

Uppingham Church of England Primary School

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Behaviour and Discipline Policy - September 2016

Aims and expectations

It is a fundamental 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 promote good behaviour, self-discipline and respect. It aims to promote an environment where everyone feels happy, safe and secure.

Our behaviour policy 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 rewards good behaviour, as this will develop an ethos of kindness and cooperation. We treat all children fairly and aim to apply this behaviour policy in a consistent way. We take account of individual pupil needs, particularly with regard to race, religion and culture, SEN, disability and the circumstances of other vulnerable pupils.

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 identify the culprit, support the victim and implement a strategy 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. Bullying is categorised as '*Serious Unacceptable Behaviour*'. The school's "Anti – bullying Policy" goes into more detail.

Celebrations and Rewards

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

- Teachers congratulate children verbally and in writing on their work.
- Children can be sent to the Headteacher to share good work and their name can go on the "Wall of Fame."
- Children are awarded "Team Points" by any adult in school for demonstrating any of the 5Rs in school.
 - **Readiness** – this shows in your motivation, curiosity, the belief that you can achieve and that you deserve to be successful
 - **Reflectiveness** – this shows in looking back, improving your learning and performance, and practicing
 - **Responsibility** – this shows in your self-awareness in learning, taking ownership of your learning, and being able to learn alongside others
 - **Resilience** – this shows in keeping going, learning under stress, and managing your feelings about learning and the people you are learning with
 - **Resourcefulness** – characterised by learning with and from others, learning creatively in different ways, being flexible, applying what you have learned

- Team Points are earned for one of the four school Houses –Venus, Saturn, Jupiter, Neptune. Children are in the same house as their siblings.
- Certificates are given for milestones 25, 50 and 75 points, with an individual letter being written to parents for 100 team points and celebrated in achievement assembly on Fridays.
- A weekly tally of team points is collected by the Headteacher and when a total of 1000 is reached for the whole school then there will be “Golden Play.”
- Golden Play is when all children get an extra playtime on a Friday afternoon. They can choose from a variety of special activities in school led by teachers.
- Good behaviour and achievements outside school, e.g. at sporting events or in the wider community, are also recognised and praised in Friday assembly.
- Visitors from the wider community are invited to present awards and share successes in assembly.
- All children have an opportunity to contribute to achievement assembly to celebrate achievements both in and out of school. E.g. swimming certificates, brownie badges, sporting events.

Behaviour Process

During this process the school will use its discretion in terms of individual pupils, their needs and any specific circumstances

Each class will have the following school documents on display in class for all staff to refer to.

- A behaviour ladder with all children’s pegs on.
- Golden Card displaying the 5Rs – what children will get team points for!
- Think about it card – explaining what behaviour gets a warning and the process that will be followed.
- Red Card – explaining the extreme cases of inappropriate behaviour that will be referred straight to the Headteacher .

All children start at “Ready to Learn” at the beginning of the day on the behaviour ladder.

Throughout the day children can move up or down the ladder dependent on their behaviour. If children achieve outstanding on the behaviour ladder then they can be awarded a team point or a sticker in EYFS and Y1.

When a child is not following school expectations, the adult should praise those who are to highlight correct behaviour.

- If the child persists, a verbal reminder will be given about expected behaviour and a warning that peg will be moved down.
- If warning not heeded then peg will be moved down on the behaviour ladder in class.
- If behaviour is not corrected then peg moved down to red card. Adult then needs to speak to the child about their behaviour, discuss the impact of it and what they could do next time. This may take place during the child’s playtime or lunchtime if needed.

Behaviour that children may receive a warning for is:

- Answering back
- Ignoring instructions
- Not getting on with and completing work
- Disrupting learning

Extreme cases of inappropriate behaviour as judged by the adult who is present at the time will be referred straight to the Headteacher or Deputy Headteacher in her absence.

Extreme cases are judged to be:

- Deliberately hurting others with words or actions
- Rudeness or disrespect to any member of staff

- Swearing at another child or member of staff
- Persistently disrupting learning and being on a consequence card three times in a week.

The Headteacher will talk through behaviour and consequences with child. Where necessary parents will be informed and invited in to school to discuss ways forward.

Pupil Support Systems

At Uppingham C of E we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class.

In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a nurture group. We may also take the decision to refer to an outside agency for additional emotional support.

Managing Pupil Transitions

- When children join us in Reception we work closely with our pre-school providers and gather information from conversations and observations. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents.
- Mid-year joiners If pupils join us mid-year the Headteacher will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.
- As part of our transition work we ensure that relevant information is passed onto Secondary schools. The Year 6 teachers work closely throughout the summer term (earlier if needed for some individuals) to ensure that transition is as smooth as possible and to put in any extra support as needed by the individual child.

Powers to use reasonable force

Our policy on physical Restraint acknowledges that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person or the child themselves. The more detailed school document "Physical Restraint Policy (Positive Handling)" gives guidance in more detail.

