



## **Pulham C.E. Primary School**

### **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.
- 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 ways appropriate to individual situations.
- 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 operates a Positive Behaviour Policy where good behaviour is recognised. This links with the SMSC curriculum and the Christian Values of the school. The School Circle groups are consulted regularly about how behaviour is regarded in the school.

## Rewards and Sanctions

- We praise and congratulate children for positive behaviour in a variety of ways, for example:
  - Teachers congratulate children.
  - Teachers give children stickers, stamps or house points in recognition of good work, achievement, helpfulness and kindness.
  - The school enjoys a weekly 'Celebration Assembly' when children from each class show their special work (this special work is acknowledged with a certificate), achievements are shared, the week's house point totals are announced.
  - Golden Dustpan and Brush is presented by the Caretaker based on points awarded for tidiness of classroom and cloakrooms.
  - Particularly good work is displayed in each class, including a 'wonder wall,' and in the corridor 'Star Writers' board.
  - Each half-term children are nominated for Headteacher's Awards which are presented in the school assembly.
  - The 'House Cup' is presented every ½ term to the house with the highest number of points. Their coloured ribbons are displayed on the cup.
  - Annually the 'Sports Day' cup is awarded to the winning team and their coloured ribbons displayed.
  - Annually two children are awarded the 'Pennoyer Cups' for exceptional progress throughout the year.
  - Annually the 'Clare' Trophy is presented to a pupil for sportsmanship.
  - Annually the Pride of Pulham Award is awarded to a Year 6 child who through their behaviour models the ethos of Pulham School.
  - Awards for academic achievement are also awarded to two pupils in year 6
  - Biannually a pupil from Starston is awarded an award for 'Endeavour.'
  - Staff use the 'Wow' book to record children's behaviour and those children are invited to have lunch on the Golden Table on a Tuesday. Children, staff and visitor are invited to nominate children for the Wow book.
  - Children, staff and visitors can also write a 'Golden Comment' for each other which are read out at Fridays' Collective Worship.
- The school acknowledges all efforts and achievements of children, both in and out of school. We welcome the opportunity of sharing in achievements out of school, (for example, music or gymnastics certificates.)
- If a child breaks the code of conduct, their names and the reason are recorded in the behaviour book. The child then misses the next day's morning break time when they might be asked to write lines, write a letter of apology or do a helpful task. Teaching staff take it in turns to supervise

children missing their break so children understand that this is important to all teachers.

- 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 in a position 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 acts inappropriately during a lesson or at playtimes e.g. upsets another pupil or is disrespectful then an appropriate sanction will be put in place for example entry into the 'Yellow Book', miss a playtime, write a letter of apology.
- 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.
- The class teacher discusses the school rules / class rules with his/her class e.g. walking in the corridor, putting your hand up to speak. These rules were drawn up after consultation with the children and focus on ensuring safety and the development of social skills. 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 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 this 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 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 in order 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.

*(Cross reference Anti-bullying Policy and Positive Handling Policy)*

## **The role of the class teacher**

- It is the responsibility of the class teacher to ensure that the school/class rules are followed in his/her class, and that his/her 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 school rules consistently. The teacher treats all children in his/her class with respect and understanding.
- If a child misbehaves repeatedly in class, he/she deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
  - The class teacher (via the headteacher / SENCO) liaises with external agencies, as necessary, to support and guide the progress of each child. Parents are always informed if external agencies are involved.
  - The class teacher reports to parents about the progress of each child in his/her 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 Support Staff and Midday Supervisors**

Pupils are aware that Support Staff and MSAs are to be treated with the same respect as teachers and have the same authority in terms of ensuring pupils conform to the class / school rules.

- The TAs /LSAs / MSAs have high expectations of the children in terms of behaviour, and they strive to ensure that all children work and behaviour to the best of their ability.
- The TAs / LSAs / MSAs treat each child fairly and enforce the school rules consistently. They treat all children with respect and understanding.
- If a child misbehaves repeatedly in class or around the school, he/she deals with incidents him/herself according to the class / school rules and using the set procedures.
- However, if misbehaviour continues, the TA / LSA / MSA seeks help and advice from the classteacher or Headteacher.

## **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 overall responsibility of the headteacher to ensure the health, safety and welfare of all the children in the school, but all staff have a responsibility in this area.
- 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.
- The headteacher checks the 'Yellow Behaviour Book' on a Friday. If a child appears in the book twice in a week a letter is sent home to their parents to inform them and to ask for support of the sanctions applied.
- The headteacher has the responsibility for giving 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. Both these actions are only taken after the school governors have been notified.

## **The role of parents**

- The school aims to work collaboratively with parents, in the hope that children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to co-operate with the school. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, it is hoped that parents would 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 their concern remains, they should contact the headteacher. If the matter remains unresolved, they should contact the governors, via the Clerk, who will provide details of how to proceed.

## **The role of pupils**

Pupils play a vital role in ensuring that the behaviour policy is adhered to. All staff value the 'voice' of the children and pupil perception about behaviour is asked for, listened to and adhered to.

- The school has a behaviour group who meet to discuss behaviour and ways to improve and develop the school's policy.
- The behaviour group act as playtime buddies and introduced a buddy stop.
- They put together a playtime code of conduct which is displayed on the wall outside.
- Children understand the school rules and their purpose and are given the opportunity to voice their concerns about behaviour to any adult in school.
- The school has started a peer mediation system to give children strategies to resolve minor difficulties themselves and to develop resilience and independence in our pupils.

## **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 has the power to exclude a pupil from the 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 LEA 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 the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governors' appeal 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. She also reports to the governing body, when requested, on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The headteacher keeps a record of any pupil who is excluded for a fixed-term or permanently.
- 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.

### **Linked Policies**

- **Anti-bullying Policy**
- **Positive Handling Policy**
- **Parent Conduct Policy**
- **Safeguarding Policy**

**The governing body reviews this policy annually.** They 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.