



Windermere Primary School

Behaviour and Discipline Policy

1 Aims and objectives

- 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 in which 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 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 punishments

- 2.1 Each class has a green and red triangle to symbolise the progression of the rewards and sanctions' system.
- 2.2 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children, praising their efforts throughout the school day. Children who demonstrate particularly good behaviour move onto the green triangle and progress up the triangle until they reach the top. At this point their behaviour is celebrated in class and they are rewarded by a certificate from the class teacher or a visit to the Headteacher for praise.
 - Teachers give children house points to recognise good work or behaviour or acts of kindness in school.
 - Each week, we nominate a child from each class to be 'Child of the Week'. The child of the week is nominated by classmates, teaching and support staff against criteria based on the SEAL¹ scheme of work.

¹ SEAL- Social and Emotional Aspects of Learning

The children's achievements are also acknowledged publicly at the termly certificate assembly where certificates are awarded in front of the parents in categories such as improvements in work, attendance, kindness and perseverance.

- 2.3 The school acknowledges all the efforts and achievements of children, both in and out of school.
- 2.4 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- 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.
 - A red triangle is used to show steps for sanctions:
 - Step 1 – 'please stop'
 - Step 2 – time out within the class
 - Step 3 – time out in a neighbouring class
 - Step 4 – sent to the Head or Deputy
 - For example if a child is disruptive in class, the teacher reprimands him or her and asks them to stop. If the behaviour continues then the child will be moved away from the rest of the class until s/he calms down and is able to behave sensibly again.
 - Some vulnerable pupils will be given 'time in' rather than time out, in line with the ARC model of dealing with developmental trauma.
 - Pupils who consistently disrupt the learning of others may be given a *report card* which requires them to have every session of the day, including lunchtimes signed off by a member of staff. This allows the school to identify patterns of poor behaviour for an individual, their parents to see how they have behaved at school and helps the pupil to *start again* to improve their behaviour.
 - If necessary the school will operate a lunchtime detention system called 'Lunch Bunch'. This is for pupils who persistently cause problems or who are involved in serious incidents which break the school rules. This would be run every lunchtime by a member of the SLT and a letter would be sent home to the parents, who are expected to sign and return a slip to show that they have received the letter.
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
 - If a child threatens, hurts or bullies another child, the incident is investigated and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. If necessary the matter is referred to the headteacher.
 - The children are encouraged to consider the impact of their poor behaviour on others. Where possible their punishment should include an aspect of restorative justice, with children carrying out a task which makes amends i.e. for time wasted, learning interrupted or unkind words/actions.
 - Both parties (victim and offender) to any incident should be made aware of the outcomes of any disciplinary action, so that the victim is reassured that their concerns are acknowledged and have been addressed.
- 2.5 The class teacher discusses the school rules with each class at the beginning of the academic year. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. 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 class teacher discusses these with the whole class during circle time.

- 2.6 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. Children are encouraged to share their worries and anxieties with members of staff. Staff are required to listen patiently to the concerns of children.
- 2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. 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. *See Restrictive Physical Intervention Policy.*

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 during lesson time.
- 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 on CPOMS 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 will seek 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 school's family support worker, Children's Services or the LA's behaviour support service.
- 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 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 their 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. These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that 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 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.
- 5.3 If the school has to use reasonable sanctions to punish 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. 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 (see Behaviour Principles). 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

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the government guidelines on fixed-term and permanent exclusions: <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/q00210521/statutory-guidance-regs-2012>. We refer to this guidance in any decision to exclude a child from school.
- 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 consecutively issue a permanent exclusion following a fixed-term exclusion, if the circumstances warrant this.
- 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.
- 7.4 The headteacher informs the local authority² 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.

² Hertfordshire County Council

- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the local authority, 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 and review

- 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 record of incidents of misbehaviour on SIMS. These may be recorded by the class teacher or the headteacher. 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 is kept in the staff room.
- 8.3 The headteacher keeps a record (on SIMS) of any child who is suspended 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. 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 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 body receives recommendations on how the policy might be improved.

Davina Raftery, September 2018

Agreed with governors	<i>Joanne Perry</i>	Date: <i>19/9/18</i>
Reviewed		Date: