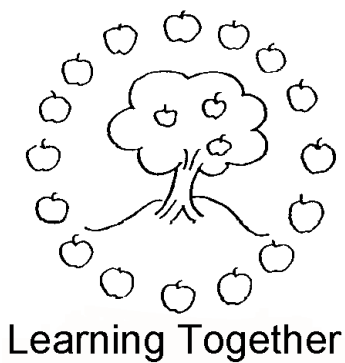


# **Kingsbury Episcopi Primary School**

## **Behaviour and Discipline Policy**



**Autumn 2009**

**Review Date: Autumn 2010**

## **Governors' General Principles**

The Governing Body is committed to promoting respect, fairness and social inclusion. The Governing Body is therefore committed to improving outcomes for all pupils/staff and eliminating all forms of discrimination, harassment and bullying.

The Governing Body wishes to promote equality of opportunity and is concerned with the welfare of pupils and relationships across the whole school community.

Vulnerable pupils should receive support according to their needs.

School, pupils, staff and parents must have a reasonable expectation of one another which will ensure an orderly and safe climate for learning.

## **Aims and Expectations**

At the heart of our Behaviour and Discipline Policy is the belief that people work, teach and learn best when they feel happy, secure, confident and valued.

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. This school policy is therefore designed to promote the way in which all members of the school can live and work together in a supportive way.

The school has a number of basic school rules, and class rules:

Work hard and let others do the same  
Be a kind and caring friend  
Look after your own and others' belongings  
Speak and listen politely to everyone  
Show respect for others

The primary aim of the behaviour policy is not a system to enforce rules. It is viewed as 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 to 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 co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rights and Responsibilities of Schools, Pupils and Parents in ensuring an orderly climate of learning – see Appendix 1.

## **Rewards and Sanctions**

Rewards

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

- teachers use non-verbal praise;
- teachers congratulate children with verbal praise;

- teachers mark children's work and positive comments are used as part of process;
- teachers give children house points, stickers and public congratulation;
- for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- all classes have an opportunity to participate in the weekly Celebration and Praise assembly where children are able to show examples of their best work, have good behaviour and acts of good citizenship described. Children are awarded certificates by their class teacher.
- The Headteacher awards usually 1 or 2 children a certificate each week for some special achievement or good behaviour. The Governing body are represented each week at the Celebration and Praise Assembly, and award a certificate for achievement.
- Using the Restorative Justice scheme.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring examples of out of school achievements to Celebration and Praise assembly.

## Sanctions

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. Individual staff employ a variety of techniques when dealing with inappropriate behaviour. Sometimes a 'look' or private word will highlight someone's poor behaviour. It might involve informing a child or removing them from the situation and talking to them privately. Occasionally, a situation may require an immediate reaction. This should never place an individual in a position of threat, ridicule or embarrassment. As a general rule we do not shout at children.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. The child may be sent to, or the incident reported to, the Headteacher.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records/reports the incident and the child is interviewed by the Headteacher or senior member of staff. The Restorative Justice process may be applied. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Strategies employed may include:

- Involvement of Headteacher
- Involving parents
- Behaviour monitoring diary ("On report")
- Referral to behaviour support agencies
- In-house exclusion
- Fixed term exclusion
- Permanent exclusion

(Please refer to the Safeguarding Children Policy and the policy for The use of Reasonable Force to Restrain or Control Pupils).

The class teacher discusses the school rules with each class. In addition to the school rules, each class may also have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. The SEAL (Social and Emotional Aspects of Learning) programme is followed by each class and includes many ideas and activities that highlight children's positive behaviour within the class and school. Our aim is for every child in the school to know 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.

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 try to prevent any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. (Please see school Anti-bullying Policy)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DCSF Guidance for Schools 2007 and the Somerset Policy on the Use of Restrictive Interventions in Schools and Other Educational Establishments (April 2007). 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 actions that we take are in line with government guidelines on the restraint of children (see Appendix 2).

#### Behaviour Off School Site

Under the Education and Inspections Act 2006 school are able to impose reasonable sanctions when a pupil is on the school site or under the lawful control or charge of a staff member. This includes behaviour on activities arranged by the school such as residential visits and sporting events.

#### Confiscation

If an item needs to be confiscated from a child because it is disrupting the behaviour of the child or other children, the article is kept in a safe place for the day and returned to the child or parent at the end of the day.

### **The Role of the Class Teacher/Support Staff**

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 during lesson time.

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.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

The class teacher reports to parents about the progress of each child in their class. The class teacher or Headteacher may contact parents if there are concerns about the behaviour or welfare of a child.

If a child misbehaves repeatedly in class, the class teacher may keep 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.

