

Newbold Verdon Primary School



Behaviour and Discipline Policy

Adopted by Business Management Committee

October 2017

Signed by Chair

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Statutory Policy

Review date: October 2020

Behavior and Discipline Policy

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 not a system to enforce rules. It 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 to behave 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 Rewards and punishments

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
 - teachers give children Dragon Wings (which are used to 'buy' a special termly event);
 - each week we nominate children who 'fly high', 'show respect' and 'have fun in their learning';
 - these children receive a certificate in the school assembly;
 - all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.



2.3 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 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 in a position 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 pupil, 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.

2.4 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 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 during 'circle time'.

2.5 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.

2.6 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.

3 The role of the class teacher

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

3.2 The class teachers 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.

3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.



- 3.4** 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 senior staff or the headteacher.
- 3.5** 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 other professionals (e.g. School nurse, Educational Psychologists, Play Therapists, Paediatricians or LA behaviour support services). This would be an anonymised conversation or with the written permission of parents/carers.
- 3.6** 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.
- 3.7** Occasionally, with parental agreement, a home-school book will be used to ensure clear communication links are maintained. This will be to monitor a specific area of school life. The purpose of such a book will be agreed with parents before use and will be limited to an agreed time frame. For example, a parent may be concerned about a child's welfare at lunchtime and a home-school book may be used for a two week period to communicate to parents a daily update of the pupil's feelings after lunch time each day.

4 The role of the headteacher

- 4.1** 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.
- 4.2** 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.
- 4.3** The headteacher ensure that records are kept of all reported serious incidents of misbehaviour.
- 4.4** 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. The school follows LA and Government procedures in these matters.

5 The role of parents

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



- 5.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 5.3** 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.
- 5.4** 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 and then the Head. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint may be made following the Complaints Policy which may be accessed online from the school's website.

6 The role of governors

- 6.1** 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.
- 6.2** 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.

7 PREVENT STRATEGY

The Counter-terrorism Bill 2015 places a duty on schools and colleges to safeguard pupils from being drawn into terrorism. The school will do whatever is necessary to safeguard our pupils from this threat.

- School's safeguarding training identifies such types of behaviour and teachers are required to record evidence which is to be reported to staff with SDP training.
- Schools are expected to assess risk to their pupils based on the potential risk in the area.
- Visiting speakers are to be vetted before being invited into school and a member of teaching staff is to be present during any talks & conversations.
- Staff training should enable the identification of young people at risk, the ability to challenge extremist ideas which legitimise terrorism, and knowledge about how to refer. Our PHSE curriculum and opportunities to promote British Values is embedded into our teaching across the school.
- Young people must not be able to access extremist ideas online in school and any concerns are to be reported to the SDPs.



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, 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.
- 8.3** 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.
- 8.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 8.5** The governing body may be required to organise a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.6** 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 LA, and consider whether the pupil should be reinstated.
- 8.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

9 Monitoring

- 9.1** 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.
- 9.2** The school maintains all behaviour records on the CPOMS database. One of CPOMS functions is to maintain an encrypted cloud based record of all recorded incidents of misbehaviour. Access to CPOM information is hierarchical, with less senior staff having the ability to record but not read previous incidents. Teaching staff can access all records (except Child Protection logs) to allow them to overview their class and look for trends in behaviour over time. The headteacher and Deputy can oversee all records and this allows for detailed analysis to take place to put preventative actions in place. Governors are also given a summary of findings and actions taken. Paper records are kept of any incidents that occur at lunchtimes and lunchtime supervisors pass these records to class LSAs, who update the CPOMS system.



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

9.4 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.

10 Review

10.1 The governing body reviews this policy every two years. They 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.

Date Adopted: 26/10/17

Review: Autumn 2020

