

Policy on Behaviour and Discipline & Written Statement of Behaviour Principles

Governors' Written Statement of Behaviour Principles Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils. The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school.

The statement is available upon request from the school and can be found on the school's web site. It is also held in the school office. This statement and the behaviour policy will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review. This statement is informed by our School Aims.

SWINEMOOR PRIMARY SCHOOL AIMS

In our school everybody should work constantly to develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create a broad and balanced curriculum where everybody has their best chance to:

Achieve beyond expectations;

Be proud of our community, our school, our achievements and our peers;

Compete, with the belief that we have every chance of success;

Develop a culture where we take appropriate risk, understanding this is how people learn, grow and achieve things they thought were too difficult;

Enable people to work together, in order to achieve more than we could on our own.

We believe these aims will develop us; spiritually, morally, socially and culturally therefore helping to prepare us for the next challenges and opportunities in our lives.

Our Behaviour Principles are therefore;

- Work hard
- Respect and contribute to our School and it's environment
- Compete and believe you have every chance of success
- Take appropriate risk and commit to difficult things
- Work together and respect each other
- Be kind and gentle

Introduction

Our behaviour policy is a means of promoting good relationships, so that people work together to meet our School Aims.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and punishments

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 two children from each class for special mentions.

Each mentioned child receives a certificate in the school assembly.

We distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

Merits contribute towards the weekly Gold Certificates

The school acknowledges all the efforts and achievements of children, both in and out of school.

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 able 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 threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. 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.

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. 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 circle 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.

All members of staff are aware of the Physical Intervention and Restraint Policy, held within school.

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 Physical Intervention and Restraint Policy.

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to 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 teachers treat all children in their classes 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.

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 the LA's behaviour support service.

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 their implementation of the policy.

The headteacher 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. These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate 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 the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher then the 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.

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 adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Exclusion from maintained schools, Academies and pupil referral units in England (September 2012). We refer to this guidance and subsequent updates in any decision to exclude a child from school.

Substance Misuse

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of

misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

Monitoring and review

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 concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy in line with local and national developments. The governing body may, however, review the policy earlier than this if it receives recommendations on how the policy might be improved.

May 2017