

## **Broughton Moor Primary School Behaviour and Discipline Policy**

*Good behaviour is a necessary condition for effective teaching to take place.*

***Learn to listen and listen to learn.***

### **Our Code of Conduct**

- Together we treat others as we would like to be treated.
- Together we only ever work hard and do our best.
- Together we take good care of our school.
- Together we walk quietly and sensibly around our school.

### **Aims of the Policy**

To develop a set of morals (agreed rules for life) within which initiative, responsibility and sound relationships can flourish.

To enable children to develop a sense of self-worth and a respect and tolerance for others.

To produce an environment in which children feel safe, secure and respected.

### **Rewards**

We praise and reward children:

Academically and socially by giving praise, Dojo points, whole class rewards and visits weekly certificates.

### **Unacceptable Behaviour/Sanctions**

**Unacceptable behaviour includes:-**

Disrupting the learning of other children/talking when others are talking.

Talking when others are talking.

Disobedience to a reasonable instruction.

Biting, spitting, hitting and kicking.

Foul language and swearing.

Making unkind remarks.

Damaging property.

Answering back, rudeness or aggression to adults.

Stealing.

Truancy.

Racist comments.

Forming gangs and bullying.

### **Sanctions**

When children's behaviour falls below an acceptable standard, a range of sanctions may be used to correct this. We have an agreed pyramid of behaviour which is our first step when dealing with behaviour. Unacceptable behaviour results in time lost at the following breaktime. All children are reminded of expectations, given a warning and then their behaviour recorded on the behaviour sheet.

However, if this fails to correct the behaviour of a child, the following procedures may be adopted:

### **In the Classroom**

Time out – removal from the scene of an incident. This may mean working at a different place, e.g. working in another classroom by arrangement with the class teacher.

Completing/repeating work.

Loss of free/play time

Loss of privileges.

### **In the Playground**

A pupil is taken indoors for a five minute cooling off period.

If the above sanctions do not lead to a modification of behaviour, the following may be considered:

Explore possible underlying causes for repeated unacceptable behaviour and agreement is reached why unacceptable behaviour happens and how it will not be repeated.

Exclusion from a favoured activity – this must be immediate, but can only be used occasionally. It has to be considered whether it is educationally sound to deprive children of particular lessons. They cannot learn to behave in lessons if they are removed from them.

### **General school times**

A firm reprimand from a member of staff is expected to be sufficient to correct most misbehaviour .

Time out – removal from the scene of an incident. This may mean working at a different place, e.g. working in another classroom by arrangement with the class teacher.

Loss of free/play time.

Loss of privileges.

Exclusion from the right to represent the school. This sanction should be used only rarely.

A letter/telephone call to a parent from the Head Teacher or senior teacher.

A meeting with parents.

The establishment of a behaviour record or home-school report book.

A requirement for a written apology.

A regular report to be given to the Head Teacher.

Other sanctions following discussion between parents, class teacher and Head Teacher.

Exclusion from school (LEA guidelines to be followed).

The class teacher discusses the code of conduct with each class on a termly basis and it is regularly referred to in whole school assemblies. 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 discusses these with the whole class e.g. during circle time.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. 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. The phrase 'in danger of hurting him/herself' would include a child trying to run away from the school grounds or building.

### **Bullying**

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. The school has a separate policy for dealing with incidents of bullying (available for viewing on the school website).

### **Racist Remarks**

A pupil is reprimanded, the Head Teacher is informed and a record of the incident kept.

For a repeated offence, a record is kept and parents will be informed.

In persistent cases, parents may be asked to discuss the matter with the Head Teacher or a school governor in line with the school's equal opportunities policy.

All incidents will be reported to the LEA.

### **The Role of the School Staff**

It is the responsibility of all school staff to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

All school staff 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.

All school staff treat each child fairly and with respect and understanding.



If a child misbehaves repeatedly in class, staff may keep a record of all such incidents. In the first instance, the member of staff deals with incidents him/herself as in the guidelines above. However, if misbehaviour continues, the member of staff will seek help and advice from other members of staff and/or Head Teacher.

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 Head Teacher**

It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

The teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher 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 Head Teacher may permanently exclude a child. Both these actions are taken only after the Chair of Governors has been notified.

### **The Role of Parents**

The school works collaboratively with parents, so 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 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 concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher then 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. The Head Teacher must take this into account when making decisions about matters of behaviour.

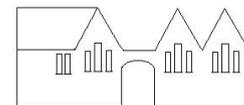
### **Fixed-Term and Permanent Exclusions**

**Only the Head Teacher (or the acting Head Teacher) 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, the Head Teacher 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 school informs the parents how to make any such appeal. The headteacher will inform the chair or deputy chair of governors if there are any exclusions.

The Head Teacher informs the LEA 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 pupil or extend the exclusion period made by the Head Teacher.

The governing body will convene a discipline committee which is made up of between three and five members unconnected to the incident. 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,



moving forward together

consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' 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. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head Teacher keeps a record of any pupil 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 suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

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.

Signed: 

Mr Brotherhood Head Teacher

Date: September 2018

Signed:

Mrs M Wiltshire Chair of Governors

Date: September 2018