

Langmoor Behaviour and Discipline Policy

Aims and expectations

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.

Each year the class teacher discusses the school rules with each class. These rules will be phrased positively (where possible) and will focus on the safety of every child and work towards producing an effective learning environment. These will be displayed on the wall of the classroom. The School Council will also work with classes to produce playground rules. 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 primary aim of the behaviour policy is not a system to enforce rules but 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.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

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.

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.

Rewards and Sanctions

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

- teachers congratulate children;
- we distribute stickers to children either for good work or behaviour;
- teachers give children stars to be placed on a star card. When the card is completed it is awarded in assembly and the child is congratulated in the next school newsletter;
- each week we nominate children from each class for a 'Gold Award' certificate to acknowledge outstanding effort or acts of kindness in school. This certificate is also awarded in assembly and their name is added to the 'Golden Book' which is on display in the foyer;

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- some classes award 'worker of the week' certificates;
- Class star cards or marble jars, earning extra playtimes, PE lessons, fun time, etc. This is to encourage a team approach and accountability.

As a further reward for good behaviour, the school has introduced Golden Time. Each week children are awarded 4 'Golden Points' which represent good behaviour and following instructions. Each point is worth five minutes of golden time which is claimed on a Friday afternoon when the children are able to choose from a range of activities. Poor behaviour may result in the loss of a point. Lost points can be earned back through positive behaviour. In this way children are encouraged to follow the behaviour rules and understand that poor behaviour has consequences.

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 although we endeavour to ensure that there is a consistent approach to ensure fair treatment of every child. We believe that every day should be treated as a new day so that each child can feel that they are able to have a fresh start.

Sanctions / Consequences for not following rules are:

1. *Warning. A chance for the child to choose to follow the instructions and rules, without further reprisal.*
2. *Loss of a Golden Point (only one per session)*
3. *Two minutes away from the class group.*
4. *15 minutes in paired classroom.*
5. *Sent to Headteacher*
6. *Letter home to parents. Contribution from the child, signed by the headteacher and teacher, and a slip for parents to return.*
7. *Parents called into school. Meet with the teacher and/or headteacher to discuss ways to help the child choose more appropriate behaviour.*

For Talking and inappropriate behaviour during assemblies, the child's name is put into the assembly book. This will result in the loss of 10 minutes free time at lunchtime which will be doubled if they fail to arrive at the detention point.

For behaviour such as violence, rudeness to adults, bullying or swearing, a 'strike' will be given and if 3 strikes are received this will result in the forfeit of playtimes and lunchtimes for 1 week. The child will also be unable to attend any extra-curricular activities during that week. A letter will be sent to the parents notifying them of the strike and the reasons for its being given.

In the Foundation stage the rewards system is adapted to make the rewards and sanctions more immediate.

Teachers will keep a record of the rewards and sanctions given to each child

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.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE 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.

The role of the class teacher

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. 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. 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.

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 headteacher and SENCo. It may be necessary for the child to be placed on the Record of Special Educational Needs and an Individual Behaviour Plan drawn up to support the child overcome the problems. If necessary the class teacher may need to liaise with external agencies 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.

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.

The role of the headteacher

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.

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.

The headteacher keeps records of all reported serious incidents of misbehaviour.

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The headteacher has the responsibility for giving fixed-term suspensions/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. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

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.

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 chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

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.

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.

Fixed-term and permanent exclusions

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. The headteacher may also 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.

If the headteacher excludes a pupil, 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. 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. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

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. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring

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.

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 child is sent to him/her on account of bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors give verbal details of to the class teacher at the end of the lunchtime.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

Review

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.

Reviewed September 2016

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Appendix 1

Think Sheet
Class

Date

Name:

What I did....

What I should have done....

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Appendix 3

Record of Inappropriate Behaviour

Name/s of child/ren involved
Person/s reporting incident:
Date of incident:
What happened:
Action taken:
Further action to be taken:
Signed: Date: