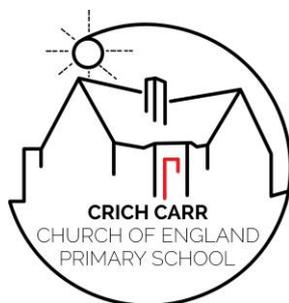


# Crich Carr Church of England Primary School



## BEHAVIOUR AND DISCIPLINE POLICY Policy number 4

	Date	Minute No.	Next Review date
Approved by Governors	January 2020	1591	January 2022
Approved by Governors			

To be reviewed: Every two years

Nominated Governors responsible for review: V Holmes

# Crich Carr Church of England Primary School

## BEHAVIOUR AND DISCIPLINE POLICY

### 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, 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 praises 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.

**1.7** The school defines 'good behaviour' as being kind, thoughtful and respectful.

### 2 Rewards and punishments

**2.1** We expect good behaviour from all children. We praise and reward children in a variety of ways:

- Teachers verbally congratulate and praise children.
- Merit certificates are awarded during Friday forum in recognition of good work or good behaviour.
- All children are awarded house points to recognise good work/behaviour during all aspects of school life.
- At the end of the lunch and break we attribute house points to those teams who line up quickly and quietly.
- In school club the children are awarded stars on a chart for being respectful, kind and willing to help.
- All children are designated one of four colours (red, yellow, green and blue) as their house. Children are awarded house points for good behaviour or good work. These are counted weekly and a trophy is awarded to the winning team. Each week the team with the most house points earns a treat to eat during morning break on a Monday.
- Sending child to another teacher to show a good piece of work.

- Sending to the headteacher for a special achievement.

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. During the ‘special achievements’ part of ‘Friday Forum’ success and achievements (e.g. academic, sporting, creative or social), are celebrated and recorded with photographs, that go on the achievements board and then into the Friday Forum book.

**2.3** The school employs a clear sanctions policy to help enforce the school rules. This is used alongside the positive reward system

Action	Consequence
Verbal Warning	No consequence
Name on the board	Last to leave the classroom after a discussion about their behaviour with the class teacher
A tick next to name	Miss 5 minutes of the next play time
2 ticks next to name	Move to a separate desk away from other children + miss 5 minutes of playtime. Recorded in behaviour book.
3 ticks next to name	Moved to work in another classroom. Miss playtime and recorded in behaviour book. Headteacher informed who may choose to speak to parents.

This system is used by all staff in a consistent and calm way. It can be adapted for use outside of the classroom, for example during forest schools sessions or lunchtimes.

**2.4** The class teacher discusses the school rules with each class which are then agreed by the children. 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 KS1 class teacher discusses these with the whole class during ‘circle time’. At KS2 any incidents are discussed immediately, or as soon as possible, with the class as a whole – not left solely to PSHE lessons. In Friday Forum, children are encouraged to discuss concerns they may have about behaviour generally, or a slip in standards, but are discouraged from naming actual children in front of the whole school.

**2.5** The school does not tolerate bullying of any kind. If we discover that any slightest act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Any incidents, such as name calling, will be dealt with immediately. All staff members will listen carefully, and investigate fully, any incident of bullying or intimidation should they occur, however slight! (Please see our Anti-bullying policy)

**2.6** All members of staff are aware of the regulations regarding the use of force by teachers. 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. Please see our ‘Physical Intervention Policy’.

### **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, respectful manner during lesson time, whilst around the school and during any visits or trips. The message that the children are ambassadors of our school is always reinforced before we step out of the school gate for any activity.

**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 will keep 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 head teacher.

**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.

#### **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 will keep records of any reported serious incidents of misbehaviour.

**4.4** Even though the school would never wish to exclude a child, 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 will only be taken after lengthy dialogue with the child, parents and governors.

#### **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. 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 headteacher and then, if necessary, 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** The Governing Body will convene a Discipline Committee of three to five Governors as required to consider any exclusion appeals.

**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.

**7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

**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. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**8.2** 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. 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.

Date reviewed:

Signed: Co-chair of Governors