



Behaviour 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's 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 rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 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 cooperation. 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 house points.
 - We regularly congratulate children by giving certificates in the school assembly.

- All children have an opportunity to celebrate examples of their best work in class and assemblies
- Children often share their work with the HT and receive a reward.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding children's achievement out of school, for example, music or swimming certificates.

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. This may involve working during playtime/lunchtime
- 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 follows the anti-bullying strategy. If a child acts in a way that disrupts or upsets others, the school records the incident and uses the appropriate sanction. After 3 incidents 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 class 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. Class rules are shared in a Behaviour Assembly at the start of every year which inform the review of the policy. 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 DfES 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 class teachers to ensure that the school rules are adhered to in their classes, and that their classes behave in a responsible manner during lesson time.

- 3.2 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.
- 3.3 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.
- 3.4 If a child misbehaves in class, the class teacher deals with the behaviour but if it is repeated, the Key Stage leader or Deputy Head will be notified and will support the class teacher in managing the child's behaviour. If this continues then the head teacher will be informed and parents involved as necessary. The incident will be logged and sanctions will be put in place appropriately. In some instances, it may be necessary to inform the Headteacher immediately and pass some of the initial steps.
- 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 the school's parent support advisor or LA behaviour support service.
- 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.

4 The Role of the Midday Supervisor

- 4.1 During lunchtimes, Midday Supervisors are responsible for monitoring and responding to inappropriate behaviour. Each class has a linked MDS who will pass on any playground concerns to the class teacher. It is hoped that all playground conflicts will be resolved on the playground before the children enter the classroom so that the learning of the majority of the class is not disrupted by the few. If the issue can not be resolved by the MDS then it will be reported to the class teacher and/or senior member of staff (often the head teacher). The incident is recorded and a sanction is given.
- 4.2 In line with in-class sanctions The MDS will operate a staged approach. The child will first be talked to about inappropriate behaviour, if the inappropriate behaviour persists the child will have to move away from the rest of the group, if this intervention does not work then they will be given time-out. In more extreme situations, time-out will take place inside where the children will need to meet with a senior teacher/Headteacher.

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 their implementation of the policy.
- 4.3 The Headteacher keeps records 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. These actions are taken only after the school governors have been notified.

5 The role of parents

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

5.3 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.

5.4 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. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 The governing body has the responsibility of developing, monitoring and reviewing Behaviour Policy and Practice. The governors support the Headteacher in adhering to the policy. The Behaviour and Discipline Policy is reviewed annually by Governors.

7 Fixed-term and permanent exclusions

7.1 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, Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units 2007. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance2007>

7.2 Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.3 If the Headteacher excludes a child, 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.

7.4 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.

- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.6 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.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1 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.
- 8.2 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.3 No child should bring in any alcohol or cigarettes into the school.
The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. 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.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.
- 8.5 If the offence is repeated the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

- 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 keeps a variety of records concerning incidents of misbehaviour. The class teacher may agree with parents to use a home-school book to monitor behaviour ,or a record card. The Headteacher records those incidents where 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 details of any incident to the relevant member of staff.
- 9.3 The Headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality; it will seeks 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.
- 9.5 The governing body reviews this policy annually or more frequently if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed Rachel Snape

Date April 2008

To be reviewed annually April 2009

Steps for Disruptive behaviour management:

Child is given a clear warning.

Child is withdrawn from the lesson within the classroom

Child is sent to another class to complete work

Child is sent to senior member of staff.

Child is sent to head teacher. Head teacher records incident and sanctions appropriately.

If this behaviour is repeated class teacher informs head teacher to request an appointment with parents.

Code of Conduct- "The 4 Cs at the Spinney"

The children and staff have worked together to develop our code of conduct based on **Caring, Courtesy, Consideration and Co-operation**. The emphasis is on taking care of each other as well as the learning environment in order that everyone working at the Spinney can work together within an atmosphere of mutual respect and trust.

Anti-Bullying Strategy

Bullying is a persistent deliberate attempt to hurt or humiliate someone.

If a child experiences bullying they can:

Speak to the class teacher or other trusted adult in the school.

Be supported by their friends.

Speak to their parents who can inform the head teacher.

The school will:

Respond immediately to any allegation of bullying, treating all reported incidents seriously.

Record all incidents of bullying.

Speak to all children involved and develop strategies to resolve the issue within school.

Monitor the situation to ensure that the bullying has stopped.

Inform parents of the victim and the perpetrator/s if the bullying continues.

Behaviour and Discipline Policy

In the case of racist bullying a report will be submitted to Cambridgeshire County Council by the governing body.

Ensure that all children feel confident and safe to report bullying.

Ensure that all bullying concerns will be dealt with sensitively and effectively.

Ensure all are trained to identify and tackle bullying appropriately.

The school promotes anti-bullying awareness through the curriculum e.g. PSHCE, circle time and assemblies.