

Llantrisant Primary School **Behaviour and Discipline Policy**

Introduction

The purpose of this policy is to outline the nature and practices used at Llantrisant Primary School to encourage pupils to have respect for themselves and one another, and to do so in a spirit of thoughtfulness and humanity.

By providing an environment where these qualities thrive, we will have an environment where every child can succeed socially and educationally.

General Aims and Principles.

The aims of Llantrisant Primary School's Behaviour policy are to:

- a. promote good behaviour and respect
- b. prevent bullying
- c. ensure that pupils complete assigned work
- d. regulate the conduct of pupils.
- e. ensure that the whole school community; governors, parents, staff and pupils, understand the importance of high standards of behaviour
- f. to clearly communicate the critical role that parents and the community have in supporting the school as it works to achieve or support high standards of behaviour.
- g. to support the school community in aiming to allow everyone to work together in an effective and considerate way.

The outcomes achieved by pupils are significantly influenced by the standards of behaviour expected of them. In classes where there are excellent standards of behaviour, clear aims, high expectations and good relationships, there are high standards of learning and achievement.

Conversely, in classes where there are disruptive levels of behaviour, constant challenge to the authority of the teacher, low expectations and poor relationships, there are lower standards of learning and achievement.

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 community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and is able to achieve their full potential.

Statutory Authority.

Section 91 of the **Education and Inspections Act 2006** introduces, for the first time, a statutory power for teachers and certain other school staff to discipline pupils. The Act gives school staff a clear statutory authority for disciplining pupils:

- whose behaviour is unacceptable
- who break school rules
- who fail to follow a reasonable instruction.

Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.

1 Expectations

The school has a number of school rules, which are designed to be a positive 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.

The school expects:

- every member of the school community to behave in a considerate way towards others,
- everyone to treat all children fairly and apply this behaviour policy in a consistent way,
- children to listen carefully to instructions in lessons,
- children to try their best in all activities,
- children to be considerate and co-operative with every member of the class,
- parents to support the school in the implementation of its behaviour policy

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.

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.

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.

Bullying is not tolerated in any form. It is dealt with immediately. If a child threatens, hurts or bullies another pupil, the class teacher records the incident and sanctions are applied to the perpetrator. 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.

2. Strategies

Assertive Discipline

This is a system whereby we try to modify children's behaviour by giving them a clear set of guidelines to follow. If children follow the rules they will be rewarded. By doing this it is hoped that children will enjoy the rewards and hope to repeat the experience. Children will be shown that rewards will always follow good behaviour.

Alternatively there will be sanctions for poor, anti-social or disruptive behaviour. Children will know what these sanctions are from the outset and so will always be aware of what will happen if they misbehave.

When a child breaks a rule they are informed that they have chosen to break the rule therefore they are choosing for a sanction to be applied. Thus, it is continually being reinforced that the answer to a child's poor behaviour lies in his/her own hands - they need to choose not to break rules.

Children are taught the school rules which are displayed in all classes.

Children are reminded of the school rules when appropriate. Periodically the school rules will be reviewed with the advice of the school council.

Teachers will be consistent in applying the rules of assertive discipline. Teachers will ensure that they are consistent in applying the rules.

3 Rewards and Sanctions

Rewards

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

- teachers congratulate children;
- children are given stickers/house points.
- we distribute house points / certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- rewards in assembly

The school acknowledges all the efforts and achievements of children, both in and out of school and these are celebrated in class and assembly.

The class teacher discusses the school rules with each class. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'. Praise should be often and heard far more often than other comments. Where a child has been chastised for not working, the teacher should be quick to give genuine praise when that child is seen on task.

All members of staff are aware of the regulations regarding the use of force by teachers after "Team Teach" training. Incidents of misbehaviour will be recorded in the "incident file" which is located in every class and is periodically checked by the headteacher.

Sanctions

If a child misbehaves, a sliding scale of sanctions will be implemented.

- The child is talked to quietly, where possible, to question why they are choosing to break an agreed rule.
- Their position in the class is changed, eg to another group
- The child sits in a position close to or next to the teacher.
- Removal from the classroom under supervision, where possible.
- Class teacher would speak to the parents
- Loss of privileges
- Referral to the Headteacher.
- Meeting is arranged between the parents, the child and the headteacher.
- Behaviour support requested from LEA. Where appropriate, advice provided to parents about support available to them through community partnerships.
- Fixed term suspension
- Permanent exclusions.

Younger Children

If a child is disruptive in the Early Years appropriate sanctions to their age will be implemented;

- A quiet reminder and explanation of what they have done and how they should behave
- Return to the activity
- If they continue to be disruptive
- Removal from an activity for a *short* period of time near member of staff or thinking chair
- Positive reinforcement when they conform
- There should be constant communication between, Additional Practitioners in the Foundation Phase and the class teacher
- If behaviour continues to be disruptive then the parents need to be notified (if they haven't already been involved, this will obviously depend on the nature of the disruption)
- Referral to the Headteacher

As there is frequent communication between teachers and parents at the beginning and end of the school day, the parents can be informed of any concerns immediately. This must be done discretely and not in front of other parents. The teacher will normally be the adult who speaks to the parent/carer, no additional practioner should speak to a parent/carer without speaking to the class teacher before hand.

- Children can move both ways along the scale. Good behaviour following instances of poor behaviour will result in the reduced sanctions.

- Even when children are subject to sanctions good behaviour will be rewarded.
- Where there is a serious or very serious act of misbehaviour or anti social behaviour a child can move straight to a fixed term suspension or permanent exclusion.

4. The role of the class teacher

All teachers and other staff employed by the school to be in charge of pupils have the power to discipline.

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 manner during lesson time.
- 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.
- to treat each child fairly and enforces the school rules consistently.
- to treat all children in their class with respect and understanding.

The school 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 LEA behaviour support service.

The school reports to parents about the behavioural 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.

5 The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998 and the **Education and Inspections Act 2006** 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.

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.

The headteacher keeps records of all reported serious incidents of misbehaviour.

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.

6 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

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 if we have concerns about their child's welfare or behaviour.

We expect that parents will:

- be confident that the behaviour policy will be enforced fairly at all times.
- wish to support the school's behaviour policy as high standards of behaviour support high standards of achievement..
- not undermine the authority of the teacher in front of pupils.
- take any concerns to the teacher, deputy-headteacher or headteacher.

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 headteacher.

If the concern remains, they should contact the chair of school governors.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

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.

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.

8 Fixed-term and permanent exclusions

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.

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 body. The school informs the parents how to make any such appeal.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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

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.

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.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

9 Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

Lunchtime supervisors give written details of any incident in the incidents book that we keep in the office/classrooms

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

10 Review

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:

LLANTRISANT PRIMARY SCHOOL BEHAVIOUR AND
DISCIPLINE POLICY 2015

HEADTEACHER

CHAIR OF GOVERNORS

Date: May 2015

This policy will be reviewed in the Summer term 2017