



## All Saints CEVA, Laxfield and Stradbroke CEVC Primary Policy Statement for

### Positive Behaviour and Discipline 2018

#### **Introduction**

Our schools are a community of pupils, teachers, teaching assistants, lunchtime staff, governors, parents and other adults. A community works best where there is mutual respect between all members and an agreed code of conduct within which all activities take place. It is our aim to ensure that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built upon mutual trust and respect for all. This behaviour and discipline policy is designed to support the way in which all members of the school live and work together.

#### Stradbroke Primary School Aims

We

EXPECT THE BEST

We aim to provide a safe, happy and stimulating environment, where everyone is motivated to develop and grow, working hard to reach their own full potential.

At the heart of our caring community, we aim to promote a positive Christian ethos, where everyone feels valued and has the right to respect and understanding whatever their needs.

As a result of our broad, balanced and enriched curriculum, we aim to develop self-esteem, increase confidence and provide children with the independence they need to find their place in the wider world to which they belong.

We aim to celebrate and share achievements of all members of our school, working together to

EXPECT THE BEST

#### All Saint's Primary, Laxfield Aims

To offer teaching and learning through a broad and balanced curriculum, in which the knowledge, skills and understanding gained can be used now and developed, as the pupils grow older.

To offer a personalised curriculum, encouraging thinking skills, problem solving, resilience and adaptability.

To encourage the development of moral and religious values on which children may base a personal code of behaviour.

To provide a supportive and caring atmosphere in which high expectations allow children to achieve their best.

To respect different cultures, religions, opinions and lifestyles.

To help the children to develop effective and fulfilling relationships with each other and other people.

To encourage the children to develop an aesthetic sensitivity.

To encourage children to take pride in their surroundings and to be responsible for caring for the environment.

To establish an environment within which pupils, teaching and non-teaching staff, governors, advisors, parents, carers, the community and the church can work together for the successful achievement of these aims.

### Values for Life

Both schools in the collaboration are Church schools and share a belief in reinforcing positive behaviour. Our schools follow a three year rolling programme of Christian Values for Life. Each half term a value is concentrated upon in collective worship such as “trust”, “hope”, “generosity”, and each week, we reward children who are seen to demonstrate this value. We believe in modelling good behaviour and developing our pupils awareness of their rights and responsibilities.

### Rights, Responsibilities, Rules and Consequences

#### ALL MEMBERS OF OUR SCHOOL COMMUNITY HAVE A RIGHT TO:

- work and learn in a happy and safe environment
- speak and be listened to
- be treated fairly and with respect
- have their belongings treated with respect

#### ALL MEMBERS OF OUR SCHOOL COMMUNITY HAVE A RESPONSIBILITY TO:

- allow others to work and learn
- look after the school environment
- listen to others
- respect others
- respect other people’s belongings
- Only use appropriate language

### CLASS RULES

At the start of each school year the class teacher will discuss with the children the rules within the classroom. They will be decided upon , agreed, displayed and referred to regularly throughout the school year.

### REWARDS

The intention of this policy is to encourage pupils to exhibit good behaviour. This is reinforced through a system of praise and reward for all children. We praise and reward children for good behaviour in the following ways:

- *staff praise and congratulate children.*
- *staff give stickers, certificates, stamps.*
- *staff give house points. There are four houses in each school. Whilst each child receives awarded points individually they count towards the team and the team with the most points will be rewarded.*
- *staff send pupils to the Headteacher/ Head of School for praise of good work/ behaviour/ progress.*
- *children are nominated to receive a certificate in a weekly Celebration Assembly held on a Friday and attended by all staff. This assembly also acknowledges all the efforts and achievements of children out of school.*
- *Individual teachers will decide upon class-based rewards as appropriate to age and circumstance.*

### Roles and Responsibilities

Whilst roles and responsibilities will vary, the creation of a happy, caring, safe and conducive working environment is the responsibility of **all** members of our school communities.

