



Behaviour & Discipline Policy

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Newburgh Primary School

Policy on Behaviour and Discipline



Rationale:

'We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school Behaviour Policy is an important step in that direction.'

1 Aims and objectives:

- 1.1 It is the 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. Our vision for our school is to be a *'caring school where every child matters.'* 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 in which everyone feels happy, safe and secure.
- 1.2 Newburgh Primary School has one rule: consideration. The school expects every member of the school community to behave in a considerate way towards others.
- 1.3 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.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to provide children with a framework and environment in which they feel happy, safe and secure. It is the responsibility of the school to provide that environment in order that teachers and children can make the most of lesson times for the real purpose of education. This will also enable learners 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.

How does THIS policy support the development of appropriate British Values?

In our school we teach children to be respectful of each other and we believe that by learning about the differences and beliefs of others we will develop a greater understanding and tolerance. Our 'one word school rule' for each of our primary schools support this aim. The government set out its definition of 'British values' in its Prevent Strategy. We reinforce these regularly and in the following ways:

- **Democracy:** Democracy is rife in our schools! Pupils have their voices heard through our School Council and Pupil questionnaires. We elect House Captains, our School Council, as well as vote on 'Charity for the Year'.
- **The Rule of Law:** The importance of Law, i.e. those that govern the class, the school, or the country, are consistently reinforced, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that govern and protect us, responsibilities this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar. Pupils are regularly rewarded for great behaviour with stars, pebbles, house points and praise.



- Individual Liberty: Our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for children to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices.
- Mutual Respect: Our school ethos and behaviour policy revolves around our core values such as 'Consideration' - our 'one word school rule'. Assemblies relate to what this means. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.
- Tolerance of those of Different Faiths and Beliefs: This is achieved through enhancing pupils' understanding of their place in a culturally diverse society. We offer opportunities to experience diversity through visits to places of worship and year group links to other schools in areas which are different to our own. Assemblies and discussions involving prejudices and prejudice-based bullying are followed and supported by learning in RE and PSHE.

2 Rewards and punishments:

- 2.1 We praise and reward children for good behaviour in a variety of ways. Please see Appendix 1 for details of these. In addition,
- Teachers congratulate children.
 - Teachers give children star points.
 - We distribute rewards (stickers, certificates) to children, either for consistent good work or behaviour, or to acknowledge very good effort or acts of kindness in school.
 - Class behaviour chart.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. These achievements are acknowledged in celebration assemblies to which parents are invited.
- 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.
 - 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 communicates with the Headteacher, who records the incident, and the child is punished. 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.
- 2.4 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.
- 2.5 The school does not tolerate bullying of any kind, by pupils or adults. If we discover that an act of bullying or intimidation (including gossiping and spreading rumours) 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 (please refer to our 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. Please refer to the DfE document 'Use of Reasonable Force: Advice for Headteachers, staff and Governing Bodies' (July 2013).
- 2.7 Members of staff have been 'Team Teach' trained and attended refresher training.
- 2.8 A more comprehensive overview of our rules and sanctions can be found in Appendix 2 of this policy.

3 The role of the class teacher:

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced 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 school code consistently. The teachers treat all children in their classes 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 themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader who escalates to the Deputy Headteacher and the Headteacher.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 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 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.
- 5.2 We explain the school aims on the school website, and we expect parents to read them and support them.



- 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. On entry to the school we ask parents to complete a home-school agreement on behalf of their children. This will be reviewed and completed again at the transition between Key Stage 1 and Key Stage 2 at the onset of Year 3. 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, or, indeed, decide not to sanction 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 Headteacher. Should the problem remain unresolved, 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 Headteacher in adhering to these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

7 Fixed-term and permanent exclusions:

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. Updated national guidance (September 2017) in relation to exclusions can to be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

- 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, usually where further evidence has come to light. In the absence of the Headteacher the Deputy Headteacher would assume the roles and responsibilities outlined here.
- 7.3 If the Headteacher excludes a child, they inform 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 three members. This committee considers any exclusion appeals on behalf of the Governors. This committee would be convened as and when required.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, 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 Please refer to our Drugs Policy for guidance in this area.

