

Temple Herdewyke Primary School and Nursery



TEMPLE HERDEWYKE
PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Behaviour and Discipline Policy 2019

Chair of Governors signature: *Steve Grimsley*

Headteacher: Mrs. M Godfrey *Mrs M Godfrey*

Ratified: November 2019

Review: November 2020

Person responsible for overseeing the implementation: **Headteacher**



Stowe Valley Multi Academy Trust

Registered Office: Southam College, Welsh Road West, Southam, Warwickshire, CV47 0JW

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Aims and expectations

1.1

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 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 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.

1.3

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

1.4

We treat all children fairly and apply this behaviour policy in a consistent way.

1.5

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.

1.6

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

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

Rewards and sanctions

2.1

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

- congratulate children;
- acknowledge effort with stickers and certificates;
- nominate children to receive Good Learning Certificates at Sharing Assembly;
- Lunchtime Supervisor award stickers;
- Headteacher stickers, certificates and other rewards.

2.2

The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We expect children to respect others and not let their behaviour get in the way of other children's learning. We expect children to listen carefully to instructions in lessons. If they do not do so, we remind them of the following steps:

- they are reminded of the class rule.
- they miss whole or part of a playtime.
- If a child continues to misbehave they can be sent to another class to work for a given period.
- If the child shows extreme disruptive behaviour, the Head/Senior Teacher is informed of the situation. It may be necessary to remove the rest of the class rather than the child. The safety of the children is paramount in all situations.
- All significant behavioural incidents, including bullying, prejudice based bullying, derogatory and discriminatory language will be recorded and the Headteacher will be informed.

At all times, staff are encouraged to use excessive praise as a motivator for pupils to enable them to recover excellent behaviour and return to the learning environment successfully.

2.4

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular Use of Reasonable Force Advice which sets out circumstances where reasonable force may be used:

Remove disruptive children from the classroom where they have refused to follow an instruction to do so;

Prevent a pupil behaving in a way that disrupts a school event or school trip or visit;

Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

Restrain a pupil at risk of harming themselves through physical outbursts.

All relevant staff are trained in the "Team Teach" de-escalation techniques. The Headteacher/Senior Teacher should be called immediately, should physical restraint be deemed necessary.

See School's Physical Restraint Policy

The role of the class teacher

3.1

The class teachers in our school have high expectations of the children in terms of behaviour, and they work to ensure that all children work to the best of their ability.

3.2

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.

3.3

If a child begins to misbehave regularly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself and informs the Headteacher/SENDCO.

3.4

The class teacher liaises with the SENDCO 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 Cluster SEN Advisory teacher or Educational Psychologist.

Support Staff

Teaching assistants and midday supervisors are expected to fully support the positive behaviour management strategy, primarily focussing on positive rewards whenever possible. Should behaviour deteriorate, teaching assistants and midday supervisors will involve class teacher/headteacher to decide the relevant sanction.

The role of the Headteacher

4.1

It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

4.2

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.

4.3

The Headteacher ensures that records of all reported serious incidents of misbehaviour are kept and monitors as appropriate.

4.4

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 the school governors have been notified.

All school staff are expected to adopt a professional approach when considering children with behavioural needs and they should understand that behavioural incidents are confidential.

The role of parents

5.1

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2

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.

5.3

Parents may also be contacted after one-off incidents of a more serious nature. Parents will be asked to discuss the situation with their child and support the school in its expectation of appropriate behaviour. The Headteacher will be kept informed of the concerns raised. If the behaviour persists or other incidents occur, the parents will be contacted again. At this stage, regular meetings between the member of staff and parents should be arranged to monitor the situation. A behaviour plan may be drawn up between the member of staff, child and parents. This could be a smile chart or home-school book. It may also be necessary to employ further sanctions such as exclusion at lunchtime.

5.4

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 that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. Finally the school governors should be contacted. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Pupils' Conduct Outside the school Gates

The school will respond and take appropriate action to non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school including when:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil of the school

Or when misbehaviour could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

The role of governors

6.1

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.

6.2

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

7.1

Only the 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. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2

If the Headteacher excludes a pupil, s/he 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 any such appeal.

7.3

The Headteacher informs the Multi Academy Trust and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

7.5

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.

7.6

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 MAT, and consider whether the pupil should be reinstated.

7.7

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

Monitoring

8.1

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to the class teacher of the Headteacher.

8.3

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

8.4

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.

Review

9.1

The governing body reviews this policy every two 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.

Signature: _____

Date: 15.12.19