#### The class teacher and other adults in school will:

- set a good example to children in the way that they treat others and actively model appropriate behaviour and conduct.
- promote pupils’ self-esteem through their interactions with them.
- have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.

- foster the aims and values of this Behaviour and Discipline Policy through the curriculum by using relevant PSHE sessions to develop positive self-esteem, emotional intelligence, friendship skills, co-operation and collaboration.
- treat each child fairly and enforce the school and classroom rules consistently.
- build a supportive dialogue between home and school, and inform parents immediately if there are concerns about their child's welfare or behaviour.

#### **Children will:**

- be involved with setting the new Class Rules each year.
- agree to follow the rules made.
- act as good role models to each other and remind each other of School and Class Rules.

#### **Parents will:**

- work with the school, so that their child receives a consistent message about how to behave at school and at home.
- read and support the home-school agreement.
- read and support the school behaviour policy.
- support the actions of the school where it has had to use reasonable sanctions to uphold behaviour and discipline. 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 head teacher. If these discussions do not resolve the matter informally, parents may use the school's formal complaints procedure.

#### **The Head teacher will:**

- be responsible, under the School Standards and Framework Act 1998, for implementing the school behaviour and discipline policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- be responsible for ensuring the health, safety and welfare of all children in the school.
- support the staff in the implementation of the behaviour policy.
- record all reported serious incidents of mis-behaviour.
- be responsible for giving fixed-term exclusions to individual children for serious acts of mis-behaviour. For repeated or very serious acts of anti-social behaviour, permanent exclusion may be applied. These actions are reported to the Governing Body.

### **CONSEQUENCES**

To ensure that the aims and values of our school community are upheld, the following series of consequences will consistently be applied:

#### **During Playtime and Lunchtime**

**Step 1** All children begin each playtime/lunchtime.

**Step 2** If a child misbehaves or breaks a rule, the adult will remind them to behave appropriately and remind them of the rule they have broken.

**Step 3** If the child responds, praise will follow.

**Step 4** If the child continues to break the rule they will be given a verbal warning.

**Step 5** If the child persists a member of staff will be consulted and take appropriate action.

**NB** If a more serious incident occurs, the child(ren) will be sent in immediately, the Headteacher or Head of School will speak to the pupil. The pupil may miss part of the rest of that dinnertime and subsequent playtimes (depending on the severity of the incident) or may be excluded.

#### **During Lesson Time**

**Step 1** All children start the day.

**Step 2** If a child breaks a rule, the adult will remind them to behave appropriately and remind them of the rule they have broken.

**Step 3** If the child responds, praise will follow.

**Step 4** If the child continues to break the rule they will be given a verbal warning.

**Step 5** If the child complies, their actions will be acknowledged by staff.

**Step 6** If the child persists a senior staff member will be consulted and will take appropriate action.

**Step 7** If a child behaves inappropriately repeatedly the Executive Headteacher or Head of School will work alongside the class teacher to take appropriate action. Informal logs kept and parents informed as necessary.

**Step 8** If a child's behaviour doesn't improve after further action then their parents will be contacted to make an appointment to discuss the situation, with a view to improving the behaviour of the child. If the child continues to be consistently disruptive and is not able to respond to the rewards and sanctions in place, an individual behavioural plan (IBP) will be drawn up and support from outside agencies will be sought. The pupil will be supported and monitored closely. Further meetings will be arranged with parents and outside agencies to discuss progress.

**Step 9** Serious breaches of behaviour and discipline such as acts of **physical assault, verbal abuse, stealing, deliberate severe damage to property and absconding from school premises** will result in a fixed-term exclusion (Appendix 1) which may lead to permanent exclusion. (Appendix 2) All aspects of the case will be taken into account before this step is taken.

**Step 10 Permanent exclusions** are the final course of action when all other steps have been taken yet the behaviour of the pupil continues to disrupt the learning and safety of others. However, there may be some instances where step 10 may be the most appropriate action.

