

**Barleyhurst Park Primary School**

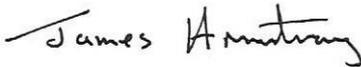


**Barleyhurst Park Primary School**

## **Behaviour and Discipline Policy**

Approved by Governors

Date: 16<sup>th</sup> May 2019

Signed:  Chair of Governors



## Barleyhurst Park Primary School

### Aims

At Barleyhurst Park we work tirelessly to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well.

We aim to:

- Encourage the involvement of both home and school in the implementation of this Policy.
- Create an environment that encourages and reinforces good behaviour.
- Define acceptable behaviour.
- Reward good behaviour.
- Minimise incidence of poor behaviour and provide support on the rare occasions when this occurs.

### Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development as well as in their academic development. We measure academic achievement in terms of progress and development over time towards academic goals, so similarly we measure standards of behaviour in terms of the children's developing ability to conform to our behaviour goals.

Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- Promote a caring community, whose values are known and understood by all.
- Encourage a consistent and supportive approach across the school to acceptable and unacceptable behaviour.

### Teaching and learning

Refer to the Teaching and Learning Policy



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### Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help to develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom provides a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work.

### Rules and Procedures

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- Written with the children at the beginning of a new school year.
- Kept to a necessary minimum.
- Positively stated, telling the children what to do rather than what not to do.
- Actively encourage everyone involved to take part in their development.
- Have a clear rationale, made explicit to all.
- Consistently applied and enforced.
- Promote the idea that every member of the school has responsibilities towards the whole.

### Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most used reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards, as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as that for work.

The following rewards are used.

Individual awards:

- Class teacher stickers for individuals.
- Teaching Assistant stickers and stamps for good work and behaviour.
- Well-done notes to inform parents of pupils' achievements in school.
- Sticker charts and prizes for each completed chart.
- Star of the week assembly to acknowledge the achievement of individuals in the form of a certificate
- Feedback to parents
- Reading certificates (KS1)
- Multiplication stickers



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- key words certificates (FS)

Group awards:

- Marbles are awarded for whole class achievements and attendance.
- Academic achievement awards.
- Participation certificates for example for fundraising and sporting events.
- Reading certificates (KS1).
- Multiplication stickers.
- Reward time.

### Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided, where possible, as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, withdrawal of privileges, referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines)

- Yellow cards are issued if non-verbal or redirection strategies are not effective the child should be given a choice “If you continue to....your choosing to ... and that is a yellow card.”
- If the child continues to display unacceptable behaviour a red card is issued and the child would have time out.
- If a child has physically harmed a pupil or adult then a red card is given, missing the yellow card element, due to the severity of the behaviour. Time would then be spent with the Headteacher or Deputy Head.
- If behaviours persist the school, in conjunction with the parents, will seek advice and support from external agencies such as the Educational psychologist and/or Behaviour Support.
- All red card incidents will be recorded in the class teacher’s red behaviour book which will be used as evidence for referrals or exclusions.
- Parents will be informed of all red cards issued to their child.

### Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns, and of the steps which are being taken in response. This should include incidents which take place beyond the school boundaries that may have an impact on the behaviour seen in school or relationships between individual pupils.



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### 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 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 school rules consistently. The teacher and other adults treat all children in their class with respect and understanding.

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 SENDCo and/or the LA Behaviour Support Service, after a parent consultation.

### Use of force to control or restrain pupils

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Education Act 1996, Section 93 of the Education and Inspections Act 2006 and have access to the DFE document [Use of reasonable force. Advice for Headteachers, Staff and Governing Bodies July 2013](#) (This document is available on the School web site)

Staff generally only intervene physically to restrain children 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- details above.

### The role of the SENDCo

Pupils at risk of exclusion, either fixed term or permanent exclusion will be supported through a Pastoral Support Programme. Some pupils may have Individual Education Plans which include targets to support reducing barriers to learning. It is the SENDCo's responsibility to monitor the provision and support.

### The role of the Headteacher

It is the responsibility of the Headteacher, under current legislation, to implement the School Behaviour and Discipline 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 at the school.

The Headteacher supports the staff by implementing the Policy, by setting the standards of behaviour, and by supporting staff in the implementation of the Policy. The Headteacher is informed of all reported serious incidents of misbehaviour. In addition the Headteacher regularly monitors the class behaviour books.

The Headteacher has the responsibility for giving fixed-term exclusion 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 and in line with the Milton Keynes Exclusion Guidance. Notifications of any pupil exclusions (fixed or permanent) are reported to the LA.



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### **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. School rules and expectations are shared with the children and parents. These are also laid out in the home-school agreement which is signed by the child, parent and school.

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 ensure that we have 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 reasons to enforce sanctions parents should support the actions of the school. If parents are concerned about the way the school has dealt with their child they should initially contact the class teacher and any further issues can be addressed by the Headteacher.

### **The role of the Governors**

The Governing Board has a responsibility to establish the guidelines on standards of behaviour and discipline and 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 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 has the power to exclude a child from school. Wherever practical a Headteacher should give pupils the opportunity to present their case before taking the decision to exclude. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert 'fixed-term' exclusion into a 'permanent' exclusion, if circumstances warrant.

If the Headteacher excludes a child, they must inform the parents immediately, giving reasons for the exclusion. This must be followed up in writing. At the same time, the Headteacher must make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make such an appeal. The Headteacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

Fixed term exclusions should be for the shortest time only, bearing in mind that exclusions of more than a day or two make it difficult for the pupil to reintegrate into the school. For a fixed period of more than 5 days the Governing Board must arrange suitable full time education on Day 6.



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The Governing Board has a hearings committee.

This committee considers any exclusion appeals on behalf of the Governors.

- If the exclusions takes the total number of days of exclusion above 5 days for the term and parents have requested the Governing Board to meet they must do so within 50 days.
- If a child has been excluded for more than 15 days in one term, the Governing Board must meet to consider reinstatement within 15 days of receiving the notice of the exclusion.
- If a child receives a permanent exclusion the Governing Board must meet to consider reinstatement within 15 days of receiving the notice of exclusion.
- When an appeals panel meets to consider the exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and the LA and consider whether the child should be reinstated. If the Governors' appeal panel decides that a pupil should be reinstated the Headteacher must comply with this ruling.

### Monitoring

The Headteacher monitors the effectiveness of the Policy on a regular basis and reports the effectiveness of the Policy to the Governing Board. The school keeps records of incidents of misbehaviour.

The Headteacher 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 Board to monitor the rate of suspensions and exclusions, and to ensure that the school Policy is administered fairly and consistently.