



School Policy

Behaviour and Discipline Policy

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Document Approval

This document was reviewed and approved by the Governing Body as appropriate and effective.

Signed:

Date: _____

Name: _____

Position: _____

Document Review

The Governing Body will review this policy to ensure that it is appropriate and effective whenever necessary, and not less than once every four years.

Document Control

There is 1 controlled paper copy of this document in the Policies File in the Junior Building. An electronic version is also available on our website in the policies area.

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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's 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 rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 This policy aims to make clear that we do not tolerate bullying and that we employ consistent and deliberate strategies to support a whole-school approach to anti-bullying.
- 1.7 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.8 Please read the Anti-Bullying Policy in conjunction with this policy.

2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - teachers congratulate children;
 - each week we celebrate the achievement and good behaviour of the pupils. The awards are a mixture of achievement, hard work and exemplary behaviour. The type of rewards are reviewed by the school council
 - all the children who receive an award are invited to join the Headteacher's table in the dining hall on Friday and their success is celebrated in the weekly school newsletter;
 - we distribute merits/stickers/stars to children (including playground awards), either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; and
 - we encourage the children to celebrate each others successes by recognising achievement in assembly where children 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. We use our weekly Newsletter and daily assemblies to celebrate successes. Our children are encouraged to bring in items connected with their efforts and achievements out of school and share them with us in assembly.
- 2.3 Both classes have their own systems for promoting good behaviour and these are reviewed and updated regularly with the children. We employ each sanction appropriately to each individual situation.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. These rules and sanctions are developed with the children.



- 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 able 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.
- 2.4 Specific sanctions for serious behaviour are to be applied at the discretion of the Headteacher
- Low level physical aggression – miss 1 day's playtimes.
 - Fighting, swearing, wilful damage or theft – up to 1 week's playtime.
 - Deliberate acts of aggression towards another pupil – 1 day internal exclusion.
 - Verbal or physical assault on a member of staff or volunteer – fixed term exclusion
- 2.5 During extra-curricular activities e.g. clubs run by members of staff or events outside school hours, children who display inappropriate behaviour may be excluded from extra-curricular activity at the discretion of the activity leader in consultation with the Headteacher.
- 2.6 As a last resort, trained and authorised individuals may need to use physical intervention as permissible in Section 93 of the Education and Inspections Act 2006. In summary, staff may use such force as is reasonable to prevent a pupil from a) committing any offence, b) causing personal injury or damage to a pupil or property, c) prejudicing the maintenance of good order and discipline.
- 2.7 The school uses the NYCC 'Guidance on the Use of Restrictive Physical Intervention with Children and Young People'. The guidance recognises that behaviour can almost always be managed using proactive and preventative approaches and that any restrictive intervention is only necessary after all other strategies have been exhausted. It is always unlawful to use force as a punishment.

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3 The Role of the Class Teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner.
- 3.2 The class teachers in our school have high expectations of the children with regard to 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 teachers treat all children in their classes 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 the Headteacher.
- 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 Assessment Policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.



4 The Role of the Headteacher

- 4.1 It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.
- 4.2 It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.3 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.
- 4.4 The Headteacher keeps records of all reported serious incidents of misbehaviour in the pastoral notes file and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

5 The Role of Parents

- 5.1 Parents are encouraged to take a very active part in the education of their children. Our open door policy ensures that parents can approach staff before or after school for discussion.
- 5.2 We expect parents to support their child's learning, and to cooperate 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 We set out our expectations of the home/school relationship at the child's induction and we expect parents to support this, in order to help us provide the best learning environment for all our children.
- 5.4 If the school has to use reasonable sanctions to discipline a child, we expect parents to support the actions of the school. If parents have any concerns 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 then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- 5.5 Parents have a responsibility to support the school's Behaviour and Discipline Policy, actively encouraging their child to be a positive member of the school.

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 adhering to these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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 and the use of Restrictive Physical Intervention

- 7.1 For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. If the Headteacher decides to exclude a child, the local authority guidance for exclusions will be used.
- 7.2 The school governors will be notified if exclusion occurs. See Guidelines for schools and pupil referral units: Exclusion of pupils September 2008 (NYCC) and Exclusion Guidance 2008 - Improving Behaviour and Attendance: guidance on exclusion from schools and pupil referral units (DCSF).
- 7.3 If the Headteacher excludes a child, 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.

8 Monitoring and review

- 8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. They also report 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 concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her 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 child who is excluded for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that this school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 8.5 The governing body also pays particular attention to the issue of bullying and received termly reports from the Headteacher, where any incidents of bullying would be reported. See Anti Bullying Policy.