



Frosterley Primary School
Behaviour and Discipline Policy
November 2019

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

1 Aims and expectations

1.1 It is a primary aim of Frosterley Primary 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 where 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Punishments

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

- Teachers congratulate children.
- Teachers give children stickers/stamps which they keep in an album. These are counted each week and the child completes a page and/or their whole album prizes are awarded.
- Each week, each teacher nominates **one** child from each class to receive a "Star of the Week" certificate.
- Each of these children receives a certificate in the School's Celebration Assembly.
- We distribute certificates to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- Children receive rewards as a class i.e. rewards in a bucket, etc. At the end of each term, the class with the most rewards in their bucket, will have a whole class reward such as a trip to the local park.
- School also rewards 100% attendance with an extra 15 minutes play time.

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

2.3 The school employs sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. In the majority of cases of misbehaviour, the school uses assertive discipline where children are given a verbal warning and a chance to modify their behaviour. If they fail to do so, they put a mark on the class behaviour chart. Each of these, results in missing 3 minutes of play time on a Friday afternoon.

Instances of good behaviour and serious misbehaviour may also be recorded by staff in the relevant books in each classroom or by lunchtime supervisors in their lunchtime behaviour books. These records may be used in consultation with parents and in preparing advice for outside agencies such as the Learning Support Service and the Educational Psychologist Service. Exceptional good behaviour can be recorded in the school “celebration book”, also kept in the staff room.

- We expect children to listen carefully to instructions. If they do not do so, we ask them either to move to a place nearer the teacher or other adult, 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.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher and the children involved try to sort out the problem. The child causing the hurt receives a sanction i.e. miss a playtime. 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.
- Under no circumstances is a child permitted to leave the boundary of the school and its grounds without permission. If a child does this, the school has reasonable time to look for the child within the grounds, the school contacts the child’s parents using the first two contact numbers and informs the police. If a message has to be left on a telephone, approximate time of call will be given and recorded.

2.4 The class teacher discusses the school rules with each class. 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.

2.5 The school does not tolerate bullying of any kind including cyber bullying. 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 have a separate Anti-bullying policy and e-safety agreements and children that are trained as buddies and play leaders. Buddies are also represented on the School Council.

2.6 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*. 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.

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 and whilst on the playground.

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 of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner, 'Quality First Teaching', 'discussing behaviour', 'classroom strategies' etc. 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.

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.

3.7 If a child is seen by a teacher or the head teacher outside of the school and they consider the child's behaviour to be inappropriate to the extent of it reflecting on the school's good reputation then, the teacher or Head teacher will make it known to the child that unless their behaviour is modified the sanctions currently in place in school will be used on the child's return. This relates to the school's assertive discipline charts. (Refer to section 2.3)

4 The Role of the Head teacher

4.1 It is the responsibility of the Head teacher, 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 Head teacher to ensure the health, safety and welfare of all children in the school.

4.2 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.

4.3 The Head teacher keeps records of all reported serious incidents of misbehaviour.

4.4 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.

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 explain the school rules in the school brochure, and we expect parents to read them and support them.

5.3 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.

5.4 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 Head teacher and finally 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 Head teacher in adhering to these guidelines.

6.2 The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher 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 has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

7.2 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. In the

case of exclusions up to 5 consecutive days the school will be set and marked by the school. During this period, parents must ensure that their child is not found in a public place during normal school hours without reasonable justification. If the fixed term exclusion is for a period of six days or more, the school will arrange suitable full-time educational provision. A managed move will be organised with another local school.

7.3 If the Head teacher excludes a child, she informs 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.

7.4 The Head teacher 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 Head teacher.

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 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.

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

8 Drug and Alcohol-related Incidents

8.1 It is the policy of this 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 for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head teacher.

8.5 If the offence is repeated the child will be permanently excluded.

8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

8.7 It is forbidden for anyone, adult or pupil, to bring weapons onto the school premises. If any pupil is suspected of carrying a knife or other weapon they may be subject to a search, with or without consent. Searches will take place in the office by the Head teacher or a male member of staff as searchers must be the same sex as the pupil, and always in the presence of another member of staff. The pupil involved may be required to remove outer clothing such as a coat or blazer. If this is refused the searcher can use reasonable force to remove it. Alternatively the Police may be called and they may decide to conduct a search themselves. This is in line with The Violent Crime Reduction Act 2006.

9 Monitoring and Review

9.1 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.

9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head teacher records those incidents where a child is sent to him/her on account of bad behaviour. 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 we keep in the staff room.

9.3 The Head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4 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.

9.5 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.

Signed: Clare Carr **Head teacher**

Judith Bainbridge **Chair of Governors**

Date: November 2019