

ASTON ALL SAINTS C OF E PRIMARY SCHOOL
A school in the Diocese of Sheffield Academy Trust

Behaviour and Discipline Policy

Date: May 2018

Review Date: May 2019

Aims and Expectations

“The Christian ethos is at the heart of all we do in school and underpins all our aims.”
Christian values are fundamental to the way in which all members of the school community behave and treat one another.

It is our aim that every member of our school community feels valued and respected. We are a caring, Christian community, whose values are built on mutual trust and respect for all. This behaviour policy is 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 and children can learn and teachers can teach; this will ensure that all children have every opportunity to reach their full potential.

A key factor in the success of this policy is the support from parents and carers and their role in implementing this and promoting good behaviour is detailed below.

The school rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour but also sets clear guidelines for dealing with inappropriate and unacceptable behaviour. This policy details the reward system for good behaviour and the graduated response for dealing with inappropriate and unacceptable behaviour.

The class teacher discusses the school code of conduct with each class. The code of conduct and pupil behaviour policies have been designed and agreed by the School Council; this is reviewed annually.

In addition to the school code of conduct, each class also has its own classroom code, which is agreed by the children and sometimes displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour we expect.

Rewarding and promoting good behaviour and positive attitudes to learning

We expect all children to come to school prepared to show good behaviour and a positive attitude to learning.

We promote and encourage this by: -

- Praising and rewarding children for positive behaviour and a good attitude to learning
- Encouraging older children to set examples for younger children by helping them at lunchtimes, playtimes etc.
- Expecting children to treat all adults and children with respect (both in and out of school)

- Sharing achievements in whole school special mentions assemblies for achievement both in an out of school
- Having simple class rules, a school code of conduct and a written home school agreement to show clearly what we expect of all children in school
- All staff having a positive approach in encouraging and promoting good behaviour in all classrooms, around school and when children are representing school during off site visits, sporting and music events

Rewarding good behaviour

Class Dojo is used in all classes. This is an IT based system which rewards children with Dojo points at any time in the school day against a given set of class criteria. These might be specific expectations for behaviour, attitudes to learning or a specific whole school focus on a particular value.

Daily or weekly prizes/rewards will be given and this will depend on the age of the children – the younger children may need regular reinforcement rather than waiting until the end of the week.

Staff will also reward children with stickers, praise stamps, star of the day or week as appropriate for the age group of the children.

Consequences for inappropriate behaviour and or attitude to learning

Sometimes it is necessary to employ a number of sanctions to enforce school rules and ensure a safe and positive learning environment. Aston C of E has a carefully planned, graduated response to dealing with unacceptable behaviour.

There is a consistent approach across school to any inappropriate behaviour. However, staff use their discretion regarding the age or needs of the children in their classes.

Teachers record any inappropriate behaviour in a class behaviour book. This book is used to record the following kinds of inappropriate behaviour

- Name calling of any kind
- Swearing
- Being rude or disrespectful to an adult or child
- Interrupting in class on more than one occasion
- Any form or physical aggression

An immediate consequence of any of the above behaviour would be to either, hold the adult's hand at morning break time or in the case of older children, to remain inside being supervised by an adult and to do some work, planned by their own class teacher.

For Foundation Two children, they will hold an adult's hand when in their outdoor area or miss part of their outdoor time, if they have displayed unacceptable behaviour. They are also asked to have thinking time away from the other children for the same reason.

There is also a record of any incidents that occur at lunchtimes; lunchtime supervisors give written details of any incident in their lunchtime record book. They will then walk with the lunchtime supervisor for the remaining break. They will also inform staff in school.

We strongly believe that each day is a new day and that consequences of inappropriate behaviour take place on the same day. The next school day is a fresh start and an opportunity for the child to start again and not repeat the previous day's behaviour.

However, in some cases further action needs to be taken.

If a child's name is in the class behaviour book on more than three occasions in one week, then parents will be informed. If this continues, then a meeting would be arranged with the parent and the class teacher. If this still persists then a more formal meeting with Head Teacher will be arranged. A record of any contact with parents will be kept.

The role of staff in school

It is the responsibility of the class teacher and teaching assistants to ensure that the school code of conduct is followed in all classes and that the children behave in a responsible manner during the school day.

All staff 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.

Staff treat all children fairly and enforce the school and classroom code of conduct consistently. Staff treat all children in their class with respect and understanding.

The role of the Head Teacher

It is the responsibility of the Head Teacher 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.

The head teacher keeps records of all reported serious incidents of misbehaviour. 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 misbehaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of the parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

The school code of conduct is explained in the school prospectus and parents are expected to read these and support them.

We expect parents 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 punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child

has been treated, they should contact the head teacher. If the concerns remain, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 head teacher in carrying out these guidelines.

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.

Fixed-term and permanent exclusions

Only the Head Teacher (or a member of the leadership team) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately giving reasons for the exclusion. At the same time, the head teacher 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 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 has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

If the governor's appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for any changes.

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.

Review

The governing body reviews this policy annually. 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.

Signed.....

Date.....