



BEHAVIOUR AND DISCIPLINE POLICY

SEPTEMBER 2016

1. AIMS

This policy operates within the aims of the school and reflects its status as a Church of England school.

These aims in particular underlie the school community's approach to behaviour and discipline:

- to establish a community in which every member is valued and respected
- to welcome all children
- to promote self-discipline, good manners and a sense of responsibility
- to establish positive partnerships between home and school
- to create a positive, happy, safe and stimulating environment

2. PRINCIPLES

At Shipham Church of England First School we work to achieve an atmosphere in which everyone cares for each other. It is important that every child in school feels secure and cared for, in surroundings that are calm and ordered, so that effective teaching and learning can take place.

Bullying is wrong and damages individual children. As a school we do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We define bullying as follows: Bullying can be physical or verbal. It can also be indirect, involving gossip and exclusion from groups. It is more than a single incident and it is directed deliberately and frequently against a particular child or several children who are made to feel excluded, distressed and afraid.

Children and adults in the school community are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.

It is the shared role of parents and of the school to develop self-discipline, responsibility and independence in the children. Co-operation and mutual support between home and school is essential.

Throughout this policy the term 'parents' includes parents, carers and those with parental responsibility.

Clarity, consistency and communication are keys to creating and maintaining this ethos.

CLARITY

Children need to be clear about

- how they are expected to behave
- what will happen if they conform
- what consequences will follow if they choose to break the rules
- why others are being rewarded or punished or treated differently
- their own responsibility to make choices about their behaviour
- the new start they can choose to make at any time

CONSISTENCY

Children need to be aware

- that adults in the school will always set an example of courtesy, respect and care
- that actions which are deliberate violations of a rule will always be followed up
- that good behaviour will always be praised and rewarded
- that parents and school are working together

COMMUNICATION

School staff, parents, all adults in the school and children should

- understand and support the expectations and strategies in this policy
- discuss and keep fresh the rules and the implications of choosing to violate them
- communicate calmly any concerns to the Head Teacher

These principles are extended in the Code of Conduct (Appendix A)

3. SCHOOL RULES

These are the rules which we expect all children to keep:

- We are kind in what we say and do
- We always do our best
- We tell the truth
- We move carefully and safely around school
- We take care of our school and the people in it

The rules are discussed and reviewed regularly with all children during Circle Time and Collective Worship as well as within the Personal, Social, Health Education and Citizenship curriculum. This produces more detailed Golden Rules for the classroom, dinner time and playtime. The rules are also in the Home/School agreement.

The rewards and sanctions which the school uses are included as Appendix B.

4. ROLES AND RESPONSIBILITIES

4.1 Class Teacher

- It is the responsibility of each class teacher to ensure that their class behaves in a responsible manner during lesson time.
- Class teachers 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.
- Class teachers treat each child fairly and enforces the classroom code consistently. The teacher treats 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. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- The class teacher liaises with the Special Needs Co-ordinator (SENCO) and external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class. The class teacher will contact the parent if there are concerns about the behaviour or welfare of a child, in line with the procedures set out in the school's Child Protection Policy.

4.2 Headteacher

- It is the responsibility of the headteacher to ensure the school behaviour policy is applied 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 in implementing the policy
- The headteacher keeps records of all reported serious incidents of misbehaviour in the Incidents File
- 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. Both these actions are only taken after the school governors have been notified.

4.3 Parents

- It is the responsibility of parents to support their child's learning and to co-operate with the school, following the code of conduct and the home-school agreement.
- It is the responsibility of parents to inform the school of any changes in a child's behaviour or domestic circumstances which may affect their performance or attitude in school
- Parents should inform the school immediately if they believe their child is the victim of bullying
- Parents should support the school if it is necessary to use reasonable sanctions to punish a child. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Headteacher, and then, if appropriate, the

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

4.4 Governors

- The governing body has the responsibility for this policy and for reviewing its effectiveness. The governors support the headteacher in developing and carrying out these guidelines
- The headteacher has the day-to-day authority to implement the school behaviour and discipline policy. 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.
- Twice each term the appointed governor discusses any incidents with the headteacher and presents a summary to the Full Governing Body.

