to consider any exclusion appeals on behalf of the governors.
- 7.6 When an appeals panel meets to consider an exclusion, they consider the issues within the appeal and respond to the parent/carer on behalf of the school.

Monitoring, and dealing with complaints

- 8.1 The head teacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. If parents and carers have any concern about the way that their child has been treated, they should initially contact the class teacher. The class teacher will respond, and keep the head teacher informed. If the concern remains, parents and carers should contact senior managers; if still dissatisfied they should speak to the head teacher. If discussions with the head teacher do not resolve issues parents and carers should contact the Chair of Governors via letter sent to the school. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- 8.2 The school keeps a variety of records of incidents of misbehaviour. There are times when the class teacher may need to record classroom incidents. The head teacher records those incidents where a child is sent at step four. We also keep a record of any incidents that occur at break or lunchtimes. Lunchtime supervisors give written details of any incident to class teachers. White slips are used to record steps one, two and three. Orange slips are used to record step four. The class teacher is responsible for ensuring that the head teacher is given orange slips so that they can be dealt with at senior management level.
- 8.3 The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor exclusions, and to ensure that the school policy is administered fairly and consistently.