- Only the Executive Headteacher and Head of School have the power to exclude a pupil from school. The Executive Headteacher 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 Executive Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the EHT/ HOS excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the EHT/ HOS 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 Trust 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 Executive 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 any support services, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.
- Our schools do not tolerate bullying of any kind (see Anti-Bullying Policy). If we discover that an act of bullying or intimidation has taken place, the Executive Headteacher will be informed, the incident will be logged and parents will be notified. We will do everything in our power to ensure that all children attend school free from fear.
- School staff have the authority to confiscate any banned item (including mobile phones) or ones that might pose a danger to another member of the school community. Such items will be stored safely and returned to parent/carer at end of day.
- School has the power to detain a pupil after school in the case of a serious case of misconduct and this will be discussed with parents

### **Physical Restraint**

In the event of a pupil needing to be restrained to prevent danger to themselves or others, reasonable force will be used. 2 trained members of staff will be present and the safety of the pupil and adult monitored throughout.

### **Pupils conduct outside the school gates**

The law allows teachers the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

Subject to this behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
- 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

**In the case of pupils with disabilities or those with special educational needs,**

reasonable adjustments will be made to manage their behaviour. For example, in the case of pupils suffering from hearing loss, written instructions will be provided in lieu of verbal statements.

**Monitoring**

The Executive Headteacher will monitor the effectiveness of this policy on a regular basis and report to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. This is done through discussion at weekly staff meetings and by regular discussion with all staff members. The Executive Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded on their SEN files. 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.

**Policy agreed by Staff Date: June 2015**

**Governors Date: July 2015**

**Review Date: September 2016**

## Appendix 1

### *Letter to parents re: fixed term exclusion*

Dear ,

I am writing to inform you of my decision to exclude **CHILD'S NAME** for a fixed period of **AMOUNT OF DAYS**. This means that he will not be allowed in school until Thursday. The exclusion began on **DATE** and will last until **DATE**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **NAME** has not been taken lightly. **NAME** has been excluded for this fixed period because **REASON**.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact Mr James Hargrave at Stradbroke Primary, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You also have the right to see a copy of **NAME** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **NAME** school record.

You may wish to contact SEN advisor Robert Smith at Endeavour House, Ipswich, Suffolk who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at [www.ace-ed.org.uk](http://www.ace-ed.org.uk) .

**NAME** exclusion expires on **DATE**.

Yours Sincerely,

Mrs. Melanie Barrow  
Executive Headteacher

## Appendix 2

### Letter to Parents: Permanent exclusion

Dear Parent,

I regret to inform you of my decision to permanent exclude **PUPILS NAME** because of **REASON**. **PUPIL NAME** is permanently excluded with effect from **DATE**. This means that **PUPIL NAME** will not be allowed in this school unless **HE/SHE** is reinstated by the governing body or by an appeal panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **PUPIL NAME** has not been taken lightly. **PUPIL NAME** has been excluded because of **REASON**.

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion, i.e. on **DATES** until **DATES** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for **PUPIL NAME** education to continue will be made. For the first five school days of the exclusion we have set work for **PUPIL NAME** and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from **DATE** the local authority Suffolk County Council will provide suitable full-time education. ]

As this is a permanent exclusion the governing body must meet to consider it. At the review meeting you may make representations to the governing body if you wish and ask them to reinstate your child in school. The governing body have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may appeal against their decision to an Independent Appeal Panel. The latest date by which the governing body must meet is **DATE**. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact **INSERT CHAIR OF GOVs DETAILS**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **CHAIR OF GOVs** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body.

You have the right to see a copy of **PUPIL NAME** school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of **PUPIL NAME** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact SEN advisor Robert Smith at Endeavour House, Ipswich, Suffolk who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at [www.ace-ed.org.uk](http://www.ace-ed.org.uk) .

Yours sincerely

Mrs M. Barrow  
Executive Headteacher