

Hayfield Primary School

Policy for

Behaviour & Discipline

May 2016

Behaviour and Discipline Policy

Our School Vision

Our pupils will be happy, healthy and caring, with a positive attitude to learning and life. The school community will be respectful, resourceful and open-minded in all that it does. Children will be helped to develop the confidence, knowledge and skills to reach their potential and make a positive contribution to society.

Our Mission Statement

We want every child to:

- **be happy and secure**, and know how to keep themselves healthy and safe.
- **have good self-esteem**, to develop a strong sense of self-worth, with the resilience and confidence to achieve success, develop own interests, strengths and talents, and fulfill potential.
- **love learning**, and experience a rich, vibrant, engaging curriculum, and become life-long, enthusiastic learners who ask questions to develop their thinking and a growth mindset.
- **make excellent progress** across the curriculum, especially in English, Mathematics and Science, achieving the highest standards of competence of which they are capable.
- **be a good citizen**, to develop a strong sense of community, citizenship and social awareness, with integrity and a good code of morals and ethics by which to lead their lives and set an example to others.
- **form positive relationships** and to know how to be a good friend: be caring and kind; share and take turns; have trust, tolerance and respect; be a good listener and empathise with others.

Our school curriculum, which will include the National Curriculum, will be driven by an emphasis on:

The community

Working together with parents, friends, local schools and businesses to provide enriched and relevant learning experiences for all.

The environment

Having a good understanding of sustainability and environmental issues affecting our world; and showing care, respect and responsibility for the environment, both at local and global level.

Enterprise Education

Being creative, working well with others, developing leadership, using initiative, being positive, taking risks, solving problems, developing a 'can do' attitude and making links with the world of work.

Sports and the Arts

Having opportunities to experience a wide range of sports, music, art and drama, and to recognise and develop individual talents and interests.

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, tolerance 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, and is able to learn effectively and reach their potential.
- 1.2 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is focused on promoting good behaviour, rather than punishing anti-social or undesirable behaviour. The school has a number of school rules, but the primary aim of the behaviour policy is not 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.
- 1.3 The school expects every member of the school community to behave in a considerate and respectful 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 Our whole school rules are:
- **A** Always show good manners
 - **B** Be kind and caring towards others
 - **C** Care for our school – inside and out
 - **D** Do as you are asked first time
- 1.7 We support children with behavioural difficulties through programmes such as Positive Play and Socially Speaking, and work with parents, our local Multi-Agency Team (MAT), the Behaviour Support Service and the Education Psychology Service to support individuals and groups of children to improve their behaviour.

2 Reward Systems

- 2.1 We praise and reward children in a variety of ways:
- All adults are positive with children and use praise appropriately to congratulate and motivate children to work and behave well;
 - Teachers use a variety of their own class reward systems, e.g. stickers, 'pocket money', table points etc to reward and build good behaviour, attitude, effort and good work;
 - Adults give children house points for desired behaviours and good work;
 - Children who have produced very good work or have made an excellent effort in class are sent to the head teacher for recognition and sometimes to their **Head of House** to earn house points towards stars (please see 2.2);