5. Monitoring

- 5.1** 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.
- 5.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records more serious incidents. Midday supervisors also report incidents to the headteacher and may be asked to make written records
- 5.3** The headteacher keeps a record of any pupil who is suspended for a fixed-term exclusion or who is permanently excluded
- 5.4** 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

6. Review

The governing body reviews this policy every year.

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Appendix A

CODE OF CONDUCT

The purpose of this code of conduct is to make clear to children, parents, staff and governors of Shipham C of E First School the agreed expectations of the school community in relation to the responsibilities and conduct of all members of that community.

This code of conduct supports the following aims of the school:

AIM ONE

We aim to establish a community in which every member is valued and respected

AIM TWO

We aim to welcome all children.

AIM THREE

We aim to promote self-discipline, good manners and a sense of responsibility

AIM FOUR

We aim to provide a broad, balanced and well-structured curriculum in accordance with the National Curriculum

AIM FIVE

We aim to promote an enjoyment of learning and develop independent learners with enquiring minds

AIM SIX

We aim to promote understanding and respect for the Christian faith and for the spiritual, cultural and moral values of others

AIM SEVEN

We aim to establish positive partnerships between home and school, the Church, other local schools and the wider community

AIM EIGHT

We aim to create a positive, happy, safe and stimulating environment

SHIPHAM CHURCH OF ENGLAND FIRST SCHOOL

SUMMARY OF BEHAVIOUR AND DISCIPLINE POLICY

COMMITMENTS AND EXPECTATIONS

The School is committed to providing an organisation and structure which will contribute to meeting the aims of the school.

This means:

- Providing rich and varied programmes of study and methods of teaching suitable for the age and ability of each child
- Providing information on these programmes of study
- Monitoring each child's progress and achievement
- Arranging regular meetings to discuss progress and provide advice and guidance
- Informing parents of particular successes and of areas of difficulty
- Informing parents of problems with behaviour or attitude
- Offering opportunities for exchanging information, queries and views on all school matters
- Establishing and maintaining a code of behaviour to ensure a safe, caring and happy learning environment
- Supporting extra-curricular activities

Children are expected to show commitment to work and good standards of behaviour

This means:

- Working hard
- Allowing others to work hard
- Being a kind and caring friend
- Looking after personal belongings and the property of others
- Speaking politely to everyone
- Listening carefully to other people
- Having respect for others
- Asking for help or reassurance
- Taking responsibility for their own learning and behaviour

All adults working in the school in a voluntary or paid capacity are expected to show commitment to the school and set a good example

This means:

- Showing respect for all adults and children
- Speaking politely to everyone
- Listening carefully to other people
- Recognising, sharing and praising the achievements of children and adults
- Being scrupulous about confidentiality and other people's rights
- Keeping the interests, safety and happiness of the children at the centre of all decisions

Parents are expected to be supportive of the school

This means:

- Showing an interest in the work of your child and supporting homework activities and other opportunities for home learning
- Sharing concerns about your child's health, education or behaviour
- Supporting the school's code of conduct, Behaviour Policy and Home/School Agreement
- Discussing any concerns initially with your child's class teacher and then, if appropriate, with the headteacher
- Informing the school of any changes in a child's circumstances or behaviour which might affect their behaviour and progress at school
- Ensuring that your child attends school regularly and arrives on time
- Noting that parents are discouraged from taking children on holiday during term time (Further details in the Parents' Handbook)
- Being involved in the wider community activities of the school
- Recognising and acknowledging achievements of pupils and staff

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REWARDS AND SANCTIONS

REWARDS

Children are encouraged to behave appropriately through recognition, praise and rewards. All adults are aware that they should reward children who consistently show good behaviour and work.

