

## Behaviour and Discipline Policy

### 1 Aims and expectations

**1.1** It is a primary aim of Great Ponton Church of England 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 Golden Rules:

One voice at a time  
Keep your hands and feet and objects to yourself  
Respect others and their property  
Do as you are told first time  
Walk everywhere inside the school building

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. This policy also reflects the school's Christian Values of: **respect, peace, wisdom, friendship, hope and trust.**

**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

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

- teachers congratulate children;
- written comments of praise on their work
- teachers give children square/diddidot stickers for good work - completion of these charts gains a reward or certificate for the pupil
- teachers give children square stickers for their 'Good to be Green' reward chart based on pupil behaviour
- Round stickers will be awarded for 'Green all Week' pupils. 6 round stickers enables a child to do sweet/cake making.

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- each week children from each class are nominated to receive an 'Excellence Certificate' in 'Celebration Assembly';
- Children from Class 1 and Class 2 show work each week in Celebration Assembly;
- Good behaviour at lunchtime is rewarded with stickers and prize tickets

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to share their achievements with the whole class in circle time / registration and bring in certificates / badges / medals for swimming, athletics, horse riding, etc..

**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. A yellow warning card may be issued if teacher advice is ignored. A red card means that minutes off playtime will be actioned.
- 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. Misbehaviour of this kind will also incur a minute (at a time) off their playtime. A yellow warning card may be issued if teacher advice is ignored. A red card means that a child will miss some of his/her playtime.
- 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 will issue a 5 minute punishment off the next playtime. 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.
- Our school operates a zero tolerance attitude to inappropriate behaviour of any kind and punishments will be metered out accordingly.
- Children missing minutes off their playtime due to poor behaviour will be recorded in the behaviour book and in some cases will miss the same amount of time again off their Privilege Time at the end of the week.
- Any child that is awarded a yellow (warning card) or a red (minutes card) will not be eligible for a 'Green all Week' round sticker at the end of the week.

**2.4** At playtimes and lunchtimes, the member of staff on duty will administer similar punishments and rewards to those issued in lesson times.

**2.5** The class teacher discusses the school rules with each class. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' / PSHE / SEAL/registration time.

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**2.6** 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.

**2.7** All members of staff are aware of the regulations regarding the use of force by teachers as explained by the DfE in April 2012. Teachers in our school do not hit children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself or causing damage to property. 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 the head teacher.

**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 STAPS team or LA behaviour support service (BOSS).

**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 head teacher**

**4.1** It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.

**4.2** The head teacher 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 head teacher keeps records of all reported serious incidents of misbehaviour on a computer file. These records may be kept for the entire time the child is with us and even passed on to future schools.

**4.4** The head teacher 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 head teacher may permanently exclude a child. Both these

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actions are only taken after the school governors and the local authority have been notified.

### **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 on our website 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. 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.

### **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 head teacher in carrying out these guidelines.

**6.2** The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### **7 Fixed-term and permanent exclusions**

**7.1** Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. Details of the new Statutory Guidance on Exclusions introduced in Sept 2012 (updated 2015) can be found on the DfE website.

**7.2** If the head teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion.

**7.3** The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

**7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

## **8 Monitoring**

**8.1** The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**8.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. This includes bad behaviour during lunchtimes. In most cases all incidents of bad behaviour at lunch time are reported to the head teacher after the lunch time play period is over.

**8.3** The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

**8.4** 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.

## **9 Review**

**9.1** 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.

**Signed:**

**Date: October 2016**

**Review date : October 2018**