Powers to search

The school reserves the right to search a child's belongings or locker without consent should there be a concern over theirs or others safety. This will be completed by two members of staff directed by the Headteacher. In these events the police may or may not be called. No child will be physically searched at any time, though they may be asked to show what they have on them e.g. in their pockets and should there be any concerns the police will be called and parents informed.

Discipline outside of school

The school reserves the right to discipline pupils who misbehave on school activities off-site during the school day and whilst they are under the care of a paid member of staff. In exceptional circumstances the school may choose to discipline a pupil should they be wearing school uniform and bring the school into disrepute by their behaviour. This could include journeys to and from school. The school will consider each case individually considering whether there are any extenuating circumstances and place sanctions in place that may or may not include exclusion in line with the school exclusion policy.

Staff Development and Support

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The Headteacher will ensure that staff are kept up to date with Dfe publications and guidance.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our SENCo.
- It is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.
- Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the Dfe 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Liaising with local agencies

When dealing with children with Behavioural. Social and Emotional Difficulties (BSED), we often employ the 1,2,3...magic strategy . However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher and the SENCO.

When the class teacher liaises with the SENCO, she in turn may decide to liaise with external agencies, as necessary, to support and guide the progress of each child. The sanctions and procedures recommended by BESD teachers may vary from those outlined in this policy and will be agreed with parents of the child concerned. The class teacher may also need to discuss the needs of a child with the education social worker or LA behaviour support service.

The role of the teaching and other school staff

The school expects every member of the school community to behave in a considerate way towards others. At the beginning of each year, each class devises a short set of class rules agreed and signed by all members of the class –copies are displayed in the classrooms.

Staff use the curriculum to discuss behaviour and support strategies. The school's PSHE framework identifies opportunities for such work and classes should use circle time to explore topical issues.

All the staff in our school hold high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

All members of the school staff treats each child fairly, and aim to enforce the school behaviour code consistently. Members of the school staff treat all children with respect and understanding. It is the responsibility of the all staff to ensure that the school rules are enforced in school.

We expect our children to behave at lunch time as they would at any other time of the day in accordance with our expectations. Lunchtime supervisors are responsible for the safety and well being of children at lunch time. They can refer to the class behaviour ladder and can move children's pegs up or down, keeping class teachers informed.

In an extreme case of inappropriate behaviour, they will send for the head teacher or a member of the Senior Leadership Team and the class teacher will be informed.

The role of the head teacher

It is the responsibility of the head teacher, under the Education and Inspections Act 2006, to implement the school behaviour policy consistently throughout the school, taking account of individual pupil needs regarding, in particular, race, religion and culture; and SEN, disability and the circumstances of other vulnerable pupils <http://www.dcsf.gov.uk/educationandinspectionsact/>

The head teacher is responsible for reporting to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The head teacher keeps a record of all reported incidents of *extreme cases of inappropriate behaviour*

The head teacher 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 head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents/guardians

The school aims to collaborate and work in partnership with parents, so that children receive consistent message about how to behave at home and at school. We send out a home-school agreement, explaining our behaviour expectations and the need for parents to support their children in completing homework, for parents to sign. We expect parents to support their child's learning, and to cooperate 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 teach good behaviour to a child, we expect the parents to support the actions of the school in a positive manner. As a school we will not tolerate any aggressive or abusive behaviour and necessary steps will be taken if this occurs.

If parents have any concerns about the way their child has been treated, they should initially contact the **class teacher**. The class teacher should contact the head teacher. If the concern remains after the agreed period of time, they should contact the **head teacher** to resolve the situation, and then if necessary the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the child

Children are expected to take increasing responsibility for their actions as they progress through the school. They will have the opportunity to learn about good behaviour through the taught behaviour curriculum, assemblies and circle time activities.

Children are expected to sign and abide by the home-school agreement. They are expected to demonstrate a good attitude to learning.

The role of governors

The governing body has the responsibility of approving these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the schools policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues in line with Section 88 (2) of the Education and Inspections Act 2006 (EIA 2006). The head teacher must take this into account when taking decisions about matters of behaviour.

Fixed term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units 2008*. We refer to this guidance in any decision to exclude a child from school.

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time the head teacher 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.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusion beyond five days in any one term. The governing body itself, cannot either exclude a child or extend the exclusion period made by the head teacher. 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.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Monitoring and review

The head teacher 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.

The school keeps a variety of records concerning incidents of unacceptable behaviour. If needed the class teacher can log children's behaviour in an individual book as such records can be useful to identify trigger factors. The head teacher will record serious incidents and those that will be reported to Governors e.g. bullying and racial incidents.

The head teacher keeps a record of any child who is suspended 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. 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* (Commission for Race Equality 2002), and that no child is treated unfairly because of race or ethnic background.

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.

It is the policy of the school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. **See LA guidance for more details.**

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

This policy was written in September 2016 and will be reviewed in 2017.