These include:

- Smiles and verbal praise
- Telling another adult about good behaviour or work
- Stickers and tokens*
- 10 stickers on a card = visit to Headteacher, postcard for parents and badge/wristband
- Star of Week certificate
- Golden Time for all children who have followed the rules

*Stickers are awarded in the classroom. Tokens are for use outside – they are redeemable for stickers.

Tokens will be collected in each classroom and totalled on Friday. The class with the highest number will win the 'award' to be chosen by the individual with the highest number of tokens.

SANCTIONS

When children choose to behave in an unacceptable way it will be made clear to them in what way their behaviour is wrong and how they can change it in the future. Sanctions include:

- Facial and verbal reprimand
- Reminder of the desired behaviour by acknowledging good behaviour in others
- Quiet reminder of the expectations
- Yellow card as warning and reminder. Two yellow cards may be issued per day before a Red card is given.
- Red card = 5 minutes loss of Golden Time
- Yellow and red cards issued by support staff must be reported by the child to their class teacher and recorded on the weekly sheet (dot for yellow, tick for red)
- Red cards are issued immediately for physical violence
- Loss of Golden Time includes discussion of the reason and a note home
- Verbal/Written report to parents
- Discussion with other teachers and a programme to encourage change of behaviour
- Particular consequences and strategies are invoked in cases of severe behaviour, including bullying (Appendix C)

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APPENDIX C

SEVERE BEHAVIOUR AND BULLYING

Some behaviour is recognised as so serious that immediate action must be taken.

Examples:

- Deliberate attack on someone else with intent to harm
- Fighting
- Bullying
- Leaving school grounds
- Stealing

The procedure for dealing with such incidents:

- The incident must be reported immediately to the headteacher and recorded on an incident sheet.
- Parents will be informed by letter or by direct contact. Any repetition of such behaviour will result in a formal meeting being arranged with parents to discuss the situation.
- A behaviour improvement plan will be set up involving school and parents.
- If necessary in particular circumstances, the child could be excluded, especially if this was to protect other children in the school.

Note: Because of the serious consequences which will be put into operation as a result of this behaviour, the member of staff involved must be absolutely certain of the guilt of the child and the nature of the incident. It must be behaviour which endangers the child or others or could be classed as outright defiance of the teacher/adult. For example, an attack on another child could be provoked and still be severe behaviour. It is the degree of viciousness and intent to harm, not the reason or result, which is important. With serious fighting both children are to be reported. The behaviour of a child who provokes an attack will be dealt with through the normal procedures.

ANTI-BULLYING STRATEGIES

The Staff and Governors are very aware of the need to be extremely vigilant in ensuring any bullying activity is immediately dealt with.

Bullying can be physical or verbal. It can also be indirect, involving gossip and exclusion from groups. It is more than a single incident and it is directed deliberately and frequently against a particular child or several children who are made to feel excluded, distressed and afraid.

Pupils are made aware of what bullying is and are taught to be assertive to resolve conflicts creatively and constructively. Pupils are told that if they are being bullied, look their adversary in the eye and tell them to stop; get away from the situation and tell an

adult as soon as possible. The issue of resolving conflict will be discussed at an appropriate time eg Circle Time, PSHE.

If parents become aware that their child is unhappy at school, perhaps because they are being bullied, they should talk to the class teacher at the earliest possible opportunity.

If an incident of bullying is reported, all members of staff are notified including classroom assistants and midday supervisors. The situation is closely watched and any further issues reported. If an incident is reported it is dealt with immediately, so that children can see that it is not acceptable and will not be tolerated.

If a problem persists the parents of the children involved will be invited into school so that it can be discussed with the headteacher. If serious bullying continues the parents of the perpetrator will be requested to remove the child initially to calm the situation and the LEA will be informed. The LEA Behavioural Support Team will be consulted when appropriate.

FIXED-TERM AND PERMANENT EXCLUSIONS

Only the 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 must be informed 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 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 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.

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