



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 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. 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** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.4** 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.
- 1.5** 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.

2 Rewards

- 2.1** We praise and reward children for good behaviour, through:
 - Verbal Praise;
 - Stickers/Post Cards Home;
 - House Points;
 - Golden Queues;
 - Merits;
 - Headteacher Award;
 - Gold Book;
 - Random Act of Kindness

We distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

All classes have an opportunity to take part in the achievement assembly where they are able to show examples of their best work.

- 2.2** The school likes to acknowledge all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates.

3 Sanctions

3.1 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. If a child chooses to disrupt the learning, the following sanctions will apply:

- A non-verbal reminder will be given e.g. a look, stand next to the child etc;
- Model/Praise examples of children making the correct choices;
- A verbal reminder will be given
- If the child chooses to misbehave, they will be moved to a cloud/colour (Key Stage 1) or their name will be written on the board (Key Stage 2) as a warning;
- If the child chooses to misbehave a second time, they will receive a tick against their name, resulting in them losing five minutes off their next break time or lunch time;
- If the child continues to misbehave, they will receive a second tick against their name, resulting in them losing the whole of their next break time, or fifteen minutes at lunch time.

3.2 We expect all children to listen carefully to instructions in lessons. If they do not do so, the above sanctions will be followed by the class teacher.

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 will again follow the sanctions listed above. On rare occasions, if a child misbehaves repeatedly, the class teacher may need 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.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and the child or class will be removed to an area of safety.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident on a 'serious incident form' and contacts the child's parents, to seek an appointment in order to discuss the situation.

3.3 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 'Personal, Social, Health and Citizenship Education (PSHCE).

3.4 The school does not tolerate bullying, racism or homophobia of any kind. If we discover that an act of bullying, racism or homophobia has taken place, we act immediately to stop any further occurrences of such behaviour. All incidents will be recorded on a 'serious incident form', parents will be contacted and a record will be kept by the headteacher. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and abuse.

3.5 All members of staff are aware of the regulations regarding the use of reasonable force, as set out in DfE Publication (Reference: DFE-00295-2013): *Use of Reasonable Force – Advice for headteachers, staff and governing bodies*. Staff will only use reasonable force to prevent pupils from hurting themselves or others, in line with the DfE guidelines.

4 The role of the class teacher

- 4.1** 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.
- 4.2** The class teachers in our school have high expectations of the children in terms of behaviour, in order to ensure that the classroom is a safe and comfortable learning environment for all.
- 4.3** 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.
- 4.4** 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. However, if misbehaviour continues, the class teacher seeks help and advice from the key stage leaders and ultimately the headteacher.
- 4.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 4.6** The class teacher may contact a parent if there are concerns about the behaviour or welfare of a child; or to give praise for outstanding behaviour or marked improvement.

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 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, and by supporting staff in the implementation of the policy.
- 5.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4** The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, following the local authority guidelines. In extreme or repeated circumstances, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

6 The role of the midday supervisor

- 6.1** The midday supervisors will support the school policy on behaviour and discipline, to promote a caring, supportive environment.
- 6.2** The midday supervisors in our school have high expectations of the children and will encourage good manners during the lunchtime period, whilst the children are at the table or at play.
- 6.3** It is the responsibility of the midday supervisor to encourage co-operative play and to organise games or activities, whilst keeping the children safe.
- 6.4** If a child misbehaves at lunchtime, the midday supervisor will keep a record of the incident. Depending on the severity of the incident, the child may be asked to have some 'Time-Out' to reflect on their actions. If the misbehaviour continues, the senior midday supervisor will be informed and the child's teacher will be notified at the end of lunchtime.

7 The role of parents

- 7.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 7.2** School rules are shared with parents and we expect these to be read and supported.
- 7.3** 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 ongoing concerns about their child's welfare or behaviour.
- 7.4** 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. If these discussions cannot resolve the problem, a formal complaints procedure can be followed. This document can be found on the school website.

8 The role of governors

- 8.1** The governing body has the responsibility of agreeing the behaviour and discipline policy and of reviewing its effectiveness.
- 8.2** The headteacher has the day-to-day authority and responsibility to implement the school behaviour and discipline policy, as agreed by the governors.

9 Fixed-term and permanent exclusions

In line with statutory guidance from the DfE: Exclusion from maintained schools, academies and pupil referral units in England – September 2017

- 9.1** Only the headteacher can exclude a pupil from Richardson Endowed Primary School and this must be on disciplinary grounds. The headteacher may exclude a pupil for one or more fixed periods (up to 45 school days in a single academic year). The headteacher may also exclude a pupil permanently.
- 9.2** The law does not allow the headteacher to extend or convert a fixed-period exclusion into a permanent exclusion. In exceptional cases, a further fixed-period may be issued, or a permanent exclusion after the end of the fixed period.
- 9.3** If the headteacher excludes a pupil, s/he must, without delay, notify parents of the period of the exclusion and the reason(s) for it. Parents will be provided with the following information in writing:
- the reason(s) for the exclusion;
 - the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
 - parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
 - how any representations should be made; and
 - where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
- 9.4** The head teacher must, without delay, notify the governing body and the local authority of:
- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);
 - any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
 - any exclusion which would result in the pupil missing a public examination or national curriculum test.
- 9.5** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 9.6** 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.
- 9.7** When the discipline committee meets to consider an exclusion, they must consider the circumstances in which the pupil was excluded and any representations made by or on behalf of parents, the headteacher and the local authority. They are legally required to consider reinstating an excluded pupil, considering the interests and circumstances of the excluded pupil, whilst having regard to the interests of other pupils and people working at the school.

Full DfE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

10 Monitoring

- 10.1** 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.
- 10.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher keeps a record of any serious incidents. Lunchtime supervisors liaise with the class teacher/headteacher about any incidents, which occur at lunch times, so these can be followed up immediately.
- 10.3** The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 10.4** It is the responsibility of the governing body to monitor the rate of exclusions; and to ensure that the school policy is administered fairly and consistently.

11 Review

- 11.1** 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.