

SETON CP SCHOOL BEHAVIOUR AND DISCIPLINE POLICY



AIMS AND EXPECTATIONS

It is a primary aim of Seton Community Primary 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 ethos is built on British values, mutual trust and respect for all. We use 'SEAL' as well as other resources throughout the school to teach children how to manage their feelings and create and maintain positive relationships. We aim to provide a creative curriculum, carefully differentiated and matched to the needs of all children to inspire and motivate them.

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 school behaviour code which is reviewed annually and also in collaboration with the children through the school council. The code is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. The 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 particularly encourage the older children to look after the younger children at playtimes, at lunchtime and around the school throughout the day.

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 punishments

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

- Staff congratulating children.
- Staff give children 'stamps' and stickers.
- Staff award 'Dojos' which are visible to parents via their phones/tablets/PCs.
- Children are given a Star of the Week award which gives them a personalised mention in the Star of the Week books and a place of honour in Assembly for the following week. They are also given house points.
- A celebration STAR assembly is held weekly to reward children with achievement certificates for consistent good work and behaviour. This also acknowledges outstanding effort and acts of kindness.
- Children also receive stickers/certificates from the Headteacher

- Staff inform parents about incidents of good behaviour in parents' meetings and on a day to day basis
- Staff also have their own, individual strategies for rewarding good behaviour.

House Points

All children are allocated a Team colour when they start school. Children are encouraged to collect team points. Team points are awarded at the discretion of staff and may be awarded for any of the following:

- good work (relative to the child's ability)
- politeness and good manners
- contribution to the lesson
- kindness and helpfulness to others
- good attitude and behaviour
- homework and being organized
- demonstrating resilience.

The school employs a number of sanctions to enforce the school behaviour code 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 to move to a place nearer the teacher.
- We expect children to try their best in all activities. If they do not do so because of poor behaviour we may ask them to redo a task, this may include working during playtime.
- If a child is disruptive in class the teacher verbally reprimands him or her. If a child repeatedly misbehaves 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. This may involve withdrawal of privileges for the child involved eg loss of playtime.
- 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 in the rest of that session.
- If a child verbally taunts, threatens, hurts or bullies another pupil, the class teacher notes the incident on the school proforma and CPOMs and the child's behaviour is reprimanded. 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.
- All behavior incidents are monitored by the headteacher.

The class teacher creates an individual class code with their class. 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. We do everything in our power to ensure that all children attend school free from fear and bullying, which includes our very pro-active 'Anti-Bullying Ambassadors'.

It is hoped that most children will respond to the whole school behaviour systems. However, if a child frequently displays inappropriate behaviour of any kind, then the parents will be asked to come and meet with the class teacher. If the behaviour persists parents may be asked to meet with the SENCO and headteacher. At this point an Individual Behaviour Plan may be implemented. External agencies may also then need to be involved.

Specific sanctions for serious behaviour to be applied at the discretion of headteacher:

Low level physical aggression = miss 1 day's playtimes (Supervised by the class teacher).

Fighting, swearing or misappropriation of property will result in the pupil missing up to 1 week's playtimes and lunchtimes. At this point, parents will be informed and further support implemented for the child to improve their behavior. The headteacher may consider withdrawal of privileges, such as school visits or participation in competitions.

Deliberate serious acts of violence / aggression towards another pupil or adult will result in temporary exclusion.

During extra curricular activities e.g. clubs run by members of staff or parents on a voluntary basis or events held out of school hours, children who display inappropriate behaviour may be excluded from the extra-curricular activity at the discretion of the activity leader in consultation with the head teacher.

For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. If the headteacher decides to exclude a child, the local authority guidance for exclusions will be used. The school governors will be notified if exclusion occurs. See Guidelines for schools and pupil referral units: Exclusion of pupils September 2018 (NYCC) and Exclusion Guidance 2012 - Improving Behaviour and Attendance: guidance on exclusion from schools and pupil referral units (DCSF).

Lunchtime

It is the role of the MSAs to promote good behaviour at lunchtime. Activities are organised to encourage positive relationships and good social play. The same rewards and sanctions are used. In terms of rewards, stickers are issued by MSAs.

MSAs report all incidents to the headteacher. Lunchtime issues are dealt with by lunchtime staff so that they do not interfere with teaching and learning time. However, serious behaviour (See previous section on sanctions) is dealt with by the headteacher.

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*. 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 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 and in accordance with training received (Team Teach and RPI).

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 a record 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. However, this is a last result and only used after all other forms of support have been implemented, e.g. liaising with LA, managed move.

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 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 who will report the matter to 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 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 (NYCC exclusion policy)

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 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 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.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

Monitoring

The headteacher 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.

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.

Reviewed July 2018