



Trellech Primary School Behaviour and Discipline Policy

Updated September 2017

1 Aims and expectations

1.1 It is a primary aim of Trellech Primary 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. Linked to this policy are the school's 5-a-day culture and THINK.

1.2 The school has some school rules, but the primary aim of the Behaviour and Discipline 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.

1.3 The school expects every member of the school community to behave in a considerate and polite 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 to 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 co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

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

- Teachers congratulate children verbally and non-verbally.
- Teachers give children house points
- Stickers and stamps are given out when good work is recognised.
- Targets achieved are recognised and celebrated within class
- Each week during our Golden Assembly children's achievements both academically and socially are celebrated.
- Children may receive a Gold award depending on the achievement being recognised.

- We distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We award weekly Stars of the Week certificates – 2 per year group
- Every half term one pupil from every year is recognised as Student of the Half Term and rewarded with the class trophy.
- Pupils are encouraged to take on roles and responsibilities that reinforce the school's positive approach to behaviour and attitude e.g. Ambassadors, House Captains, Reading Buddies

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school through the weekly Golden Assembly celebration and Trellech's Got Talent Board

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, 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 reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down, and are in a position to work sensibly again with others. This isolation is either within sight of a teacher or the headteacher and is for a short, timed period only.
- 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. A deliberate act that causes harm to another child results in a 'Red' letter and a phone call to parents to explain the behaviour with a view to ensuring consistent messages from home and school that it is never acceptable to hurt another child in a way that is not accidental. 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.
- Anti-social or dangerous behaviour during break time will result in the child missing break outside and remaining inside to work or read.
- Any child who misses break and is required to remain in the classroom will be accompanied by a staff member and will need to explain their actions listing why they missed break, what they did and what they have learnt.

3 Class Sanctions and Rewards system

3.1 The class teacher discusses the school expectations with each class. In addition to the school expectations, 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 that we expect in our school. If there are incidents

of anti-social behaviour, the class teacher discusses these with the whole class during an appropriate time.

3.2 Foundation Phase Traffic light system

- Gold – celebrated as a role model
- Green- every child starts on Green every day
- Amber – 5 minutes off the next break time on the infant yard supervised by duty staff with no interaction
- Red – 10 minutes off next break time on the infant yard supervised by duty staff with no interaction

3.3 Key Stage Two Class Charter/House Point System

- Gold Award – 5 House Points
- Green – every child starts Green every day
- Amber – lose 2 class House Points
- Red – 2 Amber sanctions will trigger a class red which will lose 5 class House Points

3.4 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. The school's anti-bullying policy contains more detailed information and is available within the school's policy folder and on the school website.

3.5 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 physically sanction 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. All staff has undergone Manual Restraint Training provided by Monmouthshire Education Authority using the approved method "Team Teach"

4 The role of the class teacher

4.1 It is the responsibility of the class teacher to ensure that the school and class expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.

4.2 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.

4.3 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.

4.4 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 themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

4.5 The class teacher liaises with the SENCO, Cluster Additional Learning Needs Co-ordinator and 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 educational psychologist, school nurse or LA behaviour support service.

4.6 The class teacher reports 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.

4.7 Where necessary targets for behaviour are set and agreed with the child and the parents are informed of their progress towards achieving these.

4.8 Should a child's behaviour continue to give cause for concern a Home School behaviour Book will be initiated which focuses on both the positive and negative aspects of a child's behaviour. Parents are expected to comment, sign and return the book daily.

5 The role of the headteacher

5.1 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.

5.2 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.

5.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

5.4 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 consultation and advice from the LA Inclusion Officer, after school governors have been notified and in accordance with Welsh Assembly Guidelines.

6 The role of parents

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

6.2 We explain the school expectations in the school prospectus, and we expect parents to read these and support them.

6.3 We expect parents 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 immediately if we have concerns about their child's welfare or behaviour.

6.4 Should a child's behaviour continue to give cause for concern a Home School behaviour Book will be initiated which focuses on both the positive and negative aspects of a child's behaviour. Parents are expected to comment, sign and return the book daily

6.5 If the school has to use reasonable sanctions with 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 Headteacher and finally, the Governing Body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented

7 The role of governors

7.1 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 carrying out these guidelines.

7.2 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.

8 Fixed-term and permanent exclusions

8.1 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.

8.2 If the headteacher excludes a pupil, they inform 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.

8.3 The headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.4 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

8.5 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.

8.6 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.

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

9 Monitoring

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to them on account of bad 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 book that we keep in the staff room.

9.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

9.4 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 Review

10.1 The Governing Body reviews this policy every two years. 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.