



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. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We are a caring community, where 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 and fully inclusive way. It aims to promote an environment where everyone feels happy, safe and secure. Adults implementing this policy should read it in conjunction with the Safeguarding and Child Protection Policy.

The policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It 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. The school expects every member of this school community to behave in a considerate way towards others.

All children are treated fairly and the behaviour policy is applied in a consistent way.

We want the children to have a growing understanding and awareness of themselves as individuals and members of the school community, with regard to their feelings and the effect their behaviour, attitude and actions have on those around them.

We also want our children to be active participants in supporting the school ethos and values.

Golden Rules and Rewards

The pupils of Abbey Meads Community Primary School have compiled a set of Golden Rules, which are displayed throughout the school and are applied in all parts of the building and the outside areas.

They are:

- Be kind and gentle
- Listen to others
- Respect other people's property
- Be honest
- Keep the school tidy
- Keep smiling and always try to do your best

As a reward for keeping the Golden Rules, teachers use their discretion to award periods of Golden Time at an appropriate time.

These periods are optional and not compulsory (forming a part of the teachers' reward options) consisting of activities agreed by the pupils. No home toys are brought into school.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has the opportunity to develop its own classroom code, which is agreed by the children and displayed on the wall of the classroom. This is re-visited at the start of every term. 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'.

All the children are placed into one of four “houses” on entry to the school, and they can earn house points, which may be given out by any member of staff. It can be a reward for behaviour or work deemed deserving.

Staff may also have their own reward system in their class e.g.stickers

Wherever possible we praise good behaviour and we will first praise the behaviour of a child doing the right thing rather than tell off the child doing the wrong thing.

Sanctions

If at any point during the week a child breaks a Golden Rule, they are first given a warning, which can be removed at the end of the day if no other infringements occur; however, if another Golden Rule is broken within the same day, then the child will lose five minutes of their Play Time. If the child continues to break any of the Golden Rules during the rest of the week they will again receive another warning and continue to lose five minutes of Play Time.

Where a child does need to lose all Play Times, it is assumed that senior staff have been called and the behaviour of that individual takes them outside of this positive reinforcement strategy for that period.

Each classroom may display a board with the names of all those who have kept the Golden Rules as well as a board for those with warnings and those losing time. These may be displayed in different formats according to the age range; for example, Key Stage One may use a sunshine board, a rain board and a thundercloud, while older age groups may be expected to conform to acceptable behaviour without such a visual reminder.

If a child threatens or hurts another pupil, the class teacher records the incident, reports it to the Headteacher and the child faces sanctions within the classroom before following procedures below for removal.

There may be occasions when the child needs to be removed from the class for a short period – usually about ten minutes. If there is another class with the same age group then the child would first be sent there; if this is not possible, then the child will go to the class where the teacher is the head of the Key Stage (Assistant Headteachers within the Senior Leadership Team). If necessary they will then go to the Deputy Headteacher or the Headteacher. In serious cases the Headteacher may be the first referral.

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.

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.

The ultimate sanction will be to ask the parents to remove the child from school. This is called an Exclusion. The L.A. is informed of any such Exclusions and the school then follows its procedures.

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 type behaviours, we do everything in our power to ensure that all children attend school free from fear. All cases of identified bullying are reported directly to the Headteacher for action.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*.

Staff only intervene physically, as a last resort, 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 and start with an aim to avoid physical contact, opting for verbal persuasion/intervention.

The role of the class teacher

It is the responsibility of the class teachers to ensure that the school rules are enforced in their class, and that their classes behave in a responsible manner during lesson time. 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. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in his/her class with respect and understanding.

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 normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the appropriate Assistant Headteacher within the Senior Leadership Team, the Deputy Headteacher or 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 Social Services or the Blue Kite Multi Academy Trust Social Emotional and Mental Health (SEMH) Outreach service- Lighthouse.

The class teacher reports to parents about the progress of each child in her/his class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Concerns about behaviour may lead to an IBP (Individual Behaviour Plan) or a behaviour book that passes between home and school each day for a defined period. It may also be recorded as the key point of discussion at the Parent Teacher Interview.

Lunchtime support staff are also T.A.'s and therefore know the children well. They ensure there is a consistent approach applied both inside and outside the classroom. All T.A.'s are expected and encouraged to actively promote activities to make lunchtimes fun and interesting for the children.

The role of the headteacher

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 the 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 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. This ultimate action is only taken after the school governors have been notified.

The role of the children.

We expect our older children to act as role models for the younger children. We expect and encourage our children to have a growing awareness of their personal and social development. All KS2 children act as child mentors through their Reading Buddy Roles. Year 5 pupils are trained as Play Leaders and Year 6 as Peer Mediators. In this way they are actively involved and engaged in making playtime a better place for the other pupils.

We have a proactive School Council with members from all classes to ensure the children have a voice and involvement in how the school runs.

The role of parents

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

We explain the school rules in the school prospectus and Home /School contract, and we expect parents to read these, to sign up to them, and support them.

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.

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 their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, following the complaints procedure by letter to the Chair of Governors. (See Complaints Policy)

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 carrying out these guidelines.

