

FRITCHLEY CE (AIDED) PRIMARY SCHOOL

Policy on Behaviour and Discipline

1 Aims and objectives

- 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 Christian community, whose values are built on mutual trust and respect for all. The school's 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 in which everyone feels happy, safe and secure.
- 1.2 The School has a set of Golden Rules – ‘The Fritchley Five’:
1. Respect and listen to others.
 2. Do my best at all times and recognise my successes.
 3. Look after the school environment.
 4. Keep myself and others safe.
 5. Speak to someone in school if I have any worries.
- These school rules have formed a discussion within each class, who have then applied them to a set of classroom rules. However, our behaviour policy is not primarily concerned with rule enforcement. 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 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 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 The school helps children to understand how to build and maintain relationships, solve conflicts and show respect through the ‘Values for Life’ worship plans and Fritchley Fishy Points.
- 1.8 The school utilises the Positive play scheme for the following reasons:
- To allow young people a space to express and communicate feelings and difficulties in their lives, through a variety of media in constructive rather than aggressive ways and in a safe non-threatening environment.
 - To help young people feel good about themselves and raise self-esteem by providing activities that look at their strengths and by valuing what they do and making it special.
 - To provide a non-authoritarian, supportive, reliable, safe, unconditional relationship within the school and other settings.
 - To provide some of the early experiences that might (may) have been missed but which are necessary for formal education and social interaction.
 - To help young people acquire the complex range of life skills needed to achieve their full potential.

2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- Teachers/TAs congratulate children.

- Teachers/TAs give all children Fritchley Fishy points to reward and acknowledge behaviour relating to the value for that term.
- Work and actions are celebrated on a weekly basis during a special school 'Celebration Worship' and certificates are awarded.
- Children are rewarded with praise points and/or stickers.
- Weekly Golden Time.

- 2.2 The school acknowledges and celebrates the efforts and achievements, both in and out of school, of all the children.
- 2.3 The school employs a 'ladder' of sanctions (see below) to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. To ensure a safe and positive learning environment, these are the cumulative sanctions for dealing with disruptive behaviour:

Low level disruption (e.g. persistent talking/calling out/interruption, fidgeting, leaving seat, disturbing others, disregarding instructions, etc. whether in class or in assemblies or at break times)

- We expect children to listen carefully to instructions in lessons. If they do not do so, their name appears on the board.
- 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 reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is able to work sensibly again with others.
- Golden Time is a strategy designed to reward children, who try their best with their learning and their behaviour and follow the class/school 'Golden Rules'. Each child begins the week with their full complement of 25 minutes Golden Time. Children receive warnings before losing any chunk of their Golden Time. (See ladders below)

High level disruption (e.g. spitting, hitting, kicking, pushing)

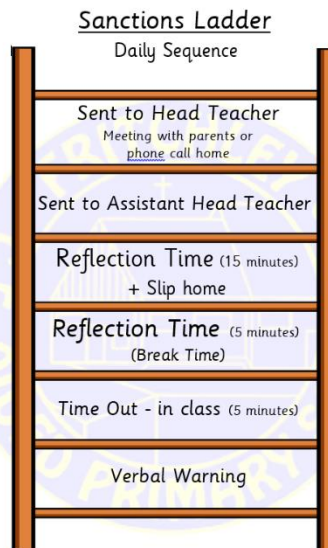
- sent to Senior teacher and name put in behaviour file, with appropriate sanction applied
- sent to Head teacher, who may contact parents
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another child, the class teacher records the incident and a sanction is applied. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents or carers to discuss the situation, with a view to improving the behaviour of the child.

Early Years Foundation Stage



Key Stage 1



Key Stage 2



Serious incidents such as swearing, fighting, bullying, open defiance or other serious offences, the school has a card system. Only the Head, or Senior teacher in her absence, can give a card and do so after investigating the incident, they are never given out on the spot.

The cards last for ½ a term and if a child is given a 6th card within a ½ term then they will receive a fixed term exclusion. Every child begins each half term with a clean slate.

The table below outlines the sanctions that are given for each ‘card.’ A lunchtime reflection lasts for 15 minutes; these are held in a classroom or other teaching room.

1 st Card:	Two consecutive break time reflections. Letter sent home to parents informing them of the reason for it being given.
2 nd Card	Three consecutive break time reflections. Letter sent home to parents informing them of the reason for it being given.
3 rd Card	Four consecutive break time reflections. Letter sent home to parents informing them of the reason for it being given.
4 th Card	Seclusion in school for the day. Pre-exclusion form sent to the Local Authority, to parents and to Chair of Governors.
5 th Card	Seclusion in school for the day. Pre-exclusion form sent to the Local Authority, Parents and Chair of Governors.
6 th Card	Fixed term exclusion. Exclusion form sent to the Local Authority, Parents and Chair of Governors.