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- Two or three children from each class are chosen each week to receive a merit certificate in assembly for excellent work, outstanding effort, well-presented work, good behaviour or acts of kindness in school;
 - All classes have an opportunity to show examples of their best work at our weekly Awards Assembly;
 - At the end of each term, two or three children from each class are chosen for being outstanding in some way (excellent progress/effort/model student/English or Maths superstars) and entered into our Golden Book, which is displayed in the Entrance Area of the school. This achievement is celebrated in the end-of-term assembly and in the final newsletter of the term.
- 2.2** Our House System encourages appropriate behaviour, good attitudes to learning and a high standard of work. We have four houses – **Badgers, Hedgehogs, Robins and Squirrels**, one of which children join when they start school. Children can be given house points (gems) in and around school by any adult for following school rules, working hard, producing good work or acting in a kind, respectful or responsible way. When children have produced a piece of work worthy of recognition for great effort or achievement, they will be sent to **their Head of House**, who will give the child two ‘gems’, which will be counted for the individual child, as well as being added to the House Pot for weekly counting. These gems accumulate on a Star Chart and a child who has received ten gems will earn a house colour star badge. Twenty gems equals a bronze star badge, thirty a silver star badge, 40 a gold star badge, and so on. On average, children will be in Year 5 or 6 before they reach silver or gold star stage. House points are counted weekly and the winning house is announced in the Awards Assembly and issued with the House Trophy for the following week. Points earned for each house are displayed on the House display boards in the hall.
- 2.3** To promote good attendance and punctuality, ‘Mr D’, the Attendance Dinosaur, is given to the class with the best weekly attendance. This is announced in our weekly Awards Assembly.
- 2.4** To promote good behaviour across the school, we have a whole school behaviour target. This usually reflects an area we want to improve across the school, such as saying ‘please’ and ‘thank you’, holding doors open for each other, listening well or keeping hands, feet and objects to oneself. The target changes every term and is displayed in every classroom and around the school, and referred to throughout the day. If children are seen to be meeting this target, any member of staff can award the child a gem.
- 2.5** The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in certificates for achievements in swimming, music, sport etc outside of school, so that they can be shared and celebrated in our weekly Awards Assembly.

3. Sanctions Systems

- 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.
- 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 losing playtimes.

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- If a child is disruptive in class, he or she is asked to behave appropriately. If the child continues to misbehave, the teacher will give a verbal warning. If behaviour doesn't improve, the child's name will be put on the board. If this is not effective, the child will be given 'time out', usually in a different class or with the Headteacher. The child will have to catch up with any work they have missed in their own time. If a child has had time out for misbehaviour, parents are notified on a 'red card' sent home, which they are asked to acknowledge.
 - 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. This may involve restraining the child and removing him/her from the room, if safe to do so. It could also involve moving the rest of the children out of the classroom if this is perceived to be a more effective and safer option. *Please refer to our policy on Physical Intervention for further details.*
 - If a child threatens, hurts or bullies another pupil, the class teacher records the incident and sanctions are applied. This usually involves a 'restorative justice' approach (Respect, Responsibility, Repair). This 'payback' will take place in the child's own time, not during lesson time. Children will also be excluded from playtime and/or lunchtime, as appropriate. Parents are usually notified if their child has misbehaved in this way. If a child repeatedly acts in a way that disrupts or upsets others, the headteacher 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. Children may be excluded from school, either for a fixed period or permanently, if their behaviour warrants such action (see 8.1).
- 3.2** At the beginning of the school year, the class teacher discusses the school rules with the children. In addition to the whole school rules, each class has its own classroom code of conduct, which is drawn up 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 at the time with the whole class during 'circle time', Philosophy for Children (P4C) or PSHE lessons.
- 3.3** 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 completely, we do everything in our power to ensure that all children attend school free from fear, and are clear about what to do if they experience bullying or know someone else is being bullied. All bullying is recorded in school and incidents of prejudice related bullying are reported to the local authority. We take part in National Anti-Bullying Week every November and teach all children about bullying, e-Safety and keeping themselves safe in PSHE lessons through our 'ASK About Life' PSHE scheme of work. We also regularly address bullying in assemblies. *Please refer to our policy on Anti-Bullying for further details.*
- 3.4** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF's 2007 guidance on: *The Use of Force to Control or Restrain Pupils* and have received training on physical intervention (reviewed bi-annually; next review September 2016). Staff may only intervene to physically restrain a child who is in danger of injuring him/herself, the adult carrying out the physical intervention or other people around; or who is causing serious damage to property. *Please refer to our policy on Physical Intervention for further details.*

4 The role of the class teacher

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- 4.1 It is the responsibility of the class teacher to ensure that the school rules are adhered to 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 and attitudes to learning, and they strive to ensure that all children work to the best of their ability.
- 4.3 The class teacher and other adults working in the classroom treat each child fairly and enforce the classroom code of conduct consistently. Adults treat all children in their class with respect and understanding. We have a 'no shouting' policy in this school.
- 4.4 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, educational psychologist or LA behaviour support service.
- 4.5 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.
- 4.6 The class teacher records all concerns about a pupil in a Class A to Z Child Concerns book. Serious concerns are also reported to the Headteacher, who records said concerns in the Headteacher's A to Z Child Concerns book. These books can build up a picture of a child's behaviour or difficulties, which can be used to monitor patterns of behaviour, and to support conversations with parents, Behaviour Support, Social Care or other outside agencies and plan next steps.

