



The Spinney Primary School Behaviour and Discipline Policy

1 Aims and expectations

1.1 It is our aim for everyone within our school community to feel happy, safe, learning and successful. Ours is a warm and caring school with high expectations for social and personal behaviour, positive attitudes and academic standards. The school's behaviour policy is therefore designed to support the way in which all members of the school teach and learn together in a supportive way. This Policy underpins the Children's Act 2004 and the 5 outcomes for children. Be Happy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-Being. We actively promote and reinforce positive behaviour.

1.2 The school has just 5 key sustainable rules which are there for everyone! These are: We take care of ourselves, we take care of each other, we take care of our learning, we take care of our school, our community and our world and we take for our future. These are displayed on a red hand around the school and are referred to in assemblies and in class. These are a means of promoting a positive and caring ethos, so that people can work cooperatively with the common purpose of ensuring that everyone has the opportunity to "Teach and Learn Together".

At the start of every academic year each class devises a set of rules for their classroom and these are also referred to on a routine basis.

There are also a set of friendship rules displayed in the playground. The school expects all pupils to be friendly towards each other and try to get along as developing good social skills will be helpful for them throughout their lives.

1.3 The school expects every member of the school community to behave in a considerate way towards others. We emphasise the importance of good manners, of courtesy and respect.

1.4 We treat all children and adults 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 applies a Positive Behaviour approach, rewarding appropriate behaviours, celebrating success and achievement and promoting a high expectation that the children will take responsibility for managing their own behaviour (in accordance with their age). We emphasise the importance of self-discipline and taking responsibility for our actions. We believe that this approach promotes an ethos of kindness and cooperation which contributes to creating an effective learning environment.

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 newsletter mentions information regarding children's achievement out of school, for example, music awards, martial arts grading's or swimming certificates.

2.3 The school uses '1, 2, 3 Magic' which is an effective behaviour management strategy. This is used to reinforce high expectations and school rules, and to ensure a safe and positive learning environment.

2.4 At the start of every academic year staff are informed of the '1, 2, 3, Magic' process and this is also explained to the pupils in assembly 1=Reminder, 2=Warning, 3=Consequence (Sanction)

2.5 We employ a variety of sanction appropriately to each individual situation. For example:

- 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 reminds them of the desired behaviours. If a child misbehaves again they are given a warning and if again then a sanction may be used, e.g. we move the child away 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. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The School's Positive Behaviour Approach is shared through SEAL assemblies. (Social and Emotional Aspects of Learning), Headteacher Certificates Assemblies and House Point Assemblies and through the "New Beginnings" Assembly at the start of every year which inform the review of the policy. Please see Appendix.

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. (For further guidance please refer to the Anti-Bullying policy).

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. Unacceptable behaviours are recorded in a Yellow Book to ensure that records are kept to help when informing parents as well as to keep data so that issues can be reviewed and if necessary managed more robustly.

3.4 If a child misbehaves in class, the class teacher deals with the behaviour but if it is repeated, informs the head teacher who records the incident and sanctions appropriately.

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 education social worker 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. If they are unable to resolve the issue, they will refer to another more senior Midday Supervisor in the team and then on to the Class teacher as necessary. When MDS report incident to the class teacher it is again recorded in the Yellow Book. Every class has its own Yellow book to record harassment or other incidents. If the matter has to be dealt with by the HT then this incident is recorded in the Red Book which is an electronic file.

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 in the Red Book which is confidential and electronically stored. .

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 School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

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 LEA 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.

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 there is any suspicion that a child has been in contact with, or has imbibed, alcohol or other substances, they will be withdrawn from the class situation and referred to the child protection officer who will take such steps as are necessary in light of the case history of the child.

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 may be punished by a fixed-term exclusion. If the offence is repeated, the child may 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. 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. Every class has its own Yellow book to record harassment or other incidents. If the matter has to be dealt with by the HT then this incident is recorded in the Red Book which is an electronic file. In some instances LA ABC forms are used by class teachers.

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 seek 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. Racist incidents are reported electronically to the LA by the HT at the end of every term. The HT reports frequency of Racist incidents in the HT Report to Governors.

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 Anne Harrison

Date: April 2014

Policy reviewed January 2016

Date of next review January 2018