9 Monitoring and review:

9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to them on account of bad behaviour. Incidents of bad behaviour on the playground are reported to class teachers, who deal with the situations accordingly. Incidents of serious misbehaviour will be referred to the Headteacher who will record said incidents as appropriate.

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.

9.5 The Governing Body reviews this policy every two years. 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:

Date:



Appendix 1

Promoting good behaviour:

At Newburgh Primary School we believe that it is important to maintain good order and behaviour by focusing primarily on rewarding good behaviour. We actively look for ways within school to reward and celebrate achievement and good behaviour. These include:

In class:

- Liberal use of 'single stars' for everyday achievements. 'Pebble points' are used in Reception, where 10/20 pebbles accumulated during the week mean a sticker is awarded.
- 'Pebble points' are also used in KS1 to reward positive behaviour in everyday situations. Star cards are held by class teachers in KS1.
- 'Double stars' for special occasions.
- Every child having their own award card for the collection of stars.
- Star charts to show the number of stars children have.
- Additional class and group rewards decided by the class teacher in conjunction with the children.
- Extra privileges in class
- The use of circle time to celebrate.
- Comments in reading diaries.
- Behaviour for Learning – visual target board.

In assemblies:

- Opportunities for children to show good pieces of work and talk about their achievements and interests.
- Children who have accumulated 50, 100 (followed by multiples of 100) stars are awarded certificates.
- In the EYFS children who have accumulated 25 (followed by multiples of 25) pebbles are awarded certificates.
- A cup is awarded to the house who has achieved the most star points so far.
- Class assemblies where excellent work or performances are shared with the whole school and parents.



Appendix 2

Rules and sanctions:

Our one school rule is '**consideration**'. To achieve this we will:

- Be polite and friendly;
- Call people by their preferred names;
- Walk around school quietly, holding doors open for people;
- Follow directions from adults and lunchtime leaders;
- Look after personal and school property;
- Be helpful;
- Keep unhelpful hands, feet, comments and objects to ourselves.

If a child feels that someone is doing or saying something to them that upsets them they must say "stop it, please". If the behaviour or comments do not stop it is reported to a member of staff, who deals with it. The meaning of 'consideration' and 'stop it, please' are reinforced in assemblies and in class throughout the year.

Parents sign a home-school agreement on entry to the school.

Sanctions:

Sanctions for not following our school rule depend upon the nature of the behaviour exhibited. Children are able to go 'up and down' the list – it is not chronological. We avoid shouting at children. The following sanctions may be used:

- Warning(s);
- Moved in class;
- Moved to another class for 'time out';
- Miss a break;
- Sent to Phase Leader
- Sent to Deputy Headteacher;
- Sent to Headteacher.

Children who have broken the rules on many occasions or have broken a major rule by being involved in:

- Systematic bullying;
- Offensive language / behaviour to adults / staff;
- Physical assault;
- Verbal abuse including making sexist or racist remarks.

will be sent to the Headteacher who will treat each child and case as an individual and may implement one or more of the following:

- Speak to the child concerned;
- Invite parents / carers into school to speak to them with the child concerned;
- Write to the parents / carers;



- With the consent of the parents / carers, place the child on a behaviour record to encourage and reward good behaviour.

If none of these sanctions work, the Headteacher (in extreme cases) will consider exclusion. This decision will have been reached having exhausted all available avenues of support such as Educational Welfare, the Educational Psychology Service and behavioural support service. DfE and LA guidance will also be considered.

Governors are informed of serious behaviour via the Headteacher's report to Governors. At Newburgh Primary School a positive climate is created that promotes reward and praise rather than criticism and sanction.

- The example is set by members of staff in their relationships with each other and the children;
- The sense of community within the school and that all the children and staff are ambassadors;
- Interesting and well-prepared lessons that cater for individual needs;
- Colourful and stimulating learning environments.