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 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.
- 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 (see 4.6).
- 5.4 The Headteacher has the responsibility for **making decisions about and administering** fixed-term exclusions 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 in very rare circumstances and after the school governors have been notified (see 8).

6 The role of parents

- 6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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- 6.2** We explain the school rules and behavioural expectations in the school prospectus, on the website and in the Home-School Agreement, and we expect parents to read these and support them. Parents sign a copy of the Home-School Agreement and are given a copy to keep themselves.
- 6.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement (see Appendix 1). 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.
- 6.4** 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 discuss the matter with the Headteacher. If these discussions cannot resolve the problem, parents can complain to the governing body. A formal grievance or appeal process can be implemented should the concerns remain. *Please refer to the school's Complaints Policy & Procedures, which follow LA and government guidelines.*

7 The role of governors

- 7.1** 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 carrying out these guidelines.
- 7.2** The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

8 Fixed-term and permanent exclusions

- 8.1** We do not wish to exclude any pupil from school but, on occasion, this course of action may be necessary. The school follows the LA's list of 'Reasons for Exclusion' (see Appendix 2) and the DCSF's 2008 *Improving behaviour & attendance: Guidance on exclusion from schools and pupil referral units* (September 2008), and We refer to this guidance in any decision to exclude a child from the school (please refer to <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00573-2008> . **When making decisions about exclusion, the head teacher takes into account the nature and severity of the inappropriate behaviour and the needs of the pupils involved.**
- 8.2** Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil 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 pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.3** If the Headteacher excludes a pupil, she 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.

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- 8.4** The Headteacher informs the LA and the governing body about all permanent exclusions, and about any fixed-term exclusions.
- 8.5** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 8.6** 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.
- 8.7** When an appeals panel meets to consider an exclusion, it considers the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated.
- 8.8** If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

9 Drug and alcohol-related incidents

- 9.1** It is the policy in this school that no child should bring any drug - legal or illegal - to school. If a child needs medication during the day the parent or guardian should notify school and ask permission for the medication to be brought into school. A form will need to be completed and the medication locked away for safekeeping, labelled with the child's name and details. Parents can come into school to administer the medication; the child can administer it him/herself under the supervision of an adult, e.g. teacher or teaching assistant; or an adult in school can administer the medication, *if* the parent has authorised this, they have the permission of the Headteacher and they are confident and happy to do so. Please see our Administration of Medicines Policy for further details.
- 9.2** The school will take very seriously the misuse of any substances such as glue or other solvents, or alcohol. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion and the parents or guardian will be notified immediately. If the offence is repeated, the child may well be permanently excluded and the police and social care will be informed.
- 9.3** If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made to send the child home immediately.
- 9.4** 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 or other favours, the child will be permanently excluded from the school. The police and social care will be informed. *Please refer to our policies on Administration of Medicines in Schools, Drugs Education and Drugs Incidents.*

10 Monitoring

- 10.1** The Headteacher monitors the effectiveness of this policy on a regular basis. She 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 records those incidents where a

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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 written details of any incident in the incidents book kept in the staff room.

- 10.3** The Headteacher keeps a record of any pupil who is suspended 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 Links with other policies

11.1 *This policy is linked to:*

- Curriculum
- Anti-Bullying
- Physical Intervention
- Child Protection & Safeguarding
- Staff Code of Conduct
- Teaching and Learning
- Special Educational Needs and Inclusion
- Equality
- Health & Safety

12 Review

- 12.1** 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.

Reviewed on	Signed by Chair of Governors	Signed by Headteacher