



Behaviour, Bullying and Discipline Policy

Reviewed October 2016

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.

We expect children to show respect for other people and the world around them. We want our children to be co-operative with each other and adults and to aim for high standards of behaviour. We try to achieve these aims through:

- Creating a positive, purposeful atmosphere;
- Encouraging independence and responsibility;
- Rewarding positive behaviour through praise, celebrating achievements and in discussing aspects of behaviour and their effects on the community.
- Promoting British values.
- Working with the Diocese to build on the school's Christian foundation.

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

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

Sanctions

Sanctions are rarely necessary but, when they are necessary, the types we use include:

- Telling off – gently or firmly depending on the context;
- Sitting quietly for five minutes ('time out');
- Exclusion from playtime or a favourite activity;
- Working apart from friends, possibly in another classroom or by the office;
- Discussing poor behaviour with a parent after school;
- Informing a parent in writing of unacceptable behaviour;
- Having a discussion between parents, Headteacher and child.

Support

- The class teacher discusses expectations about behaviour with each class. Each class also has its own classroom code, which is agreed by the children and displayed on the classroom wall. 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';
- Circle Time which is centred on positive behaviour, how to control emotions and feelings;
- PSCHE lessons;
- Extra guidance and support from staff when appropriate

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.

Attendance

The school is committed to promoting excellent attendance, not only to benefit the individual but the whole school community. Sequences in lessons are vital for effective teaching and learning and teachers regularly promote a positive attitude towards attendance.

The school policy is that absence for holidays in term time is not authorized due to the deleterious effect on the individual and their peers. Only exceptional circumstances may lead the Headteacher on behalf of the Governing Body to authorize time away from school during term time:

- Illness. However, as the children mature, we do expect them to learn to cope with minor illnesses such as colds.
- Family bereavement or other traumatic circumstances.
- Days of religious observance.
- Fixed term exclusion.
- Permanent exclusion until removed from roll or reinstated.

Bullying

The school does not tolerate bullying of any kind. This is the most extreme form of unacceptable behaviour and is taken very seriously. The nature and types of bullying are discussed with the children regularly, at an appropriate level for each age group.

Types of bullying would include:

- persistent name calling;
- persistent hitting, pinching etc;
- persistent excluding from groups;
- persistent intimidation, psychological or physical.
- cyberbullying;
- HBT (homophobic, biphobic, transphobic) bullying;
- racist bullying;
- SEND (Special educational needs and disabilities):
- gender-based bullying.

DfES guidance defines bullying as “actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).”

We try and help children develop high self esteem and self respect, so that they themselves view bullying as unacceptable and are able to talk about it openly with parents and teachers.

Any parent who has knowledge of a child being in distress should bring the matter to the attention of the class teacher or Headteacher without hesitation.

The role of the pupil

One of the most effective ways to combat bullying is to educate children about their feelings and those of others. We explicitly discuss what it means to be in the role of bystander and how sometimes spiteful behaviour can be prevented from escalating into bullying by children being responsible about the welfare of all pupils and telling teachers when they know something unacceptable is happening, however trivial it may seem.

From the moment they enter school children are encouraged to express their feelings and are supported in learning to find lots of ways of solving problems. They are explicitly told that when a problem is making them anxious or worried they must discuss their feelings with both the teacher and their parents. We say this as a ‘school rule’ to encourage them to take this action rather than being concerned about ‘telling’.

The role of the class teacher

It is the responsibility of the teachers to ensure that classes, groups and individuals behave in a responsible manner during lesson time.

It is the responsibility of all staff to promote and ensure good behaviour at all times, in all parts of the school. 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.

Teachers and all other adults treat each child fairly and enforce the classroom code consistently. The teacher treats all children with respect and understanding.

Teachers report to parents about the progress of each child in their 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.

The role of the Headteacher

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.

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 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.

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 expect parents to support their child's learning, and to co-operate with the school. 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.

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 Headteacher in carrying out these guidelines.

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

The Governors and staff would only consider exclusion as a final resort. The behaviour would have to be such as to

- endanger other children or staff;
- endanger the child;
- significantly disrupt the education of the child;
- significantly disrupt the education of other children.

It is not possible to foresee all circumstances but examples would be

- physical violence towards another pupil or member of staff;
- obscene language directed at a pupil or member of staff;
- dangerous vandalism.

Only the Headteacher (or the acting 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, she 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 Headteacher 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 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.

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 LEA, and consider whether the pupil should be reinstated.

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

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She 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 or bullying. The Headteacher may record those incidents where a child is sent to him/her on account of bad behaviour.