

# Duddon Saint Peter's School



## Behaviour and Discipline Policy

### Aims and expectations

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's behaviour policy is therefore 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.

- 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.
- This policy aims to help children 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### Rewards and punishments

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

- Teachers congratulate children.
- Teachers give children stickers with positive comments on them
- Each week we nominate a child from each Key Stage for a merit award.
- These children receive a merit award certificate in Friday's school assembly.
- We distribute merit awards to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to lead an assembly where they are able to show examples of their best work.

- The school acknowledges all the efforts and achievements of children, both in and out of school. These achievements are celebrated in Friday assembly and reported to parents and governors in the Head teacher's newsletters.
- 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 may 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 uses the appropriate policy of noting their name on the board up to 3 times. If the behaviour persists, the child loses 5 minutes of breaktime. Further disruption results in the child being provided with an alternative work space away from the rest of the class.
- 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 child, the class teacher records the incident, reports the incident to the Head teacher and the child is punished. 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. Children will be placed 'on report' if their behaviour is causing concern.
  - Each class also has its own classroom code, which is agreed by the children and displayed on the wall of 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 during assembly. Records of incidents are kept.
- 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. Incidents of bullying are recorded in a log and appropriate steps taken to deal with them.
  - All members of staff are aware of the Restraint Policy. 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.

### **The role of the class teacher**

- It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- Staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- Staff treat each child fairly, and enforces the classroom code consistently. They treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance, the 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.
- The class teacher 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 LA behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The teacher may also contact a parent 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 their implementation of the policy.
- The Head teacher keeps records of all reported serious incidents of misbehaviour.
- The Head teacher 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 Head teacher

may permanently exclude a child. These actions are taken only after the school governors and LA have been notified.

### **The role of parents**

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to cooperate 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.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents 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. If they still remain dissatisfied with the outcome, they should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **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 adhering to these guidelines.
- The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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**

- We do not wish to exclude any child from school, but sometimes this may be necessary. We refer to LA guidance in any decision to exclude a child from school.
- Only the Head teacher (or the acting head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. Under current guidance, after 15 days the local authority must become involved. In extreme and exceptional circumstances the Head teacher

may exclude a child 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 child, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head 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 child or extend the exclusion period made by the Head teacher.
- The governing body would form a discipline committee which would be made up of between three and five members. This committee would consider any exclusion appeals on behalf of the governors. Personal interest would limit the make up of the committee.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

### **Drug and alcohol related incidents**

- It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be administered. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

- If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head teacher.
- If the offence is repeated the child will be permanently excluded.
- If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

**Monitoring and review**

- The Head teacher monitors the effectiveness of this policy on a regular basis. She/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 concerning 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 bad behaviour.

- The Head teacher keeps a record of any child 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.

The governing body reviews this policy every year. 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.

Signed: ..... Governor responsible

Signed: ..... Head teacher

Date: *September 2016* Date of review *Autumn 2017*