



Signed.....*SL*.....

Date.....October 2019...

Review..... Oct 2021...

Woodford Valley CE Primary Academy Behaviour and Discipline Policy

This school is committed to creating the ethos in which children can grow towards Christian life, learning and love.

'And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.'
John 34-35

This policy should be read in conjunction with all policies and in particular SEND, Physical Intervention and Anti-Bullying Policies.

Intent and expectations

It is a primary intent of our school that every member of the school community feels valued and respected, has the chance to flourish and that each person is treated fairly. 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 and considerate manner. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary intent of the behaviour policy is not a system to enforce rules: it is a means of promoting good, positive 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.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe, calm and secure environment, and to become positive, responsible, resilient 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 antisocial behaviour.

Rewards, guidance and sanctions

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

- each week we award a trophy to a child from each class who has excelled in a particular aspect of work or behaviour
- teachers congratulate and praise pupils
- certificates and trophies are awarded in the school assembly
- we distribute merits to children either for consistent good work or behaviour, and to acknowledge outstanding effort or acts of kindness in school
- Head Teacher's award is given for exceptional work recognised by the class teacher
- class reward and sanction systems
- end of term class parties
- end of year trophies
- worship themed rewards; for example, school peacemaker.

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

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.
- If a child is disruptive in class, the teacher will respond appropriately e.g. reprimand, divert, guide. If a child misbehaves repeatedly, a senior member of staff, and ultimately the Head Teacher, will intervene to remind the child of expectations.
- Safety is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher, or adult responsible for the session, 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 person, the incident will be recorded and appropriate sanctions employed. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents/carers and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

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 and on the school website. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of antisocial behaviour, the class teacher discusses these with the whole class during 'circle time', P.S.H.E. or through P4C.

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.

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All members of staff are aware of the regulations regarding the use of force by teachers, as set out in The Education and Inspections Act 2006, which introduced a statutory right for school staff to use such force as is reasonable in the circumstances to prevent a pupil from:

- committing an offence or engaging in conduct that could be an offence
- causing injury to themselves or others
- damaging property
- prejudicing good order and discipline at the school.

The role of the class teacher

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.

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. We promote positive attitudes to learning and want all children to be motivated in what they are doing.

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.

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. However, if misbehaviour continues, the class teacher seeks help and advice from a senior member of staff and, if necessary, the Head Teacher.

The class teacher liaises with the school SENCO and 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 LA behaviour support service.

The class teacher reports to parents/carers about the progress of each child in their class, in line with the Our Whole School Learning Policy.

The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

The role of the Head Teacher

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.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

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The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents/carers

The school works collaboratively with parents/carers, 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/carers to read these and support them.

We expect parents/carers 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/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents/carers should support the actions of the school. If they 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 in the first instance and then the school governors. If these discussions fail to resolve the problem, a formal grievance or appeal process can be implemented following the school complaints policy.

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 Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head

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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.

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.

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

If required, the governors will create an appeals panel which will meet to consider an exclusion: they examine the circumstances in which the pupil was excluded, consider any representation by parents/carers and/or the LA, and decide whether the pupil should be reinstated.

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

Monitoring

The Head Teacher 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.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents of a more serious nature. Lunchtime supervisors give verbal details of any incident to the class teacher, who may record them.

The Head Teacher 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.

Review

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.

