

Matthew Arnold Primary School and Dingle Lane Children's Centre



Behaviour and Discipline Policy

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 and secure.
- 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate 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 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:
 - Golden time is an important part of our positive reward system for behaviour
 - Pupils congratulate each other, usually in assemblies and circle time
 - Celebration of Achievement- behaviour and role model awards
 - teachers and support staff congratulate children;
 - teachers and support staff give pupils stickers for good work and behaviour;
 - each week we nominate two children from each class to be 'stars of the week';
 - each teacher nominates a child daily to be 'star of the day'. This child receives a reward and a note to take home;
 - pupils who have displayed acts of kindness or have produced special work are sent to the headteacher and / or the deputy head teacher for praise
 - the deputy headteacher identifies individual pupils, small groups or whole classes for praise at their weekly assembly;
 - Notes and messages may be sent home in reading records
 - Star charts
 - Displaying children's work
 - Star pupils sit at the 'star' table each Friday lunchtime with the Headteacher and Deputy Headteacher
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school and celebrates such achievements during assemblies.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Consequences will be applied after a full consideration of a child's individual ability to understand. The most appropriate consequences for each child will be used.

- This runs alongside our golden time rewards and sanctions system in school
- 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 'have a good go' 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 remove the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. There may be a loss of minutes from playtime and use of that time to complete work with supervision.
- 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 a period of time.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is spoken to about appropriate behaviour. 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 implementing strategies to improve the behaviour of the child.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, 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'.

2.5 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 (see 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*. The actions that we take are in line with government guidelines on the restraint of children.

2.7 Traffic Light /golden time system of Managing Behaviour

Each class has a displayed set of traffic lights to manage behaviour. All children start with their name off the traffic light. Names are moved onto the traffic light if children need to modify their behaviour

- Green = move to green, first warning. Think about your behaviour
- Orange = move to orange if behaviour is still not appropriate. Miss 5 minutes of golden time
- Red = move to red if inappropriate behaviour continues. Miss additional golden time

Each class displays information on the use of golden time/traffic lights. This enables all staff to follow the same procedures.

Behaviour File

Behaviour cards should be used if children continue to misbehave.

Each class has a behaviour file with a section for each pupil in the class.

Compliment slips are awarded to pupils for outstanding work or behaviour. A certificate is given to the pupils. Concern Slips are issued for disruptive / poor behaviour.

The behaviour file is used to keep a record of incidents in school. The school has agreed what both compliment and concern slips should be issued for. Each class displays information on the use of these. This enables all staff to follow the same procedures.

3 The role of the class teacher

- 3.1** It is the responsibility of the class teacher to ensure that the school rules are implemented in their class.
- 3.2** 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.
- 3.3** The class teacher treats each child fairly and implements the classroom code consistently. The teacher treats all children in their class with respect and understanding, regardless of race, gender and religion.
- 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 him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the deputy headteacher or the headteacher and, where appropriate the pupil is placed on a behaviour card which involves daily reporting behaviour to the pupil's parents/carers. This is intended as a positive reinforcement of good behaviour.
- 3.5** The class teacher liaises with the headteacher, the deputy headteacher, the SENCO and 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 liaise with a parent if there are concerns about the behaviour or welfare of a child and may place the pupil on a behaviour card which involves daily reporting behaviour to the pupil's parents/carers. The pupil remains on a behaviour card until behaviour improves. This will be monitored by the HT or DHT. The HT will decide whether any further sanctions are used e.g. extra-curricular trips etc.

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 the 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. Both these actions are only taken after the school governors have been notified.

5 The role of parents/carers

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

5.2 We expect parents/carers 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.

5.3 If the school has to use reasonable sanctions to punish a child, parents/carers 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 deputy headteacher or headteacher. Should the concern not be resolved, 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 carrying out these guidelines.

6.2 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.

7 Fixed-term and permanent exclusions

7.1 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.

7.2 If the headteacher excludes a pupil, 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.

- 7.3 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.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5 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.
- 7.6 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.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8 Monitoring

- 8.1 The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 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 child is sent to him 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 that we keep in the staff room.
- 8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 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.

This policy is available in alternative formats on request.