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 LEA behaviour support service.

Support staff and lunchtime supervisors follow these guidelines and discuss any concerns with the class teacher/Headteacher as soon as possible.

### **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 the 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. The Headteacher works closely with the school governing body over any exclusions.

### **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 and code of behaviour 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 a child is "on report" we ask parents to report on behaviour and progress with targets in a Home/School book.

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 Headteacher, and if they remain concerned, 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 for setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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**

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

If the Headteacher excludes a pupil, parents are informed immediately with 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 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 Headteacher.

The Governing Body has a discipline committee, which is made up of between three and five 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 LEA, and consider whether the pupil should be reinstated.

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

### **Monitoring**

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 of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records serious incidents which may include incidents that have occurred during playtime or lunchtime.

The Headteacher 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.

Taking account of SEN, disability and the circumstances of other vulnerable pupils – see policy on SEN and Disability).

### **Review**

The Governing Body reviews this policy every two years. They 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.

## **Appendix 1**

### **THE RIGHTS AND RESPONSIBILITIES OF SCHOOLS, PUPILS AND PARENTS IN ENSURING AN ORDERLY CLIMATE OF LEARNING**

<b>SCHOOLS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To enforce their school behaviour policy – including rules and disciplinary measures.</li> <li>• To expect pupils and parents’ cooperation in maintaining an orderly climate of learning.</li> <li>• To expect pupils to respect the rights of other pupils and adults in the school.</li> <li>• Not to tolerate abusive or violent behaviour by pupils or parents.</li> <li>• To be clear about the limits of staff members’ disciplinary authority and to engage outside partners, such as children’s services and police as appropriate.</li> <li>• All staff (including volunteers) to be aware of referral routes for individual pupils who are vulnerable, if a problem arises.</li> <li>• All staff (including volunteers) should act in a way which is reasonable and proportionate to the circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole school community is consulted about the principles of the school behaviour policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To cooperate and agree appropriate protocols with other schools in the local <a href="#">school partnership for behaviour and persistent truancy</a>.</li> <li>• To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and as appropriate reward pupils’ good behaviour.</li> <li>• To apply sanctions fairly, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</li> <li>• To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period <a href="#">exclusion</a>.</li> <li>• To ensure pupil safety and well-being including preventing <a href="#">bullying</a> and dealing effectively with reports and complaints about bullying.</li> <li>• To ensure that staff model good behaviour and never denigrate pupils or colleagues.</li> <li>• To promote positive behaviour through active development of pupils’ social, emotional and behavioural skills.</li> </ul> <p>To use appropriate methods of engaging parents and to support them in meeting their parental responsibilities.</p>

<b>PUPILS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to discussions on the school behaviour policy.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the school when off school premises.</li> <li>• Not to bring inappropriate or unlawful items to school.</li> <li>• To show respect to school staff, fellow pupils, school property and the school environment.</li> <li>• Never to denigrate, harm or bully other pupils or staff.</li> <li>• To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.</li> </ul>
<b>PARENTS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the school behaviour policy.</li> <li>• To expect their children to be safe, secure and respected in school.</li> <li>• To appeal to the Headteacher/governors, and beyond that to the Secretary of State, if they believe that the school has exercised its disciplinary authority unreasonably.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response.</li> <li>• To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>• To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.</li> <li>• To send their child to school punctually every day, suitably clothed, fed and rested.</li> <li>• To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the school to support their child's positive behaviour.</li> <li>• To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.</li> <li>• If their child is excluded from the school, to ensure the child is not found unsupervised in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.</li> </ul>

## **Appendix 2**

### **THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS**

The vast majority of pupils in our school behave well and conform to our high expectations of behaviour. In very exceptional circumstances it may become necessary to use restrictive physical intervention on a pupil.

The use of such intervention must be based on two principles:

- The duty of a member of staff to care for and protect the pupil;
- The rights and liberties of the child.

The use of restrictive force may be considered reasonable when:

- All other strategies have failed;
- The circumstances of the situation warrant it;
- The degree of force used is in proportion to the incident.

Reasonable restrictive force may be considered to prevent a pupil from doing or continuing to:

- Commit a criminal offence;
- Injuring themselves or others;
- Causing damage to property;
- Engaging in any behaviour of an extreme kind which is prejudicial to maintaining good order and discipline in the school.

The use of restrictive intervention will only be used by members of staff authorised by the Headteacher.

When a pupil is deemed likely to need restrictive physical intervention, a Positive Handling Plan will be formulated for that child.

All staff have been made aware of the DCSF Guidance for Schools 2007. Please also refer to the Somerset Policy on the Use of Restrictive Interventions and Other Educational Establishments (April 2007).

