

# Staplegrave C of E Primary School

## Behaviour Policy

### Aims and expectations

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.

The school has a number of school rules, but the primary aim of the behaviour policy is to be 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.

- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all people 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.

### Encouraging positive behaviour

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

- Teachers congratulate children verbally all of the time and have individual class behaviour systems. For example “pebbles in a jar”
- Teachers give children team points; these are collected weekly from each class and a cumulative total is kept to find the team with the most points. A class shield, a team point sticker and a certificate are awarded in the celebration assembly to the individual in each class that has the most team points. This is also recorded in the special team point book kept in the entrance hall and on the award section of the school website.
- Each week a “Star of the Week” is selected in each class and this award is made in the celebration assembly. A sticker and certificate are awarded and a record is

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made in the "Star of the Week" book kept in the entrance hall. This is also recorded on the school website.

- The "Star of the Week" certificates are presented for consistent good work, kind actions, thoughts or deeds, behaviour, or to acknowledge outstanding effort.
- All children have an equal opportunity to be successful and to achieve.
- A box of achievement is also kept for recording anybody that needs to be recognised for a special reason. This is kept on the SEAL notice board in the hall. Once every half term, this is emptied and the contents recorded as a list by Teri Underwood.

The school acknowledges all the efforts and achievements of children, both in and out of school. These successes are shared in our assemblies.

### Sanctions for inappropriate behaviour

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.

- Inappropriate behaviour is explained to KS1 children when necessary. The classteacher deals with it in the classroom or on the playground. If another behaviour is then displayed, the Headteacher will talk to the child and the child will miss 5 minutes of playtime. They will be asked to say sorry to whoever their behaviour has affected.
- All children are encouraged to understand that their action will have a consequence.
- Children in KS2 follow the behaviour steps developed. These are displayed in all classrooms and enforced by all members of the school.
- A record is kept of every child that is spoken to or has been given a red card and this is monitored regularly.
- If a child misbehaves, they need an opportunity to put right their actions.
- 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.

### School and class rules

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom set of rules, 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.

### The role of the class teacher

- 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.

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- 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.
- The class teacher treats each child fairly and enforces the classroom code and the behaviour policy consistently. The teacher treats all children in their class with respect and understanding.
- 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 LA 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 the implementation of the policy.
- The Headteacher keeps records of all children sent to them and reported "red card" incidents of misbehaviour. If a child has 2 red cards in a half term, the Headteacher will notify the parents of the child concerned.
- 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.

### 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, 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.

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- 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 Head teacher. 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 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

- 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.

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- If the *governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.*

### Monitoring

- *The headteacher monitors the effectiveness of this policy annually. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.*
- *The headteacher keeps a record of any pupil who has been given a red card. She also records 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.*

### Review

*The governing body reviews this policy every year. 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.*

Signed:

Signed:

Date:

Headteacher

Chair of Curriculum Governors