



Mareham Le Fen CE Primary School

Behaviour and Discipline Policy

1 Aims and expectations

This Behaviour and discipline policy complies with section 89 of the Education and Inspections Act 2006

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 primary aim of the behaviour policy is not a system to enforce rules. We have a set of school values which are 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 The school expects that pupils complete any tasks reasonably assigned to them in connection with their education

1.5 The school promotes self-discipline and proper regard for authority,

1.6 The school encourages good behaviour and respect for others on the part of its pupils and, in particular, preventing all forms of bullying among pupils

1.7 We treat all children as individuals and apply this behaviour policy in a fair and consistent way.

1.8 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.

1.9 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.

1.10 The school values that we follow are written in our Prospectus:

Friendship: We care, share and encourage each other in all we do

Perseverance: We never give up on our goals

Respect: We treat others how we want to be treated

Responsibility: We take responsibility for our footprints on the world

Forgiveness: We always forgive and forget

2 Rewards and sanctions

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

- Adults are positive with children, praising achievement;
- Each class has its own system of rewards for good work and behaviour
- Charts, posters and displays visually support these systems;

- Star of the week celebrates a child's achievement from each class (reflecting the school's Christian values)
- We operate a team system where all children are encouraged to get points towards their teams total

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 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.

The school employs a number of sanctions to enforce the school values, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task and this may be at break times.
- If a child is disruptive in class, steps will be taken which allows the child to calm down and enables them to return to their learning.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, steps will be taken to alleviate the danger.
- If a child threatens, hurts or bullies another child, an appropriate adult will deal with the incident and record it. The Head teacher shall be informed. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. This is in line with our Anti Bullying Policy.
- We use Time In as a sanction. If a child is in Time In consistently the school will investigate options to support the child. The Head Teacher may arrange a meeting with parents and carers in order to discuss the situation if deemed necessary.

2.4 The class teacher and head teacher liaises with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the education social worker, the Pathways Support for Behaviour Service or the Educational Psychologist.

2.5 The class teacher reports to parents and carers 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.

2.7 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. This is in line with our Anti Bullying policy.

2.8 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 through Positive Handling training.

2.9 A behaviour and bullying log set is kept in the Head Teacher's office.

3 The role of adults in class

- 3.1** It is the responsibility of all adults in class to ensure that their class behaves in a responsible manner during lesson time.
- 3.2** The adults in our school have high expectations of the children in terms of behaviour and attitude, and they strive to ensure that all children work to the best of their ability.
- 3.3** The adults in class treat each child fairly and enforce the classroom rules consistently. All adults treat all children with respect and understanding.
- 3.4** A class record is kept of any incidents of inappropriate behaviour in each class and other behaviour issues.
- 3.5** The class teacher liaises with our SENCO who in turn may seek advice from external agencies to support and guide the progress of those children with behaviour issues.
- 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 will 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 head teacher 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 exclusion 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. Before excluding a child advice will be sought from the Local Authority and the Chair of Governors will be informed.

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 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.
- 5.3** 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by contacting the Governing Body.
(Section 29(3) Education Act 2002)

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.

7 Fixed-term and permanent exclusions

- 7.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore, adopted the Department of Education Guidance for Exclusions from maintained schools, Academies and pupil referral units in England 2012, the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- 7.2** Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher 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 headteacher may exclude a child permanently. It is also possible for the headteacher to convert fixed-term exclusions into a permanent exclusion, if the circumstances warrant this.
- 7.3** If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 7.4** 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.
- 7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6** 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.
- 7.7** When an appeals panel meets to consider the exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 7.8** If the governors' appeals panel decides that a child 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 for behaviour which are monitored regularly by the Headteacher and acted upon where appropriate.

8.3 The Headteacher keeps a record of any pupil 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 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.

Signed:

Date: