

THOMAS GRAY PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

(An agreed summary of expectations and common working practices)

Aims and expectations

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.

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.

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.

Rewards and sanctions

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

- Teachers congratulate children.
- Teachers give children house points.
- Each week we nominate one child from each class to be *Star of the Week*.
- We distribute house points and stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We have a *Bucket Filler* assembly each half term which recognises acts of kindness or helpfulness.
- We have an *Achievement Assembly* at the end of each half term to recognise outstanding effort, progress and work.

- Display and follow the “*It’s good to be Green*” system.
- In Character Strength assemblies children are nominated for being spotted showing the character strengths.

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 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 safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the SLT are informed immediately.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident on an incident log and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the teacher 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. If the problem persists, the SLT will be informed and they will contact the child’s parents.

The class teacher discusses the school code of conduct with each class. In addition to the school code, each class also has its own class Mission Statement, 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 ant-social behaviour, the class teacher discusses these with the whole class during SMSC / Character Strength 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.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. 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. A restraint form is filled in.

The role of the school 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 teacher treats each child fairly and enforces the classroom missions consistently.

The school 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. The school staff treat all children in their class 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 Senior Leaders.

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 external services.

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 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 with the agreement of governors.

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. 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 Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the 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 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 the 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, s/he 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 L.A. 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. The 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 L.A. 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 those incidents where a child is sent to him/her on account of bad behaviour when they have been given a red card. We also keep a record of any incidents that occur at break or lunchtimes.

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.

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: A. P. Taylor
Chair of Governors

Date: 26/11/15

Signed: R. P. P.
Headteacher

Date: 26/11/15

Date to be reviewed: Autumn 2017

APPENDIX A

Whole School Procedures

Playtime- fine weather

- . Children to be supervised to the playground by the class teacher or LSA.
- . Ask permission from duty teacher to go to the toilet.
- . Whistle to be blown.
- . Children to line up.

Playtime – wet weather

- . Sit down, read, write, draw in wet play jotters/scrap paper, or other class wet play Activities, finish off work etc.
- . Ask to go to the toilet.
- . Classroom to be neat and tidy at the end of play.
- . Each class to be supervised by teacher or LSA.

Toilets

- . Children encouraged to go to the toilet during breaks – NOT during lessons unless urgent.
- . During breaks, children to ask permission from the duty teacher to go to the toilet.

Dinner times (fine weather)

- . All children to line up on the yard.
- . After children have eaten they are to go straight out.
- . Children should only need to come into the building if they are hurt, unwell, or need the toilet.
- . At the end of dinner time children to line up on the yard in silence.

Wet dinner times

- . Children to be supervised as per rota.
- . Children should remain sitting down during the break.
- . Activities allowed include: board games, reading, drawing etc.
- . At the end of play children are to tidy up the classroom and put everything back in its place.

Lunchtime supervisors to be made aware of the procedures.

Home time

- . The last 2/3 minutes should be spent tidying the classroom e.g. books, tables, floor etc.
- . Exit quietly
- . Staff to supervise the children whilst they get their coats
- . If there is no-one to collect a child then the child is to come back into school
- . After 15 minutes parents should be contacted.

Classroom Mission Statement

- . These are to be discussed and produced with the class in September at the start of the year
- . They should be positive
- . They will be displayed on the classroom wall
- . They will be reviewed if necessary.