



Behaviour and Discipline Policy

Autumn 2018

This policy was written after consultation with the staff, pupils, parents and Governors of Coates Way School.

Introduction

At Coates Way School we understand that our children's learning does not only focus upon academic subjects, but that understanding and learning social skills is a major role that we play.

This policy outlines the strategies that we use to provide a consistent framework to encourage positive behaviour from our children, which models how to be part of the school and wider community, caring for and respecting each other becoming good citizens. We want our children to become independent, aware of the impact that positive and negative behaviour will have on their environment and local, national and international community. It is vital to achieve this that parents, pupils and school work together in partnership and work towards the same aims, with a consistent message. As a school we emphasise a strong moral code that we expect all members of our school community to follow. In this way we create a happy and positive environment which enables our pupils to achieve their full potential. We believe strongly in promoting a positive behaviour strategy which celebrates and rewards good behaviour. The school uses materials from the SEAL PSHE programme which emphasises and reinforces how to behave and act as part of a caring community. These aspects are also embedded in our assemblies and across the curriculum.

This policy applies to all of our children. We acknowledge that children come to us from a variety of backgrounds and very different histories and it may be that the school will need to work closely with external agencies in order to promote and embed good behaviour.

Our school rules

- Keep hands, feet, objects and unkind words to ourselves.
- Follow instructions given by an adult the first time without arguing.
- Treat other people the way I would like to be treated myself.
- Treat other people's property with respect.
- Keep our school values.
- Tell an adult if something is worrying me.

1 Aims and expectations

1.1 It is the primary aim of Coates Way that every member of the school community feels valued and respected, and we will apply this behaviour policy in a consistent way so that everyone is treated fairly, this links strongly to our Equalities scheme. We are a caring community, whose values are built on mutual trust and respect for all. The school 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.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is to promote self-discipline and resilience. 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 We will respect the right of the individual, positively valuing gender, race, religious conviction and the rights of those with different strengths and weaknesses.

1.4 This policy aims to foster a safe environment, both physically and emotionally, where children and adults feel secure enough, both in their learning and with their relationships.

1.5 We will respect the school's immediate environment, we will care for resources including the building.

1.6 We will encourage our children to be responsible individuals within the local community and acknowledge their place in the wider world.

2 Rewards

2.1 We praise and reward children for good behaviour in a variety of ways but it is our ultimate desire to see children display good citizenship because they understand the true value of this in society. Our reward system includes:

- Verbal praise or congratulation;
- House points or stickers to acknowledge excellent work and or behaviour;
- Encouraging children to share their achievements with staff, parents and peers;
 - Celebration Assembly.

2.2 The school will provide opportunities during assemblies to acknowledge all the efforts and achievements of children, in school or within the wider community.

2.3 As part of our partnership with parents, we invite all parents and children join with us to sign our home/school agreement when the children start full-time

school. This is a contract which clearly set out the roles and responsibilities of each party.

- 2.4 Our school values and rules are reinforced through assemblies, circle time and the curriculum particularly PSHE and Citizenship.

3. How do we deal with unacceptable behaviour?

Unacceptable behaviour includes any of the following:

Inappropriate verbal (this will include comments about physical appearance, any disabilities, race, family, sexist or homophobic statements) or physical behaviour towards another person.

Misuse or damage to property.

Not following instructions given by an adult at school

Talking at an inappropriate time.

Disrupting a lesson.

Being rude to an adult or answering back.

Not following the school rules.

3.1 The following represents the sanctions available dependent on the nature of the behaviour and its context. The sanctions listed are in order of severity and impact. The behaviour is logged in an appropriate file.

1. A quiet word from a member of staff
2. Inform class teacher (by other members of staff)
3. The school will apply a first and second Yellow card, warning the child about their behaviour. Should the behaviour not improve a Red card will be issued.
4. Discuss with child appropriate sanction(s) where one or more of the following may be applied:
 - A letter or verbal apology to the offended party
 - Loss of free time/privileges (full access to the curriculum must be maintained). This may include missing break or lunch time play for a period of time
 - Peer Mediation (see below)
 - Circle Time or additional PSHE work (this often links to the SEAL programme)
 - Inform parents of concerns (by telephone or face-to-face as appropriate) (please inform head teacher)
 - Formal teacher/parent/pupil discussion – discuss outcome with Head Teacher
 - Implementation of a Pupil Passport with behavioural targets and suitable strategies for improving behaviour (involve outside agencies as necessary)
 - Class teacher/learning support staff maintain a record of the frequency of inappropriate behaviour
 - Formal involvement of assistant head
 - Formal involvement of head teacher
 - Head/class teacher/parent/pupil discussion

- Fixed term exclusion
- Permanent exclusion

It is very important that inappropriate behaviour is dealt with quickly and consistently. If a child is misbehaving on a regular basis, then parents will need to be informed. It is only **by parents, pupils and the school working together that behaviour can be improved.**

Wherever possible children should be 'encouraged' to apply their own sanctions in order that they fully understand the consequences of their actions.

