

Donington Cowley Endowed Primary School

Behaviour & Discipline Policy

1 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 to promote 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.

2 Rewards and sanctions

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

- Children are congratulated and praised.
- House points are awarded.
- Children's names are recorded in the 'Gold Book' and the names are read out in our special 'Well done' assembly each week.
- Certificates and trophies are given for outstanding achievement each half-term.
- Within each individual class, individual reward systems match the age of the child e.g. stickers, table points, homework certificates, 'star of the day'.

Our school acknowledges all the efforts and achievements of children, both in and out of school. Certificates from out of school achievements are shown in Key Stage Assemblies in order to

celebrate success, to provide encouragement and continue to nurture our children as learners within many different contexts.

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 during lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit sensibly 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 piece of work.
- If a child behaves in a disruptive manner, he/she is given a clear reminder of expected behaviour. If a child misbehaves repeatedly, we move the child away from the rest of the class until he/she 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 class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child behaves in a way that is disruptive or upsetting to others, they may be required to miss a morning break or a lunchtime play session. In instances where a child is required to miss a lunchtime play session, the child would eat their lunch as normal with their peers before staying inside to talk to a member of staff about what had happened. This would provide the opportunity for the child to reflect on their behaviour and to consider the impact of their actions upon others. The loss of part of the lunchtime break constitutes a lunchtime detention.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a child repeatedly acts in a way that disrupts or upsets others, privileges may be lost. This could include the loss of a special responsibility e.g. a class monitor role.

The class teacher discusses the school rules with each class. 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 behaviour, the class teacher discusses these with the whole class during PHSEE or 'reflection 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Refer to Anti-Bullying Policy) There is a whole school commitment to safeguarding children at all times.

Please also refer to the school's Policy on the Use of Reasonable Force.

3 Behaviour beyond the school gate

Many of our children travel to and from school on school transport. This may be the school bus or taxi. The children are expected to behave considerately, sensibly and safely. If a child behaves in a manner which is disruptive or upsetting to others, the school will take the appropriate action.

This may include:

- The class teacher will talk to the child about what has happened.
- The Headteacher will talk to the child about what has happened.
- The child's parents/carers will be informed.

- In the case of very poor behaviour it may be necessary to talk to Lincolnshire School Transport.
- Sanctions will be applied as appropriate.

4 The role of the class teacher/teaching assistant

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 teaching assistant supports the class teacher in providing and celebrating good behaviour.

The class teachers and teaching assistants 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 and teaching assistants treat each child fairly and enforce the classroom code consistently. The teacher and teaching assistants 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 Headteacher.

During termly Parent Consultation Meetings, the class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour of a child. Good and improved behaviour is reported and celebrated.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

5 The role of the Headteacher

It is the responsibility of the Headteacher 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.

6 The role of parents/carers

The school seeks to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

We expect parents/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/carers if we have concerns about their child's behaviour.

If the school has to use sanctions to address a child's behaviour, parents/carers should support the actions of the school. If parents/carers 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 the concerns remain, they should contact school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 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 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.

8 Fixed-term and permanent exclusions

In exceptional circumstances it may be necessary to exclude a pupil from school. The decision to exclude a pupil will usually be the final step in a process for dealing with very poor behaviour following a wide range of strategies that have been used within the school.

Whenever the Headteacher excludes a pupil, the parent/carer must be notified immediately, ideally by telephone followed up by a letter. Notices must be in writing and must state:

- For a fixed period exclusion, the precise period of that exclusion
- For a permanent exclusion, the fact that it is a permanent exclusion
- The reasons for the exclusion
- The parent's right to make representations about the exclusion to the governing body and how the pupil may be involved in this.

Letters may need to be translated into other languages, where parents'/carers' first language is not English.

Within one school day the Headteacher must inform the governing body and the LA of:

- Permanent exclusions
- Exclusions which would result in the pupil being excluded for more than five school days (or more than 10 lunchtimes) in any one term, and
- Exclusions which would result in the pupil missing a public examination.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body can delegate some or all of its functions in respect of exclusions to a committee consisting of at least three governors.

There is no legal requirement for the Headteacher to inform the governing body of short fixed period exclusions (ie those of up to and including 5 school days in total in any one long term) as they occur, with the exception of such an exclusion which would result in the pupil missing a public examination. The law requires the Headteacher to report short fixed period exclusions once a term to the governing body and LA.

The Government document 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools, Academies and Pupil Referral Units (Feb 2015)' will be followed in all cases of exclusion, both fixed term and permanent.

9 Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher 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 inappropriate behaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of poor or inappropriate behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes; lunchtime supervisors inform the Headteacher or teacher in charge, of any incidents that occur.

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.

10 Review

The governing body reviews this policy every 4 years. 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.

11 Further information

This policy should be read in conjunction with the following key school documents:

- School Vision
- Anti-Bullying Policy
- Equality and Diversity Strategy
- Policy on the Use of Reasonable Force

Improving Behaviour and Attendance: Guidance on Exclusion from Schools, Academies and Pupil Referral Units (DfE Publication – February 2015)
Policy for Safeguarding Children (includes Child Protection)
Policy for Special Educational Needs and Disabilities
Banned Items in Lincolnshire

This policy was updated and approved by the Governing Body at their meeting on 25th January 2017

..... Chair of Governors