

Middlestown Junior, Infant and Nursery School
Behaviour and Discipline Policy

Aims and Expectations

It is the 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 upon mutual trust and respect for all. The school behaviour policy is therefore designed to maintain 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.

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.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. Each classroom has a behavior display which sets out the appropriate behavior and sanctions.

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 consideration. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We will use the language of choice when talking to the children about their behaviour. If a child is doing something which is not appropriate then the teacher will tell the child that this is not appropriate and what the correct choice of action should then be. If the child then chooses to carry on with the inappropriate behaviour then a sanction will apply – their choice of action has resulted in the sanction.

Rewards and Sanctions

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

- teachers comment and congratulate children;
- teachers award house points in classrooms and around school;
- teachers use stamps and stickers;
- children may be sent to another teacher, the Deputy or Headteacher;
- children are given the opportunity to be involved in an assembly where they are able to show examples of their best work.

The school acknowledges all the efforts and achievements of the children, both in and out of school. Children are encouraged to bring in certificates and examples of their achievements outside of school and these are shown in special achievement assemblies on Fridays. We also support excellent behaviour at lunchtime and a child from each class will be chosen every week to wear non-uniform the following Friday and sit at the Top Table with a member of the teaching staff-they will receive a certificate in achievement assembly.

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. The severity of the sanction (levels) will match the severity of the incident (behaviour type levels see appendix 1). Sanctions may include:

Level 1

- Non verbal communication;
- Reaffirm positive behaviour;
- Direct positive communication.

Level 2

- Moving the child;
- Time out;
- Ask the child to repeat the work;
- Withdrawal of break or lunchtime play,
- Sent to another teacher (head or deputy informed)

Level 3

- Sent to the Deputy or Headteacher;
- Involvement of Parents;
- Withdrawal from other activities;
- Use of behaviour logs.

Level 4

- Suspension;
- Exclusion.

The class teacher discusses the school rules with each class. In addition to the school rules, each class has its own classroom rules, which are created and agreed upon by the children of that class. These class rules are displayed in 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, although there may be times when it is appropriate to discuss with a child, aspects of their behaviour, outside of the class forum. This may involve a member of the Senior Management Team.

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 (see also Anti-Bullying policy). We do everything in our power to ensure that all children attend school in a safe and secure environment, free from the fear of bullying.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The majority of staff hold a current Team Teach qualification and know how to restrain 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 and we aim to diffuse any situation before.

Golden Time

As a further incentive to good behaviour the school operates a golden time system. Each child starts the week with 30 minutes of golden time in which they can choose the activities they wish to partake in. Minutes are taken from the children according to the level of behaviour and the child must then sit out the number of minutes lost.

Good Manners Tokens

These are given out by the staff to children who show good manners around school. The children write their name and class on the reverse and then a certificate and prize is awarded in achievement assembly on Friday.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in class, and that the 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. 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 and parents are informed. In the first instance, the class teacher deals with the incidents him/herself in the normal manner. However, if the misbehaviour continues, the class teacher seeks help and advice from the deputy and headteacher. The SENCo, where appropriate, may also be involved.

The class teacher works with SENCo and liaises with external agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, discuss the needs of the child with the education psychologist or the LA behaviour support team.

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 the child.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Frameworks 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.

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

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 discussion with the governing body.

The Role of the Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The school behaviour policy and anti-bullying was discussed at a Parent Partnership Meeting where parent views were used to formulate the new behaviour policy.

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 children's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build supportive dialogue between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

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 their child has been treated, they should initially make an appointment to discuss this with the class teacher. If the concern remains they should contact the headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the 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.

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.

If the headteacher excludes a pupil, she 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 such an appeal.

The headteacher informs the LA and the governing body about any permanent or fixed-term exclusion. 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 3 and 5 members. This committee considers any exclusion appeals on behalf of the governors.

When an appeal panel meets to consider exclusion, they consider the exclusion circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

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

Inclusion

This behaviour and discipline policy takes account of the different experiences, strengths and interests of the children and their special needs to maintain entitlement and ensure equality of opportunity. Teachers vary the contexts, resources and teaching and learning styles and use a variety of strategies to overcome barriers to learning. Expectations and learning objectives are modified to take account of: the different learning needs of boys and girls; the needs of children from different social and cultural backgrounds; the needs of children who need support with communication, language or literacy difficulties; the needs of children with physical disability; the needs of children with emotional and behavioural difficulties and the needs of children who are gifted and talented.

Monitoring

The headteacher 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.

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.

Review

The governing body **reviews this policy every 2 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.

Original policy compiled and signed by: JK Tomlinson (Head teacher)	
Approved and signed by Chair of governors::	1 st Revision date

This policy was reviewed and updated in Spring Term **2014**

By _____ (Head teacher's signature)

By _____ (Chair of governors' signature)

Next review date: **Spring Term 2016**

Appendix 1

Behaviour type levels

This is not an extensive list although it is intended to give guidelines for staff, parents and the governing body.

Level 1 - loss of one minute

- Wandering around the classroom during lessons
- Not listening
- Making silly noises
- Fidgeting
- Rocking on chair
- Talking out of turn
- Talking in assembly
- Not completing homework (per piece not completed)
- Talking when moving around school or lining up
- Careless treatment or not looking after their own or others property
- Chatting or not on task
- Not co-operating in a group situation

Level 2 - loss of 3minutes

- Repeated instances of level 1 behaviour types
- Pushing/shoving
- Spitting
- Unkind language or treatment of others
- Damage to own or other's property
- Persistent problems with homework
- Deliberate disruption of lessons
- Unwillingness to co-operate
- Swearing

Level 3 - loss of 5 minutes

- Repeated instances of level 2 behaviour types
- Bullying
- Spitting at others
- Racist comments or harassment
- Not doing as asked by an adult

- Rudeness or answering an adult back
- Swearing at someone
- Severe disruption of a lesson
- Leaving the classroom without permission
- Impulsive or 'hot head' fighting
- Lashing out –kicking, punching, severe pushing etc

Level 4 – exclusion or suspension

- Repeated instances of level 3 behaviour types
- Lashing out at an adult
- Violent behaviour, persistent aggressive behaviour
- Vandalism
- Leaving school without permission
- Continuation or redirection of bullying
- Theft