Contact with parents about more serious behaviour issues will be recorded.

3.2 It is our strong hope that a quiet word will always be enough to direct the children's attention back towards our shared values. The children must be in no doubt that there is a firm and unmovable framework of discipline. This we believe provides security for each child and ensures that all children are treated consistently, equally and fairly.

3.3 Children at the upper stages of the school are given a variety of responsibilities such as peer mediators, buddies and play leaders. They are provided with the specialised training to help support the adults on duty at break and lunch times. The purpose of this system is to encourage the children to think logically about their behaviour, its consequences and how issues can be resolved.

The play leaders are trained older pupils who organise the playground equipment and support the younger children in their play. They model good play.

3.4 Circle Time. This involves a whole class, or group discussion to discuss an aspect of inappropriate behaviour and how pupils could deal with this in a positive way with a range of strategies. Circle Time stresses that we are part of a community and enables pupils to express their thought/feelings and discuss the impact of negative behaviour on others.

4 How we implement the policy

4.1 The class teacher discusses the school rules with each class. The rules and values are reinforced through frequent references by all staff and themed assemblies. In addition to the school rules, each class also has its own classroom code, which is agreed by the children at the beginning of each academic year 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 'circle time'.

4.2 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*. 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.

5 The role of the class teacher

5.1 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.

5.2 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.

5.3 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. When dealing with behaviour issues, it is important to focus on the behaviour itself and not on the child generally.

5.4 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 manner detailed above. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

5.5 In cases where behaviour issues are more serious, the class teacher liaises with the head teacher, Senco and 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 LA Behaviour Support Service.

6 Bullying/Racist Incidents

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. We define bullying as sustained inappropriate and intimidating verbal or physical actions by one or more pupils towards another. Bullying behaviour can be linked to differences in gender, culture and race. All incidents which are deemed 'bullying' are recorded and reported to the Governing Body. Racist incidents are "any incidents which is perceived to be racist by the victim or any other person". All incidents which are deemed 'racist' are recorded and report to the Governing Body.

These incidents are monitored on a regular basis. See the Anti-Bullying and Equalities Policy for more details.

These incidents are logged and included in the Head teachers Report for the Governing Body and discussed at each termly full Governing Body meeting.

7 The role of the head teacher

7.1 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.

7.2 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.

7.3 The head teacher keeps records of all reported serious incidents of misbehaviour, bullying and racist incidents.

7.4 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 head teacher may permanently exclude a child. The Chair of Governors and the LA will be notified when such decisions are taken. Usually external agencies will become involved in these cases. The Head teacher reports all exclusions to the Governing Body on a termly basis.

8 The role of parents

8.1 Parents play a crucial part in shaping their child's personalities and attitudes. The establishment of an effective working partnership between parents and school is essential so that together we can foster high standards of behaviour. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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

8.3 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.

8.4 If the school has to use reasonable sanctions to punish a child, the school will seek the support of parents. 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 head teacher to discuss the complaint informally. If these discussions cannot resolve the problem, parents should make a formal complaint, in writing, to the Chair of Governors. If the problem remains unresolved a formal grievance process can be implemented. (See the schools Complaints Policy).

9 The role of pupils

9.1 We want to make our school a happy place to come to every day.

9.2 We will work hard to behave properly.

9.3 We will follow the school rules and values.

10 The role of governors

10.1 The governing body has the responsibility for setting down these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

10.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

11 Fixed-term and permanent exclusions

11.1 Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

11.2 If the head teacher excludes a pupil, he/she 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. These details are sent to the parents in writing.

11.3 The head teacher informs the LA and the Governing Body about any exclusions both fixed-term and permanent.

11.4 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

11.5 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.

11.6 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.

11.7 If the Governors' Appeals Panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

12 Monitoring

12.1 The Head teacher and Senior Leadership Team monitor the effectiveness of this policy on a regular basis. The Head teacher reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

12.2 The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any serious incidents and racist, bullying incidents. Lunchtime Supervisors give verbal details of any incident to the class teacher.

12.3 A record of any exclusion is kept in the child's personnel folder in the office.

12.4 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.

13 Review

13.1 The Governing Body reviews this policy annually. 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.

This policy will be reviewed in Autumn 2019.