



Behaviour and Discipline Policy

1 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 church school and have a particular concern for children's social, spiritual and personal needs. 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 school has a number of school rules which are borne out of collaboration with the children, 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.

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.

2 Rewards and sanctions

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

- Teachers use positive reinforcement of good behaviour on a daily basis
- Points are given to children for good work and good behaviour. These are collated from each class and the totals read out during the celebration assembly following collective worship on a Friday morning
- Children show their work to the Headteacher whenever the occasion arises. The Headteacher rewards the child with stickers etc. Often the class teacher awards good work with a certificate during merit assembly
- The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in certificates and awards received outside school.
- The school will endeavour to bring the efforts and achievements of the children to the wider community via the school newsletter, website and display boards around the school.

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. Sanctions are applied fairly and consistently.

- All incidents are recorded by staff/support staff. This includes name of child, date, time of incident, what happened and what action was taken.
- Time out system used - miss 1 playtime/lunchtime play - by either standing by a wall in playground or outside headteacher's office door.
- If a child misbehaves in class they may be moved to sit nearer the teacher or to sit on their own.

- We may ask them to repeat a task - at break/lunch if their behaviour lets them down in their learning time.
- The safety of the child 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.
- We do not condone physical contact we encourage all pupils not to hit back, but to tell someone immediately. If a child's behaviour gives cause for concern, the school contact the child's parents/guardians and seeks an appointment in order to discuss the situation with a view to improving the behaviour of the child (please also refer to anti bullying policy)

Home/School Book

- A home/school book may be used to record any incidents but also celebrate good behaviour as a means of improving the child's behaviour.

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'.

4 Bullying - Please also refer to anti bullying policy

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, working closely with pupils and parents. Incidents of unkind behaviour are noted down by the class teacher (dated, who was involved and a brief description of what occurred). This is then used to monitor any likelihood of bullying. If interventions do not prove effective and the bullying continues, then a fixed-term exclusion can be used at the discretion of the Headteacher.

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

5 Physical Intervention

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 and the Neath Port Talbot CBC guidance on Positive Handling Strategies for Pupils in Schools and Other Educational Settings.

6 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, with respect and understanding.
- They will keep written evidence, including times, dates, a synopsis of events and what steps/strategies were taken to rectify the problem. This is crucial if permanent exclusion is to be considered, but will also be useful evidence for fixed-term exclusions.
- The class teacher will liaise with the ALNCO (SENCo) and 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 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.

7 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.
- 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.

8 The role of parents

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

- The underlying principles of the school rules are included 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 Headteacher and as a final resort the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9 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.

10 Fixed-term and permanent exclusions

Headteacher

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 if they can evidence that they have tried all strategies, available to them, without success. 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, in writing within 1 school day, 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 Discipline Committee.
- The Headteacher informs the Discipline Committee if a pupil is away for more than 5 days in a term
- 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 Headteacher makes arrangements for the pupil to continue education including the setting/marking of work
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

Discipline Committee

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. They:

- Review use of exclusion within the school
- Consider any representation from parents for exclusions of 1-5 days
- Ensure that the school complies with the setting/marking of work

If the exclusion(s) exceeds more than 5 days, they:

- Meet to consider each subsequent exclusion
- Invite parents and LA to a meeting to discuss the exclusion, consider parental request for excluded pupil to attend or speak

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

LA

Make representation to the Discipline Committee when considering exclusion and consider any support that is available to prevent permanent exclusions e.g. a Negotiated Transfer

11 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 headteacher keeps a record of any pupil who is excluded 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.

9 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.

Chair of Governors.....

Date.....