

## Putnoe 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 'Charter of Rights' which all pupils and staff sign at the beginning of the school year to acknowledge their commitment and adherence to the Charter. This Charter is fundamental to the ethos of the school and all 'rules' are generated from it. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This charter supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school also uses Values based Education to teach children about values which will enable them to make the right choices through life and promote 'ethical intelligence'.
- 1.3 The school expects every member of the school community to behave in a considerate and respectful way towards others. This includes in the classroom, in the playground, within the school and in all areas beyond these boundaries for both children and adults alike.
- 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. We use the school Values to reinforce expected behaviours.
- 1.6 The school recognises and 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

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- praise and positive comments by adults;
  - use of smiley face displayed on the smartboard;
  - each month a Values Champion is nominated from each class;
  - use of merits;
  - we distribute Headteacher's awards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
  - pupils who have shown the school values at lunchtime, are nominated by the MDS team for the weekly Special Table in the dinner hall;
  - Well Done postcards sent home to parents for specific subject areas;
  - stickers are distributed to children for good work and behaviour;

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- letters of commendation from the Headteacher each half-term;
  - each half-term pupils who have not received any Time Out Cards are entered into a prize draw;
  - pupils who receive less than three Time Out Cards are invited to a Reward afternoon each half-term.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. Information regarding pupil achievement out of school, for example, music or swimming certificates are acknowledged as part of whole school or class assemblies.
- 2.3** The school operates a Time Out Policy to deal with inappropriate behaviour that is affecting the rights of other members of the school community. If a child displays unacceptable behaviour in the classroom or in the playground they will receive two warnings (in most cases) before being issued with a Time Out. The child will then spend 10 minutes in another classroom or be sent to the Metamorphosis room at playtimes, in order to gain self-control and to reflect on their actions. Time Outs are issued consistently, firmly, fairly and without confrontation. It is later explained to the child that it is the behaviour that it not liked, not them. A hierarchy of sanctions is applied for unacceptable behaviour and all Time Outs are recorded and analysed regularly by the deputy headteacher. The sanctions applied to Time Outs are cumulative so that pupils recognise that persistent poor behaviour is not acceptable. These sanctions are supported by a wide range of proactive strategies, adopted by the teacher, to support children in making positive decisions about their behaviour.
- 2.4** Support mechanisms are put in place for children who find it difficult to exhibit the expected levels of behaviour and some pupils will work closely with the SENCO or take part in the schools' Forest Schools Programme to develop their social, emotional and behavioural skills.
- 2.5** We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- 2.6** The class teacher discusses the school Charter of Rights and the school Values with each class and uses them to address inappropriate behaviour. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 2.7** The school does not tolerate bullying of any kind, including cyber bullying. 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 (Anti-bullying Policy 2013) Children are told that bullying (verbal or physical) is *not* tolerated in school. Children are educated through Anti Bullying week and as part of the PSHE programme.
- 2.8** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the statutory guidance: *The Use of Force to Control or Restrain Pupils (2010)*. Teachers in our school do not hit, push or slap children. On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school. These occasions are fully documented and 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 Charter of Rights and the school Values are enforced in their classroom, 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 school Charter of Rights consistently. The teacher treats all children in their class with respect and understanding.
- 3.4** The class teacher analyses the Time Out log book for classroom and playground behaviour daily to ensure that the correct rewards, sanctions and support are received by the children in their class. The class teacher will also inform the Senior Leadership Team of any serious incidents of unacceptable behaviour.
- 3.5** The class teacher liaises 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 or LA behaviour support service.
- 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.
- 3.7** We expect pupils to behave appropriately at all times within the school grounds and outside the school grounds. It is the role of the class teacher to investigate any incidents that have been reported before and after school, and where necessary apply the necessary sanctions.

### **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

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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 Charter of Rights in the school prospectus, and we expect parents to read this and support them. Children should also be encouraged to display the school Values at home.
- 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 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, 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 LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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- 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 LA, 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 Allegations of abuse**

- 8.1** Allegations of abuse will be taken seriously, and we ensure that we deal with allegations quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality.
- 8.2** Serious action will be taken against pupils who are found to have made malicious accusations against school staff including exclusion.

### **9. Pupil Conduct and Misbehaviour Outside the School Premises**

**9.1** Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." Subject to the school's behaviour policy, the teacher may discipline a pupil for: any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing the school uniform; or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

### **10 Monitoring**

- 10.1** The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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**10.3** 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.

### **11 Review**

**11.1** The governing body reviews this policy every two years. The 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.

**Approved by Governors: July 2016**

**Review Date: July 2018**