



Oundle Church of England Primary School

Behaviour, Discipline and Anti-Bullying Policy

(In compliance with Section 89 of the Education and Inspections Act 2006)

Agreed by (Committee/FGB):	Children Committee
Review date:	May 2018
Review period:	Annually
Previous review date:	May 2016

Behaviour, Discipline and Anti-Bullying Policy for Oundle CE Primary School

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 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, through positive strokes, 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 Punishments

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

- Teachers congratulate children in a variety of ways;
- Every two weeks, two children are nominated from each class to be 'Golden Child';
- Each 'Golden Child' receives a credit card and sticker in the school assembly;
- We distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Collective Worship on Mondays is the time for us to celebrate as a whole school to achievements of children out of school.

2.3 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 and child.

- We expect children to listen carefully to instructions in lessons and to allow others to do the same. If they do not do so, we ask them either to move to a suitable place, 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, teachers employ a variety of behaviour strategies befitting the child or situation. The teacher may reprimand him or her. If a child misbehaves repeatedly, this may result in loss of free time, loss of Golden Time or eventually, isolation 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, gives the child a warning and then prevents the child from taking part for a period of time if necessary.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. 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.

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 code, which is written and then signed 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 would refer to these rules and then discuss the situation with individuals, groups or 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.

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, a record of all incidents is kept in the Headteacher's office.** Staff training for team teach is regularly updated. 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.

3. The role of the Class Teacher

3.1 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.

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 enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

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 their LOL, Headteacher or Inclusion Manager.

3.5 Should the class teacher feel further support or external agencies are required, he/she liaises with the Inclusion Manager who is responsible for initiating referrals for this support.

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 contact a parent if there are concerns about the behaviour or welfare of a child. A note of all incidents will be logged on a behaviour pro-forma.

4. The role of the Headteacher or her delegated authority.

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

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

5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

5.3 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.

5.4 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 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 delegated authority) 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, 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.

7.3 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.

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. S/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 repeated events that need parental conversation. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. Lunchtime supervisors give verbal details of any incident to the class teacher at the end of lunch break.

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.

9. Review

9.1 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.

Appendix to Behaviour and Discipline Policy – Sanctions Procedure Rationale

We always aim to be positive with children, use our school agreed rewards system to support them, and encourage children, however, in order to make recurring inappropriate behaviour clear to children and the management of this consistent by staff, the following hierarchy of sanctions has been devised by the staff:

Hierarchy/Stage Sanction Notes.

1. Verbal reminder

As part of routine classroom management children are reminded about expected behaviour.

2. Child's name on the board

Stopping the behaviour will enable the child to have their name removed. Continuing the behaviour will have marks made by the name indicating time attached to the behaviour eg Fred 111 (3 mins)

3. Name still on board at end of lesson

The child will have to stay in for a minute for each marker next to their name. They should sit in the classroom in silence for a maximum of 5 minutes.

4. Talk to parents

We value partnership working and would seek to talk to parents informally at the earliest opportunity. The dialogue is fundamental for keeping the issue in perspective and finding out if anything has changed at home. A record of all parental conversations regarding behaviour is kept by the class teacher.

5. Spend a session with different teacher within same Key Stage

This should be balanced with the needs of the receiving class. The child could undertake a mixture of working through independence packs and participating in the work of the receiving class. In negotiation with home a smiley/sad face chart could be set up at this time.

6. Spend ½ day with different teacher within same Key Stage

This should be balanced with the needs of the receiving class. The child could undertake a mixture of working through independence packs and participating in the work of the receiving class. In negotiation with home a smiley/sad face chart could be set up at this time. External agencies should be involved at this stage if they have not already been consulted.

7. Spend time with Headteacher

Independent work and an opportunity to discuss the nature of the problem and the consequences of the behaviour continuing would be part of this ½ or full day. The Headteacher would meet with parents as part of this stage.

8. Temporary exclusion

Persistent inappropriate or dangerous behaviour could result in a temporary exclusion which would be managed by the Headteacher and for a fixed number of days. A set of behaviour targets would be part of the return to school arrangements with regular review meetings with staff and parents.

9. Permanent exclusion

If the relationship between the child and the school has broken down and is clearly irretrievable, it may become necessary to permanently exclude a child. A decision as major as this would usually only be taken if the behaviour of the child was dangerous and a risk to themselves and other children. Parents could appeal against this decision.

Golden Time

In recognition of all the children in the school who do the right thing. Golden time is at a time suited to the area of the school/ cohort of children. Teachers should work with their children to identify a comprehensive list of the variety of activities which will be on offer. These should not involve a significant amount of extra work for the teacher and should not involve leaving the school site.

In the red, green and blue zones children who have missed some of their Golden Time because of their behaviour, will be expected to be involved in a task which prevents them from participating in Golden Time for a fixed period of time. A record is kept for all children who miss Golden Time by the linked Leader of Learning. In the yellow zone children who behave inappropriately are dealt with immediately so they can see the link between their behaviour and any sanction.