A fixed term exclusion is usually for one day but can be for longer depending on the severity or frequency of the behaviour requiring sanction.

2.4 At Lunchtimes and break times, Midday supervisors, Teachers and TAs monitor behaviour on the playground/field. Warnings are given to pupils if their behaviour breaks a school rule. If the behaviour persists, staff use the method of ‘time out’ and pupils are sent to the ‘Thinking Wall’ to consider their behaviour. More serious incidents should be dealt with by following the behaviour control system for playtimes. (See Below)

Behaviour Control System for Lunchtime Supervisors

- Pastoral chat for misbehaviour – How are you feeling? What could you do to solve the situation/differently next time.
- Report behaviour to class teacher – child not listening or engaging with pastoral chat – golden time may be taken.
- Send child into school with another child – misbehaviour continues or escalates (child to sit in reception, other child to inform a member of staff that they are there). Record in behaviour book.
- Send for a member of the Senior Leadership team – child is refusing to come in when asked.
- Clear other children away from the misbehaviour – behaviour is a threat to other children (blow normal whistle for children to line up and come into school - combined with step 4).
- Emergency evacuation – other children in danger from the behaviour (blow continuous blasts on the whistle for children to evacuate the playground or field and walk quickly into school).

2.5 The class teacher discusses the school’s expectations of behaviour with each class, who then develop a set of classroom rules, which are 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 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.

- 2.6 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 behaviour¹. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of bullying.
- 2.7 Teachers in our school only intervene physically to restrain children in accordance with the local authority Physical Intervention policy².

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school's expectations for behaviour are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 The Special Educational Needs Co-ordinator (SENCO) and 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 the education social worker or the Local Authority's (LA's) behaviour support service. The class teacher reports to parents and carers about the progress of each child in their class and may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.6 The class teacher rewards a child with appropriate rewards as outlined above.

4 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 their implementation of the policy.
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 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. These actions are taken only after the school governors have been notified.

5 The role of parents and carers

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the Rules, Sanctions and Rewards systems to children, parents/carers, and we expect parents and carers to read them and support them.
- 5.3 We expect parents and carers to support their child's learning, and to cooperate 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 and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher, then the Head teacher if the concern remains. If parents are still unhappy they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

¹ See the school anti-bullying policy

² See physical intervention policy

6 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 adhering to these guidelines.
- 6.2 The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

7 The role of pupils

- 7.1 Pupils should show respect for adults working in school; for each other and the belongings of other people.
- 7.2 Pupils should show self-control and behave appropriately.
- 7.3 Pupils should follow their own class rules (displayed in classrooms) and the school's Golden Rules (see above).

8 The role of support staff

- 8.1 Support staff working in classrooms will follow the same procedures as outlined above, in sections 3.1, 3.2 and 3.3. They may also give rewards and apply sanctions, in discussion with the class teacher.
- 8.2 Lunchtime staff will apply the Golden Rules as set out above. They may also give rewards and apply sanctions. See escalation protocol for playtimes.

9 Fixed-term and permanent exclusions

- 9.1 We do not wish to exclude any child from school, but sometimes this may be necessary.
- 9.2 The school therefore follows Derbyshire County Council guidelines. Only the head teacher has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently so it is possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.
- 9.3 If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 9.4 The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 9.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 9.6 In the event of an exclusion appeal being made, the governing body will provide a discipline committee which is made up of between three and five members. This committee will consider the exclusion appeal on behalf of the governors.
- 9.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 9.8 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

10 **Drug- and alcohol-related incidents³**

- 10.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in. This should be taken directly to the school office for safekeeping and a permission form must be completed by the parent or carer. Any medication needed by a child while in school must be taken under the supervision of a teacher or other member of staff.
- 10.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 10.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.
- 10.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.
- 10.5 If the offence is repeated, the child may lead to permanent excluded and/or contact social services.
- 10.6 If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

11 **Monitoring and review**

- 11.1 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.
- 11.2 The school keeps a variety of records concerning incidents of misbehaviour and safeguarding including:
- The headteacher records serious incidents when behaviour cards are issued.
 - Lunchtime supervisors give verbal feedback of any incident to the class teacher.
 - Class teacher keep reflection records.
 - The Head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 11.3 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.
- 11.4 The staff and 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.

Date: Autumn 2020

Review: Autumn 2021

³ See the school's drugs policy and medicines policy for further details