



## **Behaviour and Discipline Policy**

### **1 Aims and expectations**

- 1.1** It is a primary aim of Savile Park 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.
- 1.2** 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.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others, both within the school and beyond.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way, except in exceptional circumstances where an individual behaviour plan might be necessary for a child with special educational needs.
- 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 punishments**

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- all adults find opportunities to congratulate children – there are lots of smiles, stickers and plenty of praise;
  - children are given house points;
  - each week we nominate 2 children from each class to be in the Gold Book. These children have done something praiseworthy during the week;
  - children can visit Mrs. Boylan or Mr. Kitchin for a headteacher's award;
  - each week the children have 25 minutes of Golden Time. During this time they can participate in a variety of fun activities if they have followed the Golden Rules all week.

## Savile Park Primary School



- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. In Celebration Assembly pupil achievement out of school, for example, music or swimming certificates is praised.
- 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 the sanctions fairly and openly and they are known by all the children.
- All children begin the day on a smiley face which is displayed in the classroom. If they misbehave they move through the sanctions in a set order which is displayed on each classroom wall on a series of sad faces.
- Step 1: a look, the child's name and a warning. (x3)
- Step 2: moved to somewhere else in the classroom
- Step 3: 2 minutes loss of play to talk to the teacher about behaviour.
- Step 4: loss of playtime. Go to the reflection area instead to think about behaviour.
- Step 5: loss of 2 playtimes and 2 minutes of Golden Time.
- Step 6: loss of 5 minutes of Golden Time and a letter home to parents.
- Step 7: sent to Mr.Kitchin, a letter home to parents and loss of 10 minutes of Golden Time.
- Step 8: sent to Mrs. Boylan, a letter home and the loss of all of Golden Time. Mrs. Boylan has the power to exclude children if necessary.
- Please note that a child may go to the higher stages immediately depending on the seriousness of the incident. (see Appendix 1)
- For example, any racist incident in school will immediately be treated as a step 8 misbehaviour, deliberately throwing an object with the intention of breaking it is a step 6 behaviour. These sanctions are displayed in every classroom so all the children are clear about the consequences of their actions.
- 2.4.1** The class teacher discusses the school rules with each class. The rules are called the Golden Rules.
- Be kind and helpful.  
Be gentle with others.  
Be respectful and polite.  
Listen carefully.  
Work hard.  
Be honest.  
Look after property.  
Always move around school carefully.  
Be smart

## **Savile Park Primary School**



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 that we expect in our school.

- 2.5** 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. (see anti-Bullying Policy)
- 2.6** In very rare instances, the behaviour guidelines we have outlined in this policy do not work for children who have complex social and emotional difficulties. There can be many causes for this, such as autism, for example, and each child needs to be dealt with on an individual basis.

An individual behaviour plan will be created for this child and shared with all the adults in school. As these cases are often very challenging, the school will take advice from external agencies such as the Behaviour and Attendance Service or the Educational Psychology Service.

- 2.7** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Education Act 2006, including the Use of Force Guidance. 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.
- 2.8** All members of staff are aware of their power to search pupils under the Education Act 2011, Part 2 Discipline, without consent for an item that has been, or is likely to be, used to commit an offence or cause injury to the pupil, or another, or damage property, and to search for items banned in school. Banned items are drugs, alcohol, weapons and anything perceived to be a weapon.

### **3 The role of the class teacher**

- 3.1** 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.
- 3.2** 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.
- 3.3** The class teacher treats each child fairly and enforces the behaviour policy consistently. The teacher treats all children in their class with respect and understanding.
- 3.4** The 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 LA behaviour support service.



- 3.5** 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 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 the 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 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.

#### **5 The role of parents**

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 5.3** 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.
- 5.4** If the school has to use reasonable sanctions to punish 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 Mrs Lomas. Finally, it is possible to contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### **6 The role of governors**

## **Savile Park Primary School**



- 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 carrying out these guidelines.
- 6.2** 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.
- 7 Fixed-term and permanent exclusions**
- 7.1** 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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the headteacher 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.
- 7.3** 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.
- 7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5** 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.
- 7.6** When an appeals panel meets to consider an 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.
- 7.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.
- 7.8** If a parent is dissatisfied with the governing body's decision, an independent review panel can direct the governing body to reconsider. (Education Act 2011, s4 Exclusion appeals).
- 8 Monitoring**
- 8.1** 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

## Savile Park Primary School



recommendations for further improvements. Each headteacher's report to the governors has a report about behaviour and discussing bullying and racism in particular.

- 8.2** 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 her 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.
- 8.3** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4** 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.

## **9 Review**

- 9.1** The governing body reviews this policy every year. They 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.

**Created by: The staff team at Savile Park: training day September 2008**

**Date taken to governors: October 2008**

**Signed by Governors:** \_\_\_\_\_

**Reviewed (state when, by whom and if amendments made/not):**

September 23<sup>rd</sup> 2010 by SLT

September 2<sup>nd</sup> 2011 (training day) by staff team at Savile Park and School Council 09/11: added one extra Golden Rule (Be smart) and slight change to procedure for children who are late (to involve their parents more)

Curriculum Committee September 2011 agreed above additional rule plus amendment.

Curriculum & Standards Committee 13<sup>th</sup> September 2012:

- 1.3 – to include 'beyond the school' and 8.1 to clarify the reporting to governors.  
2.8 – inclusion of section giving reference to Education Act 2012 (effective 010912) which extends the power of staff to search a pupil without their consent.  
7.8 – inclusion of Exclusion appeals section per Education Act 2012 whereby if a parent is dissatisfied with the GB's decision, an independent review panel can direct the GB to reconsider.



## **Savile Park Primary School**

Curriculum and Standards Committee 22<sup>nd</sup> September 2014

Names of school personnel updated

8.1 headteacher now reports in each headteacher's report to the governors not annually.