



Our vision is *to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential*

Our values:

-  **We're imaginative** - we're creative thinkers and doers
-  **We're curious** - we encourage inquisitiveness and risk taking
-  **We're proud** - we take pride in our school and want everyone to succeed
-  **We're courageous** - we understand that we learn from our mistakes
-  **We're original** - we celebrate difference

Behaviour and Discipline Policy

Updated on:	
12 th June 2018	Reviewed and renewed
10 th June 2020	Reviewed and renewed

Date agreed by Pupil Welfare Committee/Headteacher 10 th June 2020	Signature of Chair / Vice Chair of the committee or Headteacher 
Date agreed for review Spring 2022	Frequency of Review Annual / two-year cycle / Three-year cycle
Responsibility for Review Pupil Welfare Committee /Headteacher	

1. Core Purpose

- *Teach responsible behaviour to our pupils*
- *Raise pupil self esteem*
- *Clarify what we and pupils can expect from each other*
- *Integrate behaviour management into all areas of school life*

2. 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 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 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and reach their full potential emotionally, socially and intellectually. We aim for our pupils to become positive, responsible and increasingly independent members of the school community.

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

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

The school rewards good behaviour, as it believes that this will encourage kindness and co-operation. Having high expectations, being good role models also promotes good behaviour.

3. Rewards and Sanctions

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

- teachers and support staff congratulate children
- each week teachers nominate children from each class to receive a certificate for effort and excellence
- each certificate is given to the child in the whole school assembly
- teachers and support staff give team points and stickers 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 and class share assembly where they are able to show examples of their best work or performance.
- Children are recognised for good attendance and punctuality

The school sometimes has to use sanctions to reinforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and child.

- We expect children to listen carefully to instructions in lessons. If they do not do so after an initial reminder, we 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 speaks to him or her about the behaviour. If a child misbehaves repeatedly he/she is separated from the rest of the class in the classroom or annex until he / she is in a position to work sensibly again with others.

- 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 pupil, the class teacher records the incident and the child is sanctioned. The sanction is decided upon on a case by case basis. 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.
- For children with SEND who have difficulties managing or understanding their behaviour in relation to others, individual programmes of support are put in place by the class teacher and Assistant Headteacher for Inclusion. These programmes of support are discussed with the child's parents and may involve input from outside agencies such as the Art Therapist, Lark Hall Autism Support Teacher, Educational Psychologist or Pupil Referral Unit.

The class teacher discusses the school rules with the class and individual children. In addition to the school rules, 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 expected in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

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. Children are constantly reminded to seek the support of adults and know who to speak to if they have concerns.

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*.

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.

4. 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 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 their 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 by investigating the issues and administering an appropriate sanction depending on the issue. However, if misbehaviour continues, the class teacher seeks help and advice from the deputy head teacher, head teacher or inclusion manager. For children with SEND individual procedures may be used which relate to the child's behaviour plan.

The class teacher liaises with the inclusion manager and external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

5. 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 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 keeps records of all reported serious incidents of misbehaviour.

The headteacher 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 headteacher may permanently exclude a child. A permanent exclusion only takes place after the school governors have been notified.

6. The role of Parents/Carers

The school works collaboratively with parents so that children receive consistent messages about behaviour at home and at 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 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 impose reasonable sanctions for 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 deputy head teacher and head teacher. If these discussions cannot resolve the problem, parents have the right of appeal to Governors.

7. The role of governors

The governing board 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.

8. Fixed-term and permanent exclusions

Only the 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 fixed-term exclusions 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 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.

The head teacher informs the LEA 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 pupil or extend the exclusion period made by the headteacher.

The governing body would form a committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider 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.

9. Monitoring

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

The school keeps a record 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 inappropriate behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents file that we keep in the admin office and a copy uploaded to the EduKey Provision Map programme.

The headteacher keeps a record of any pupil 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.

10. Sanctions determined on a case by case basis

All adults deal with inappropriate behaviour in school but incidents of a serious nature need to be referred immediately to the senior teachers, the deputy headteacher or headteacher as appropriate.

