



Millfield Primary School

Behaviour and Discipline Policy

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 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, secure and to become positive, responsible and increasingly independent members of the school community.
- 1.2 The school has a number of school rules, but 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.
- 1.3 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 and consequences

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- verbal praise
 - children are awarded incentives by their teachers e.g. stickers, house points, table points
 - house points which will be rewarded with bronze, silver, gold and platinum certificates on a termly basis
 - stickers
 - extra rewards for staying 'green' all week eg 10mins extra playtime on a Friday
 - two children in each class receive a certificate in the weekly school celebration assembly; these certificates are for personal qualities and learning skills
 - we also award house points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- 2.2 The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We have a 'traffic light' system to prevent low-level disruption during learning time.
 - Children who are causing disruption to others will be given 2 warnings to stop the behaviour
 - After this they will be asked to move their name to the orange traffic light (this acts as a signal to stop the behaviour)
 - If they continue to exhibit behaviour which is not conducive to a calm working environment they will be asked to move their name to the red traffic light and take time out in class for 5 mins.
 - A child who continues to behave in such a way that their learning or the learning of others is disrupted will take time out in another classroom.

- Children who continue to behave inappropriately will be sent to the head teacher or in her absence the deputy headteacher
- Children who are placed on the red traffic light will have their name recorded in the class behaviour log
- If a child is placed on the red traffic light 3 times a standard letter will be sent home to parents (see appendix 1) asking them to meet with the class teacher
- A parent whose child is swearing in school may also be sent a letter asking them to meet with the class teacher (see appendix 2)

- 2.3** The class teacher discusses the school 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'.
- 2.4** 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. Please see Anti-Bullying Policy.
- 2.5** The school does not tolerate violent behaviour of any kind by its pupils. No weapon of any kind is permitted on school premises and any found will be confiscated immediately. Parents will be invited to collect it or the weapon will be disposed of. This includes children 'equipped' to harm eg steel capped shoes.
- 2.6** 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*.
- 2.7** Staff only intervene physically to restrain children, to prevent injury to a child or damage to property, 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. Children who require physical intervention on a more regular basis will have a physical intervention plan. If necessary, specific members of staff will undertake training in the use of appropriate physical intervention for named children- currently the Headteacher and Deputy Headteacher are trained in positive handling.
- 2.8** Lunchtime supervisors are responsible for the behaviour of the children at lunchtime. Children may be reprimanded by lunchtime staff for bad behaviour, and praised/rewarded for good behaviour.
- 2.9** Lunchtime club is run by the Scholl's Social Inclusion Co-ordinator and Intervention TA, for identified children eg shy, few friends, aggressive behaviour. They may be required to attend everyday, or timetabled for certain days. In addition to eating lunch together, they also take part in a range of structured activities.

3 The role of the child

- have self-respect
- show respect for all people equally
- consider and respect the feelings and property of others
- take an active part in deciding the rules of the school/class, then working to keep them
- care for equipment, books, furniture, IT equipment, buildings and grounds of the school
- keep their hands and feet to themselves
- come to school on time everyday, unless unwell.

4 The role of the class teacher and additional adults

- 4.1 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 and around the school. This is supported by any additional adults.
- 4.2 The class teachers and additional adults 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.
- 4.3 The class teacher endeavours to treat each child fairly and enforces the classroom code consistently. All children are treated with respect and understanding.
- 4.4 If a child is moved to the red traffic light in class, the class teacher keeps a record of the reasons why this has taken place. In the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher will need to seek help and advice from the head teacher or key stage leaders. It may be necessary for a pastoral support programme or behaviour plan to be put in place.
- 4.5 The class teacher liaises with the SENCO who will in turn liaise 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, LA behaviour support service or Parent Support Advisor.
- 4.6 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.

5 The role of the head teacher

- 5.1 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 termly via the Head teacher's Report, 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.
- 5.2 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.
- 5.3 The Head teacher keeps records of all reported serious incidents of misbehaviour, which is reported to the Governing Body via the Head teachers Report.

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.
- 6.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 6.3 We expect parents to support their child's learning, and to co-operate with the school. 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 reprimand 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 Head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the governing body.

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 Head teacher in carrying out these guidelines.
- 7.2 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.

8. Definition of school jurisdiction

- 8.1 This policy applies on school premises and during school hours, whilst children are on visits and trips, at school events or other occasions related to the school, and on any occasions when the children are the responsibility of the staff.
- 8.2 When children are travelling to and from school they are considered to be representing the school and there is an expectation that school rules will be followed.

9 Internal Exclusion

- 9.1 The Headteacher in conjunction with the Senior Leadership Team may decide to issue an internal exclusion rather than a fixed term exclusion. This decision will be based on the full knowledge of all the facts and advice may be sought from the LA Education Officer.
- 9.2 An internal exclusion may be between 1-3 days.
- 9.3 The child will be isolated from the peers and have no contact with the other children. Work will be provided by the class teacher. Lunch and break time will be spent inside.
- 9.4 Parents will be informed prior to an internal exclusion and a record will be kept on the child's file.

10 Fixed-term and permanent exclusions

- 10.1** Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 10.2** If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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.
- 10.3** The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 10.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- 10.5** 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.
- 10.6** 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 LEA, and consider whether the pupil should be reinstated.
- 10.7** If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.
- 10.8** The school adopts the LA Policy and Guidance on Exclusion

11 Monitoring

- 11.1** The Head teacher 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.
- 11.2** The school keeps records of incidents of misbehaviour. These are recorded on the pro-forma Incidents of Inappropriate Behaviour (appendix 3). 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 notebook that they have.
- 11.3** Behaviour Logs are monitored on a termly basis by the Head teacher and these records are used to inform the school's actions in supporting individuals who may need guidance regarding their behaviour in school
- 11.4** The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 11.5** It is the responsibility of the governing body to monitor the rate of fixed term exclusions, and to ensure that the school policy is administered fairly and consistently.

12 Review

12.1 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: May 2013