

Reviewed November 2016

## **Bowhill 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 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 Praise**

- Praise all good things i.e. attitudes and efforts.
- Verbal – establish that the child's work has real value. Use non-verbal gestures: thumbs up etc.
- Be specific – not always blanket praise. Remember some children prefer private praise.

##### Rewards

- We have a clear system of merits, etc e.g. gems in jar, stickers, team points
- There are individual, paired and class rewards or treats as appropriate
- We recognise that some named children may need bite-sized targets and specific rewards e.g. certificate to take home or a phone call home.

#### Positive responses

- Three to One rule. (We aim to give three positive responses to every one negative response.)
- We aim to be consistent and fair.
- Children might share, discuss behaviour, share ideas and appropriate actions to be taken
- We thank the child for taking part.

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. E.g. we celebrate the achievement of children in a weekly assembly.

**2.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We implement each sanction appropriately to each individual situation. The school refers to Golden Rules and our core values (CARE):

- We take responsibility and show respect for ourselves and others.
- We are gentle. We don't hurt others.
- We are kind and helpful. We don't hurt anybody's feelings.
- We listen. We don't interrupt.
- We are honest. We don't cover up the truth.
- We work hard. We don't waste our own or others' time.
- We look after property. We don't waste or damage things.

**2.4** 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. We use the CPOMS system to record any bullying incidents and they are reviewed by the R.H. termly. (See Anti-Bullying Policy.)

**2.5** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. 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, or disrupting the learning of others. The actions that we take are in line with government guidelines on the restraint of children. PIPs training includes a section on safe restraint and that has been undertaken by members of staff and remains current. We adopt the use of reasonable force as per the guidelines from the Department of Education July 2013.

### **3 The role of the class teacher**

**3.1** 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.

**3.2** 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 Parent Support Worker, education social worker or LA behaviour support service.

- 3.3** The class teacher reports to parents about the progress of each child in their class throughout the year. The final report has a page highlighting P.S.H.E. issues. 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, 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 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 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 or deputy headteacher. 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 board has the responsibility of setting down 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 will be consulted and updated

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 in their absence the deputy 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 board. The school informs the parents how to make any such appeal.
- 7.3** The headteacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions in any one term.
- 7.4** The governing board itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. Parents/Carers have the right to make representations about these decisions to the Governing Board.

## **8 Monitoring**

- 8.1** The deputy headteacher monitors the effectiveness of this policy on a regular basis checking incidents recorded on CPOMS system on a termly basis. She/he also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.3** It is the responsibility of the governing board 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 board reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

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