



Behaviour and Discipline Policy

Policy Title	Behaviour and Discipline Policy
Statutory	Yes
Policy Version	1
Policy Author	Mrs A Majcher
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Distributed To	All staff
To be published on website	No
Changes to this policy	N/A
This policy has been impact assessed against race, gender and disability and no adverse impact has been identified.	

RATIONALE

In keeping with our school values, where everyone is respected and everyone's needs are regarded as important, we will endeavour to uphold the dignity of the children placed in our care. We treat the children with respect and courtesy, with the expectation that these values will be reciprocated to all members of our school community.

AIMS

- To recognise that praise and encouragement are powerful motivators.
- To know that children tend to develop according to the manner in which they are treated and will act in line with expectations.
- To use the family as our model so that any necessary correction takes place in a context of privacy, security, affection and concern for the individual.
- To deal with situations quickly whenever possible, so avoiding any member of our school community going home with a possible threat of censure still "hanging over his/her head".
- To emphasise the paramount importance of learning in the classroom and refuse to allow the learning of any pupil to be disrupted by the poor behaviour of another.
- To expect each member of staff to:
 - ◊ see the importance of collective and individual responsibility for the quality of behaviour whenever the children are on site or on school visits;
 - ◊ encourage good behaviour by ensuring that their own classroom organization and management is of the highest possible level;
 - ◊ should the occasion arise, seek advice from senior members of staff who, in turn, must support readily, while balancing the needs of all pupils, and the need to establish acceptable standards of behaviour.

REWARDS AND SANCTIONS

Our priority is to praise and encourage good work and behaviour in the school. Work may be rewarded with merits and any children with exceptional pieces of work in terms of effort, progress or content could be referred to the head teacher/deputy head teacher for affirmation and further merits. Merits are to be used in a similar manner for acts of kindness, thoughtfulness or other examples of children showing care and concern for others. Similarly, these and other such occasions may be praised and shared with others in class or during school assemblies.

Awards are presented in recognition of positive aspects of school life:

- The accumulation of merits by a child can lead to the presentation of a bronze, silver, gold or platinum certificate during a whole school assembly.
- Certificates are awarded to children whose work is displayed on the "good learning" board.
- There is an on-going head teacher's award for a whole class whose good behaviour and positive attitude has been noticed.
- Children show their excellent work to the deputy head or head teacher.
- School postcards are sent to parents/carers from staff members highlighting their child's achievement.
- Teachers may also put into place their own systems for rewarding effort and good behaviour.

Class Teachers will deal with most behaviour or discipline problems relating to children in their care. Children, who are persistently disruptive in class and fail to respond to the teacher, will be sent to a member of the Senior Leadership Team then internally excluded. If behaviour is consistently inappropriate then a senior member of staff/class teacher may introduce a Daily Report Card. Unacceptable behaviour will be reported to parents via a telephone call from the appropriate member of staff.

In the case of a serious incident, such as where the health and safety of the school community is put at risk, the learning of the rest of the class is compromised or where personal /school property is damaged, the parents of the child concerned will be contacted by telephone and asked to make an appointment with the head teacher/deputy head teacher and class teacher.

Serious or repeated incidents' may result in fixed term exclusion at the discretion of the head teacher. There may be occasions when, for severe inappropriate behaviour, a permanent exclusion is put into place. If the incident occurs at lunch time, the pupil will be excluded for that period for one week, half a term or permanently. Whilst reserving the right to use exclusions, every effort will be made to avoid implementing any form of suspension.

Parental Responsibilities

Statutory Requirements

Section 103 of the Education and Inspections Act 2006 places a duty on parents in relation to an excluded pupil. A parent has to ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every fixed period of permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The penalty payable increases if unpaid and after 28 calendar days, and if this is still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil may also be removed from the public place by the police and taken to designated premises.

THE MANAGEMENT OF DISRUPTIVE BEHAVIOUR

The staff expect to take a primary role in the initial management of pupil behaviour within the classroom and any situation when they are in a supervisory role. In most instances a teacher's usual control and professionalism will be enough to diffuse any problematical situation. However, where inappropriate behaviour is likely to escalate or to prove damaging to people or property, staff must intervene to establish control.

Steps, such as dialogue and diversion should always be taken to avoid the need for physical restraint but, on occasions, physical restraint may be the appropriate action to take. If this is the case then the following points should be noted:

- Staff should have good grounds, such as the risk of injury to persons or damage to property.
- Only minimum force should be applied.
- Restraint should be relaxed as soon as possible.
- Where possible, other staff should be present to assist or to act as a witness.

If the person managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should not go on longer than necessary.

CRITICAL INCIDENTS

Serious incidents, such as the ones listed below, must be recorded in the incident log:

- Any serious or repeated physical incidents between pupils or pupils and staff.
- Any incident which requires physical restraint.
- Violence, where a pupil causes injury.
- Threatening behaviour where the aggrieved feels intimidated.
- Incidents of smoking, solvent or drug abuse.
- Pupil absent from the site without permission.
- Inappropriate or repeated behaviour that causes harm to others.

Any disciplinary procedures taken as punishment following an incident should be consistent with this policy.

Adopted: July 2017