

Monkton CEP School Behaviour and Discipline Policy

At Monkton Church of England Primary School we aim to create a community that enables every child to be and do the best they can. We will actively promote the development of pupils' spiritual, moral, social and cultural awareness, fostering attitudes of tolerance and respect which ensures every member of the school community feels important and valued. In school we celebrate and promote our Christian and British values.

Our Christian Values are:

Trust Friendship Compassion Forgiveness Justice

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 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 punishments

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

- teachers congratulate children;
- teachers give children class points or other rewards (Class based and dependent on age of children)
- head teacher informed of any particular good examples.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Pupils are encouraged to inform the school of their achievement out of school, for example, music or swimming certificates. These are shared in class or in the school 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 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 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 in a position to work sensibly again with others. Children will be referred to the Head Teacher or Assistant Head.
- 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 pupil, the class teacher records the incident and moves the child. 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. (Please also refer to our Anti-bullying Policy)

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, class teachers may also have class rules and a code of conduct. It is important that 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. 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. (See Anti-bullying Policy)

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out by current legislation. 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.

3 The Role of the Class Teacher

3.1 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.

3.2 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.

3.3 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.

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. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher or Assistant Head. This is shared with parents.

The class teacher liaises with the SENCo, as necessary, to support and guide the progress of any children with identified behavioural difficulties. Education Support Plans with clear targets are put in place for these children.

3.6 The class teacher reports to parents about the progress of each child in their class. 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 Head Teacher

4.1 It is the responsibility of the head teacher 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 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.

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

5.3 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.

5.4 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 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 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 may give advice to the headteacher 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 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.

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

7.3 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.

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

7.5 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.

7.6 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 LA, and consider whether the pupil should be reinstated.

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

8 Monitoring

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.

The school keeps a variety of records of 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 poor behaviour. Any incidents, which take place at lunchtimes, should be referred to the class teacher at 1pm. If a serious incident takes place at lunchtime or a child continually behaves in an inappropriate way the mid-day supervisors must inform the head teacher or assistant head.

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

8.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

9.1 The head teacher and staff review 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.

(In addition to this policy, the school has produced a simple Behaviour Statement to use with children. This is given to all new entrants along with the Home /School Agreement. A simple check sheet for staff has also been produced which identifies key points from this policy)

This policy was reviewed and updated November 2015

SignedChair of Governors

Signed Head Teacher

Date:.....

**Monkton CEP School
Behaviour and Discipline
Additional Guidance**

Acceptable standards of behaviour, work and respect depend on the example of us all.

Good order has to be worked for, it does not simply happen.

We must:

1. Set high standards
2. Apply rules firmly and fairly.
3. Expect to give and receive respect.

Relationships are vital between everyone and at every level.

We should:

1. Take the initiative
2. Greet and be greeted.
3. Speak and be spoken to.
4. Smile and relate.
5. Communicate

Don't react.

We should:

1. Avoid confrontation.
2. Listen.
3. Establish facts
4. Judge only when we are certain
5. Use punishment sparingly.

In the classroom:

1. Always arrive before the children.
2. Be prepared for the lesson.
3. Extend and motivate all pupils.
4. Mark all work promptly and constructively
5. Maintain interesting wall displays.
6. Keep an attractive and tidy classroom.

Do all you can to avoid:

1. Humiliating- it breeds resentment.
2. Shouting –it diminishes you
3. Over reacting – the problem grows
4. Blanket punishments – the innocent will resent them.
5. Sarcasm – it damages you.

Try to:

1. Use humour – it builds bridges.
2. Keep calm- it reduces tension
3. Listen –it earns respect

Maintaining Discipline

Insist on acceptable standards of behaviour, work and respect.

Apply school rules uniformly

Work to agreed procedures

Insist on conformity

Follow up problems to their conclusion.

Sanctions

1. Reprimand- verbal warnings
2. Change seat.
3. Repeat work.
4. Withdrawn from the class – work within another classroom.
5. Additional work
6. Refer to Head Teacher/Work with Head Teacher
7. Discussion with parents.
8. Behaviour book/programme/Home/ School Book – dependent on age of child and cause for concern.
9. Exclusion – refer to Exclusion Policy and KCC guidance.