The Staff at Reay have compiled the following list to ensure a consistent approach to behaviour in school.

- *Eating sweets*
Ask the child to remove the sweet from their mouth and put in the bin. Remind the child about the school rule no sweets in school. Confiscate any remaining sweets and return to parent/carer or label and put to one side for the parent/carer to collect.

- *Bringing toys to school*
Unless a child is invited to bring a toy into class toys are not allowed in school. Teachers will look after the toy until home time and remind them of the school rule.
- *Wearing inappropriate jewellery*
Adult will ask child to remove jewellery. Place in named sealed envelope. Jewellery to be collected by parent/carer. Letters relating to the wearing of jewellery in school are located in the office – send if appropriate.
- *Wearing inappropriate clothing/shoes*
Remind child of school dress code and send letter to parent / carer.
- *Assault – verbal / physical (including threatened assault)*
These issues may be dealt with in the classroom. If of a serious nature staff inform a senior manager who will investigate the situation and then take the following action, depending upon the severity of the situation:
 - Verbal reprimand – child kept in to write apology letter – incident noted in the Behaviour Log
 - Parent / carer informed in person or by letter
 - Parent / carer invited to school to discuss concerns
 - Fixed term exclusion
 - Permanent exclusion
- *Bullying*
As actions above
- *Violence (including threatened violence) towards other children / adults*
As actions above
- *Possession of any weapon considered dangerous by an adult at Reay school*
As actions above
- *Defiance ie. refusing to work, being uncooperative, ignoring adult, using body language, back chat, rudeness*
Child to complete missed work in own time (supervised), parent / carer informed, senior manager to support if needed.
- *Stealing*
Investigation by the class teacher then senior teacher, if appropriate.
- *Leaving classroom without permission / leaving school without permission*
senior teacher informed immediately – parent / carer informed. Possible exclusion depending on nature of situation as this can pose a serious health & safety threat.
- *Damaging or destroying other's property*
If accident, child to repair if possible supported by an adult. If deliberate; parent / carer informed by teacher or senior manager. Withdrawal, time-out or exclusion depending on circumstances.
- *Destroying school property / environment – graffiti*
Repair damage if possible. Parent / carer informed. Withdrawal, time-out, or exclusion depending on situation.

- *Temper tantrum, kicking, throwing furniture*
Use strategies identified earlier. If persistent involve headteacher, deputy head or senior teachers. Withdrawal / time out / exclusion depending on situation.
- *Spitting*
Discuss with the child the reasons why they should not display this antisocial behaviour. Make the child clear it up. Withdrawal, time-out
- *Lateness, absences, truancy*
Inform the Administration Officer in charge of registration. In cases of frequent lateness or absence, a letter will be sent to inform the parent / carer. If the problem persists a referral to the Educational Welfare Officer is made.
- *Inappropriate sexual behaviour (Juniors)*
Discuss with child and make a record of event and interview with child. Inform headteacher and designated Child Protection teacher. Withdrawal, time-out, exclusion depending on situation.
- *Inappropriate sexual behaviour (Infants)*
Discuss with child and suggest alternative games. Keep notes of incidents involve Head and designated Child Protection teacher. Withdrawal, time-out, exclusion depending on situation.
- *Running in school building*
Stop child, remind them of the school's rules and request positive alternative.
- *Talking in line / Assembly*
Speak to child and praise others who are behaving correctly. Move child. Missed play time.
- *Talking when others are talking / interrupting*
Ignore child calling out and remind them of the class rules at an appropriate time following the discussion.
- *Name calling / verbal abuse / swearing*
Remind child of school rules. Verbal / written apology to be made in child's own time. Racist & sexist name-calling will be recorded on Behaviour Log. Senior teacher to be informed. Withdrawal, time-out, exclusion depending on situation.
- *Lying*
Discuss with child and praise them when they tell the truth. Withdrawal, time-out,
- *Time wasting*
Make up the amount of time wasted in child's own time – supervised by teacher.

11. Review

The Headteacher and Pupil Welfare Committee review this policy every two years. They may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.