



BEAUFORT HILL PRIMARY SCHOOL

Behaviour and Discipline Policy

**Considered and Approved by All Staff
May 2024**

**Submitted to Governors for Consideration and Approval
May 2024**

1 Aims and expectations

It is a primary aim at Beaufort Hill 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 shared 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 within a positive structure. It aims to promote an environment where everyone feels happy, safe and secure.

Good behaviour and discipline are paramount for effective teaching and learning to take place. We therefore teach values and attitudes as well as knowledge and skills. However, it must be acknowledged that if the school is to attempt to set boundaries of acceptable behaviour and to develop patterns of reward and sanctions, it must also be accepted that teachers and pupils live their daily lives in the wider community and they have to establish constructive relationships within the present world. One of the most important external influences is that of pupils and the home, and as such, regular communication with parents is vital in dealing with behavioural problems.

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.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way. We must ensure ALN pupils with emotional and behavioural difficulties have their needs assessed and met and that appropriate behaviour support plans are in place.

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. It must be underpinned by a positive ethos and good relationships between all involved in the school community.

1.6 The school rewards all good behaviour through our weekly Do-jo winner and Do-jo reward activities, 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 (THE POSITIVE SIDE OF DISCIPLINE)

In any disciplinary system the emphasis should be always on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. In any case, criticism should always include advice on how to improve and should be constructive in its approach.

Praise can be given in many ways including the following

- teachers congratulate children with a quiet word or encouraging smile;
- we nominate a child from each class to be ‘helper of the day’;
- each ‘SMART Pupil of the Week’ receives a certificate in the school assembly;
- a written comment on pupil's work, either in general terms 'well done', or in a more detailed way, picking out specific points or ideas that gave pleasure;
- teachers give children merit points for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school (Use of marks for behaviour, though can have an adverse effect on those excluded;)
- prizes which reflect endeavour or service to the community;
- use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes;
- a letter to parents informing them specifically of some action or achievement that deserves praise.
- The school acknowledges all the efforts and achievements of children, both in and out of school.
- Class Dojo treat
- Class Dojo end of term visit/treat/trip etc

Sanctions/ Punishments

2.1 Although the emphasis should be on encouraging good behaviour sanctions may be needed where a child has consistently failed to respond to requests. 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 make it clear to children the distinction between minor and more serious behaviour and the range of sanctions that will follow:

The following sanctions could be administered:

- Immediate checking of misbehaviour, including verbal and non-verbal indications of disapproval;
- Referral to Class Teacher/Deputy Head/Head;

Parental consultation organised by the Head. This should come at an early stage :

- We use a system whereby pupils who have not gained enough Dojo points may be prevented from attending the class end of half term treat or end of term celebration.
- It may throw more light on the problems behind the misbehaviour and of providing joint/consistent action between school and home, thus preventing the pupil from playing off one against the other;
- Placing on Report. This may be on a weekly or daily basis and required a comment from staff and/or from parents. It may be shown to a variety of staff, especially more senior staff or head;
- Loss of playtimes but under supervision and complete a reflection sheet;
- Loss of privileges, such as membership of clubs, the right to go on visits, membership of school teams and attendance at discos and evening activities run by the school. Loss of swimming and games at discretion of head who informs parents before hand;

The role of the Child

We expect them to be thoughtful towards others. This should be reflected in politeness in class, being considerate around the school and by showing good manners towards adults. Self-discipline is encouraged at all times.

- Children should respect their teacher by being ready to listen when a teacher comes into the room, to listen carefully to instructions in lessons, not to interrupt; to remember thank you, please, excuse me, and to make apologies where necessary. Use appropriate language.
- 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 in a position to work sensibly again with others.
- 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.
- The Head teacher should be informed at an early stage if a child consistently misbehaves and a weekly record will then be kept. He will support the class teachers and discuss future courses of action with them. Class teachers may seek the support of both deputy and head in matters of extreme bad behaviour.
- Children who consistently fail to respond will be recorded and parents invited to school to discuss a course of action. Serious matters will involve parents. Poor behaviour and attitude to work may stem from personal or background problems, which may need to be investigated.

- Children should walk quietly(not run), should allow staff through doors first, should not pass between two adults, should show the same respect to all staff as they do to their own teacher.
- When outside children should show care and consideration for others. Bullying and boisterous play will not be tolerated. The school's surroundings must be respected. If strangers visit the school, children should know how to welcome and help them. Children should show respect for furniture and school property and the grounds of the school
- When an incident occurs during a lunch-time the senior supervisor keeps a record of behaviour problems attempts solutions and informs the teacher Head or Deputy as necessary.
- Staff and children have worked together to formulate the following school rules .

School rules devised after consultation with the children is based on the following general assumptions:-

- Treat others the way you would like to be treated yourself
- Be polite, helpful and kind to all at school
- Think and act sensibly
- Listen carefully
- Keep our school clean and litter free
Walk in the school.

2.2 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. We do not condone retaliation either as this may be counter-productive. The school has a separate anti-bullying policy.

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. The class teacher discusses the school rules with each class. In addition, 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 'circle 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. Teachers should make sparing use of reprimands, criticising the behaviour not the pupil, being fair and consistent, avoiding sarcasm and idle threats. Teachers should avoid group

punishments or those that humiliate pupils. There is a potential for injustice when stereotyping pupils as ‘Trouble makers.’

3.3 The class teacher treats each child fairly in a caring and sympathetic manner and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding in the hope of improving behaviour.

3.4 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 him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

3.5 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 LEA behaviour support service.

3.6 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.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. 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.

3.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, *The Use of Force to Control or Restrain Pupils*. Staff at School have been teamed in Team Teach as a restrictive physical intervention programme. 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. Refer to the school policy on Restrictive Physical Intervention. The actions that we take are in line with government guidelines on the restraint of children.

PASTORAL ADVICE :

Pastoral advice forms an important part of the disciplinary framework of any school and involves every teacher.

Much of such counselling will be of an informal nature and all teachers have an important role to play. A prompt word of praise or the immediate checking of misbehaviour are important first steps in counselling, but it should also extend to the deliberate attempt to build up an understanding of, and relationship with, the pupil. This will make discussion of attitudes and criticism of poor achievement or behaviour acceptable. It should also provide an awareness of any underlying problems the pupil may have.

Class teachers have responsibility for the pastoral care of children within their class. It is their duty to take the necessary steps to sort out behaviour and disciplinary problems raised by other colleagues thus helping them with their understanding of the

pupil. Liaison between colleagues is important to ensure the children are treated fairly and with empathy.

4 The role of the head teacher

4.1 It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.

4.2 The head teacher 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 head teacher keeps records of all reported serious incidents of misbehaviour.

4.4 The head teacher 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 head teacher 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. This may throw more light on the problems behind the misbehaviour and provides joint/consistent action between school and home, thus preventing the pupil from playing off one against the other;

5.2 We explain the school rules in the school prospectus, and we expect parents to 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 the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 head teacher in carrying out these guidelines.

6.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher 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 head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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 head teacher informs the LEA 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 head teacher.

7.5 The governing body has a discipline committee. It 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 LEA, and consider whether the pupil should be reinstated.

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

8 Monitoring

8.1 The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/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 incidents when asked.

8.3 The head teacher 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 two years. 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.

Signed: P.T. Brookman : _____
HEADTEACHER

Signed : J.Hillier : _____
CHAIR OF GOVERNORS