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 consider this when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the head teacher (or the acting headteacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, in accordance with the latest guidance issued by both national and local government bodies. 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.

If the head teacher excludes a pupil, s/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.

It is good practice to inform the LA and Chair of Governors of any exclusion of any kind or length and the Headteacher is responsible for doing this.

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

The governing body has the procedures in place to call an appeals panel/committee, made up of between three and five members. This committee is formed when required, to ensure association or prior knowledge does not contaminate its members. It considers any exclusion appeals on behalf of the governors.

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.

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

Monitoring

The head teacher 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.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records serious incidents where a child's parents need to be contacted because of their behaviour.

Lunchtime staff inform the class teacher of any children who are a cause for concern. This may be for a serious one off action or a more consistent change noted in a child or group of children.

The Senior Leadership Team and support staff have regular meetings where they discuss all aspects of the lunchtime provision. Additional meetings are held as and when necessary.

The head teacher keeps a record of any pupil who is Excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of Exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. They 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.

Appendix

Principle guiding the behaviour of staff and children

PAY FORWARD – Always be kind! Don't wait to pay someone back – just PAY FORWARD.

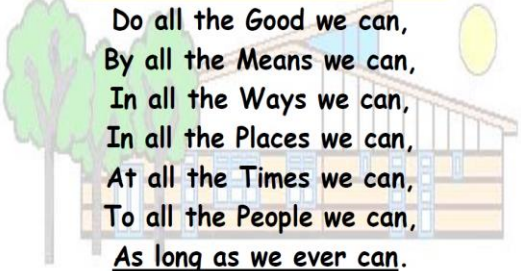
Do As I Do – Set an example to others. An old saying is, 'Don't do as I do, Do as I say'. We turn that around and say Do AS I Do – as an example – *if you want the children to pay attention in assembly, don't stand there talking yourself!*

These posters/Prayers are also integral to our positive behaviour.

Abbey Meads School
Do All the Good You Can

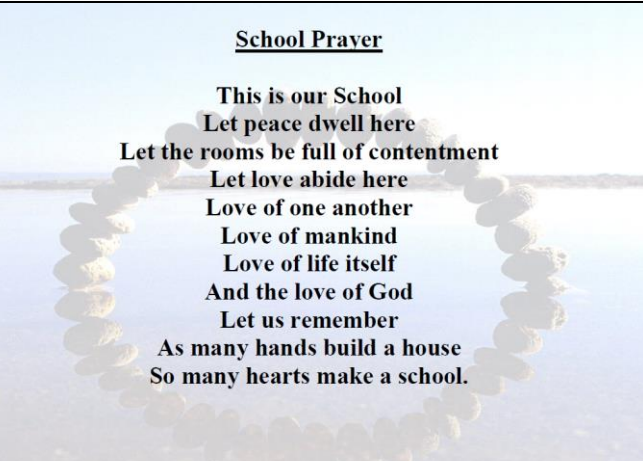
At Abbey Meads School we ...

Do all the Good we can,
By all the Means we can,
In all the Ways we can,
In all the Places we can,
At all the Times we can,
To all the People we can,
As long as we ever can.



School Prayer

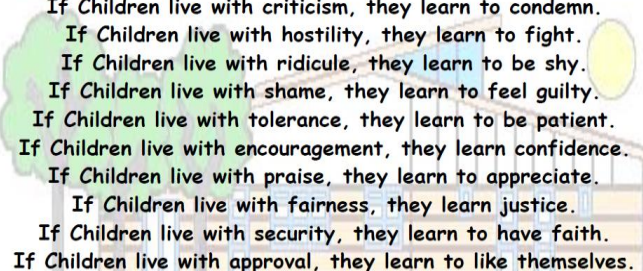
This is our School
Let peace dwell here
Let the rooms be full of contentment
Let love abide here
Love of one another
Love of mankind
Love of life itself
And the love of God
Let us remember
As many hands build a house
So many hearts make a school.



Abbey Meads Community Primary School

Children Learn What They Live.

If Children live with criticism, they learn to condemn.
If Children live with hostility, they learn to fight.
If Children live with ridicule, they learn to be shy.
If Children live with shame, they learn to feel guilty.
If Children live with tolerance, they learn to be patient.
If Children live with encouragement, they learn confidence.
If Children live with praise, they learn to appreciate.
If Children live with fairness, they learn justice.
If Children live with security, they learn to have faith.
If Children live with approval, they learn to like themselves.
If Children live with acceptance and friendship...
...they learn to find love in the world.



Abbey Meads Community Primary School
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"Full Esteem Ahead"

*If I had my child to raise all over again,
I'd finger paint more, and point the finger less.
I'd do less correcting and more connecting.
I'd take my eyes off my watch and watch with my eyes.
I would care to know less and know to care more.
I'd take more hikes and fly more kites.
I'd stop playing serious, and seriously play.
I'd run through more fields and gaze at more stars.
I'd do more hugging and less tugging.
I would be firm less often and affirm much more.
I'd build self-esteem first, and the house later.
I'd teach less about the love of power,
And more about the power of love.*

Diane Looman

