

# Summerfields

PRIMARY SCHOOL



## **Behaviour and Discipline Policy**

**Reviewed: November 2018**

**Next Review: November 2019**

A handwritten signature in blue ink, appearing to read 'Allman'.

Signed:

**SUMMERFIELDS PRIMARY SCHOOL**  
**BEHAVIOUR AND DISCIPLINE POLICY**

**To be read in conjunction with Anti-bullying, Special Educational Needs, Equality and Physical Restraint of Pupils policies.**

**RATIONALE**

It is a primary aim of our school that every member of the school community, including parents and visitors, 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.

All members of the school community will be expected to:

- Be well mannered
- Be well behaved
- Be co-operative with staff and peers
- Respect each other
- Care for the school environment

This sets a very positive role model for all children.

**AIMS AND EXPECTATIONS**

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 primary aim of the behaviour policy 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. There may be children in school for whom an individual behaviour plan with

agreed rewards and sanctions is drawn up and it may be necessary for teachers to keep a behaviour log for individual pupils.

This policy has been written following advice from Behaviour and Discipline in Schools Advice for Head Teachers and School Staff January 2016 and taking into account Section 89 of the Education and Inspections Act 2006.

## **RESPONSIBILITIES**

All members of the school community have a responsibility to ensure that good behaviour is rewarded and when appropriate, sanctions are applied and followed. The Head Teacher and Governors are responsible for monitoring this policy.

Signed:

Date:

## **GUIDELINES**

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. Pupils are more likely to accept a school's code of behaviour if it is clearly understood, consistently and justly applied and shown to be reasonable, sensitive and effective. It is important to know children well enough to be aware of any specific circumstances which may affect their behaviour.

Our code is:

- We respect each other
- We care for our own and other people's property
- We always speak politely
- We do as we are asked straight away
- We do not bully

Based on our School Rules of Be ready, Be respectful, Be safe, Be kind.

## **THE ROLE OF ALL STAFF**

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

One of the most powerful determinants of a child's behaviour is a positive adult role model. Positive reinforcement of good behaviour is more effective than negative consequences. Although there are agreed sanctions for children who misbehave, it is encouragement of good behaviour which is far more important. Staff praise children who behave in a polite, helpful, considerate and sensible manner and who strive to do their best.

All staff in our school have high expectations of all children in terms of behaviour and they strive to ensure that all children work to the best of their ability in and out of the classroom.

All staff treats each child fairly and enforces the classroom code consistently. All staff treat all children in their class with respect and understanding.

## **CLASSROOM RULES**

The class teacher discusses the school rules with each class. In addition to the school rules, each class can also have its own classroom code, which is agreed by the children. 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 may discuss these with the whole class during "circle time".

### **INTERVENTION TECHNIQUES**

- Ignore inappropriate behaviour, praise expected behaviour (good role-model)
- Use non-verbal reminders
- Positive questioning (after checking that the task has been understood) e.g. "Good, you know what to do so you can get started".
- Distract the child, e.g. give a specific task, send a message.
- Time Out, e.g. working elsewhere under supervision, sitting away from other children to help focus, work in another class for a period of time.

### **REWARDS**

- Praise for good effort
- Stickers
- Dojo points
- House points
- Show work to class or other children
- Share good work with Head Teacher
- Head Teacher Award/Letter home

### **BEHAVIOUR INTERVENTIONS**

#### **Stage 1**

- Pink Behaviour Slip - minor social issues  
repeated pink slips eg 3 over half a term = referral to School Listener
- Orange Behaviour Slip - minor issues eg continual rough play, attitude  
- repeated Orange Slips eg 3 over half a term = Red Slip
- Red Behaviour Slip - serious incidents or repeated minor issues  
Red Slips could lead to after school detention, missed playtimes, fixed exclusions and in extreme circumstances permanent exclusion. Parents will be informed when Red Slips are issued.

### **School Detention – Key Stage 2 Pupils Only**

Parents will be given at least 24 hours notice of any detentions given. Detention can be given for a variety of reasons including persistently disruptive behaviour, disrespectful behaviour and rudeness. All detentions must be authorised by the

Head or Deputy Head Teacher. The length will depend on the severity of the incident but no longer than 30 minutes.

### **CRITICAL INCIDENTS -**

These may be defined as:-

1. Defiant behaviour (refusal to respond to an adult)
2. Deliberate and significant damage to property
3. Direct verbal abuse towards staff/pupils (as opposed to gratuitous, non-directed etc)
4. Threatening (also including intentional racist and or/sexist behaviour)
5. Violent behaviour causing or intending injury or harm to another person

### **CRITICAL INCIDENT PROCEDURE (from the following)**

- Removal from the class to the Head Teacher's office as soon as possible. There may be occasions where the class has to vacate their space.
- Recording/logging of the event
- Exclusion from playtime/lunchtime for a period of time
- Working outside the classroom
- Letter home/meeting with parents
- Exclusion from trips
- Fixed/permanent exclusion

With regard to the above points a teacher will not be required (although they may volunteer) to teach a child guilty of assault or intending to assault that teacher again.

All members of staff are aware of the regulations regarding the use of force by teachers, asset 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 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 adult, 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. Please refer to the Physical Restraint of Pupils Policy for further information.

### **FIXED-TERM AND PERMANENT EXCLUSIONS**

Only the Head Teacher (or 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, at the end of a fixed-term exclusion, for the Head Teacher to make a permanent exclusion.

If the Head Teacher excludes a pupil, they inform 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 Head Teacher informs the LA 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 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 appeal meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA 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.

## **THE ROLE OF THE HEAD TEACHER**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour 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 school keeps records of all reported serious incidents of misbehaviour.

The Headteacher 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 Headteacher may permanently exclude a child. The school governors are kept fully informed should any such action be necessary.

## 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 booklet/prospectus and we expect parents to read these and support them. The Behaviour Policy will be consulted upon with parents and a copy available on the website.

Parents can help in the following ways:

- By ensuring that children arrive punctually for the start of the school day.
- By supporting the school in our policy that all children are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that they are a good role model for their children at all times.
- By ensuring regular attendance at school and avoiding unnecessary absence.
- To attend parents evenings to keep fully update with their child's progress both the academically and socially.

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. **Parents (alongside pupils) read, sign and agree to a "Home School Agreement" on entry to the school, which sets out the expectations and Code of Conduct.** 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 or Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## DEALING WITH ADULTS' UNACCEPTABLE BEHAVIOUR

Appropriate action will be taken in-line with the DFEs guidelines against parents who use bullying, aggressive verbal behaviour or physical assault against staff or other persons which has been reported to the Headteacher. This can include

police action, governor action and banning from the school premises. Please refer to the Parent Behaviour Policy for more information.

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.

"Threatening behaviour" is when a person fears that violence, or threat of violence, is likely to be provoked. This could mean someone shouting at a member of staff either in person or on the phone; acting aggressively, including using intimidating body language, as well as actual violence. It also covers comments posted on social networking sites.

The Head Teacher 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.

## **MONITORING**

The Head Teacher monitors the effectiveness of this policy on a regular basis. She 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.