

Date Written/reviewed January 2017	Date for Review <i>Review is undertaken by the Principal, SLT and LGB</i>
Principal Signature: LGB Chair Signature:	<i>This policy will be amended to reflect any changes in the practice described in this document.</i> <i>In the case of this policy amendment forms part of the AIP. A draft will be shared with staff and governor in T4. New policy in place at the beginning of T5.</i>



St. Katharine's Church of England Primary School Behaviour and Discipline Policy

From Little Acorns Great Oaks Grow

1 Aims and expectations

- 1.1** 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.
- 1.2** The school has a number of school rules, but 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.
- 1.3** The school expects every member of the school community (staff, volunteers and pupils alike) to behave with courtesy and in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** 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.
- 1.6** 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. Strategies for promoting good behaviour

- 2.1** We aim to foster good relationships throughout the school. Discipline is not just imposed.

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2.2 The school will make clear what behaviour it wishes to encourage and what behaviour it wishes to discourage. School rules will merely reinforce the school's aims and ethos.

2.3 All adults in school (staff and volunteers alike) will listen to and respect every child. They will recognise each child's fears and difficulties and will help them understand that their fears and difficulties are not unique. Adults will appreciate how well each child copes with their personal problems and will show that they care.

2.4 Adults will not jump to conclusions but will deal with each child and with each incident separately.

2.5 Adults will encourage children and will praise and reward them when good behaviour or improved behaviour is shown. If a child does something wrong, the child will be made to know that it is the behaviour that is disapproved of and not the child themselves.

3 Rewards and sanctions

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

- staff congratulate children;
- staff give children learning gems;
- each week we nominate a child or children to be the 'star gem learner'
- each 'star learner' will wear a sticker home to communicate that they were chosen to take the gem jar up because their learning stood out during the week.
- we distribute learning gems to children for learning that reflect our learning values; the 5Rs, a growth mind-set and being a purple learner; who is ready for challenge.
- Golden Time – each child has 20 minutes of 'free time' every Friday afternoon. This is planned so that a range of activities are offered across the school. This is a privilege (not an expectation) for their good behaviour throughout the week.

3.2 The school acknowledges all the efforts and achievements of children, both in and out of school, in our weekly 'Celebration Worship'.

3.3 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 encourage children to produce the rules for inside school and the playground.

- We expect children to listen carefully to instructions in lessons. If they persistently 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 re-do a task.
- If a child is disruptive in class, the teacher "uses language of choice" to enable the child to make a decision about their behaviour. If a child misbehaves repeatedly,

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we may choose to 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. Children take a five minute timer to another class in order to facilitate this.

- If a child threatens, hurts or bullies another pupil, the class teacher informs the Headteacher, who records the incident in the Behaviour book and the parents of the children involved.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parent/guardian and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. This may involve a Behaviour contract between the child, teacher and parent. The Behaviour contract may also involve other pupils affected by the bad behaviour, eg the rest of the child's class. A behaviour contract will identify the behaviour being discouraged and the behaviour being encouraged and the benefits of avoiding the former and of practising the latter. The contract will be constantly assessed and, where appropriate, changes agreed with the parties. Any change will be notified immediately to all other members of staff in contact with the child, particularly the Vulnerable Learners Lead and the school SENco.

3.4 The class teacher discusses the classroom rules with each class, which are then agreed and written into a classroom code or contract, 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.

3.5 The school does not tolerate bullying of any kind (see the school's separate anti-bullying policy). 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.

3.6 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 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.

4 The role of the class teacher

4.1 It is the responsibility of the class teacher to foster good relationships throughout the class. Discipline is not just imposed. The class teacher should aim to promote good behaviour by the use of the strategies described in this policy, supplemented regularly by circle time activities (which are developed by the Headteacher in consultation with the staff and which promote listening skills, useful conversation and mutual understanding between the children) and supplemented by such other detailed procedures and practices as may be developed from time to time by the Headteacher

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in consultation with the staff. It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time and abides by school rules.

- 4.2** Staff 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.
- 4.3** Staff treat each child fairly and with courtesy and enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 4.4** If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner (loss of Golden Time minutes). However, if misbehaviour continues, the class teacher seeks help and advice from the SENCO or Headteacher.
- 4.5** The class teacher liaises with the SENCO or Headteacher, who contacts external agencies, as necessary, to support and guide the progress of each child. The SENCO, Headteacher or class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- 4.6** 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.
- 5 The role of the Headteacher**
- 5.1** 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.
- 5.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, supplementing the policy with procedures and practices issued after consultation with staff and by supporting staff in the implementation of the policy.
- 5.3** The Headteacher keeps records of all reported serious incidents of misbehaviour in the Behaviour book. Records of all significant complaints (written, electronic or oral) by parents concerning behaviour will be kept by the Headteacher in one place.
- 5.4** 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. Both these actions are only taken after the school governors have been notified.

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5.5 The Headteacher will ensure that all new members of the School (whether staff, volunteer, pupil or parent) will, as part of their induction process, be appropriately informed of the ethos of the school and the standards of behaviour expected. Adults will receive a written or electronic copy of this policy or an appropriate summary.

6 The role of parents

6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

6.2 We explain the school rules in the school prospectus and the 'Home-school agreement', and we expect parents to read these and support them.

6.3 We expect parents 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 immediately if we have concerns about their child's welfare or behaviour.

6.4 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 or a school governor. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

7.1 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.

7.2 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

8.1 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.

8.2 If the Headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the

