

BEHAVIOUR AND DISCIPLINE

POLICY

Reviewed - January 2011

OVERVIEW

As stated in the City of Liverpool 'Advice to Headteachers and Chairs of Governors':

"Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way. All areas of their application must be monitored routinely to satisfy legal requirements under Race, Disability and Gender Discrimination law."

1. Aims and Objectives

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

The school rewards good behaviour, as we believe that this will help to promote an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

1. To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To use good behaviour to promote community cohesion.
6. We treat all children fairly and apply the behaviour policy in a consistent way.
7. This policy is to enable children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of our school community.

2. Strategies

1. The school rules will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
4. Children will be taught to be polite, respectful, well-mannered, and obedient and well-behaved.
5. The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is held to be responsible for the good behaviour of the children in their care.
7. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the Headteacher who will agree an appropriate strategy of help and support.
8. The Headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
9. When there is a serious problem with a learner's behaviour, the Headteacher will, where appropriate, involve outside agencies.
10. In extreme cases, a learner's unacceptable behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines, e.g. consistent physical aggression towards pupils or staff.

3. Rewards and punishments

We praise children for their good behaviour in a variety of ways:

- Teachers congratulate children for good work and good behaviour
- Teachers give 'smiley faces'
- Each week the child/children with the most 'smiley faces' in each class are nominated to be the 'star of the week'.
- Each 'star of the week' is congratulated in the Friday reward ceremony and receives a 'Pupil of the Week' badge. Their names are displayed on the Award board outside the Headteacher's office

- Multiples of 15 'smiley faces' (up to 45 smiley faces) are rewarded with a bronze, silver and then gold star badge
- There after 60 and 75 'smiley faces' are rewarded with certificates and a 'praise pencil'
- Children who have produced what is considered to be an outstanding piece of work for them receive a Headteacher badge and certificate and their photograph is displayed on the award board
- Certificates relating to SEAL (social & emotional aspects of learning) topics are given to children who it is considered to have applied the particular aspect of SEAL to their behaviour i.e. sorting out a problem after a disagreement
- Children who achieve 90 'smiley' faces in one academic year are rewarded with a £5 gift voucher
- 45 minutes of each Friday afternoon is devoted to 'Golden Time'. This is child initiated time.

4.2 The school acknowledges all efforts both at school and at home. Children are encouraged to bring certificates from out of school activities for copies to be displayed on our Celebration board.

4.3 The school employs a number of different sanctions to enforce the school rules and to ensure a safe and positive learning environment. Each sanction is employed appropriately to each individual situation. The class teacher discusses the school rules with their class. The school rules are displayed in the classroom; the playtime 'golden' rules are displayed both in the cloakrooms and on the play areas. Any instances of anti-social behaviour are discussed with the whole both at circle-time and in assembly.

4. School Rules

- Treat other children and adults with respect - keep hands, feet and objects to yourself
- Be kind to each other - no swearing, name calling or hurtful teasing

- Put your hand up to answer questions and let others get on with their work
- Look after each other's property - do not take things that belong to others
- Always try your best - work quietly
- No running in the school building

Playtime Golden Rules

- Play games that everyone can share
- Be gentle, do not be rough or hurt others
- Be kind, say nice things and do nice things
- Try to solve a problem with a friend or member of the Lister playground squad

5. Behaviour in the Classroom

Good behaviour is expected in the classroom at all times but we have a consistent approach to instances when behaviour is deemed unacceptable

- Verbal warning
- Child's peg can be moved along a series of 10 spots - each spot signifies loss of 1 minutes play
- Teacher informs parent at home time
- Involvement of Headteacher

6. Behaviour at Lunchtime

- The same expectations of good behaviour apply at lunchtime. However, if a child demonstrates poor behaviour the child will walk with the mid-day supervisor for 5 minutes. For a more serious breach of behaviour the child will be taken to the Headteacher and their parents will be informed by letter at the end of the school day. Two or more instances of poor behaviour at lunchtime will result in the loss of 'Golden Time'.

- Golden Time may be lost in 5 minute blocks for consistently poor behaviour either in the classroom, at playtime or at lunchtime.

7. The Role of the Class Teacher

- 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 teachers in our school have high expectations of the children in their care both in behaviour and attainment and they strive to ensure that all children work to the best of their ability
- The class teacher treats each child fairly and enforces the school rules in a consistent manner. The class teacher treats all children in their class with respect and understanding.
- If a child repeatedly misbehaves in class, the class teacher will speak to the parent. However, if poor behaviour continues, the class teacher will seek support from the Headteacher and a daily target sheet may be implemented.
- The class teacher will keep a record of any times they have needed to speak to a parent regarding the poor behaviour of their child
- In the event of serious aggressive behaviour by a child towards either other children or staff teachers and/or support staff must complete an incident pro-forma (Appendix 1 - staff), (Appendix 2 - pupil) and give it to the Headteacher.

8. The role of the Headteacher

- It is the role of the Headteacher, under the Schools 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

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting they staff in the implementation of the policy.
- The Headteacher keeps records of all reported incidents of misbehaviour or aggression towards pupils or staff
- The Headteacher has the responsibility for giving fixed term exclusions to individual pupils for serious acts of misbehaviour or aggression towards pupils or staff. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both of these actions are taken after every effort has been made to support the child. The Chair of governors will be notified in the event of either of these actions being taken by the Headteacher.

9. The Role of Parents

- The school works collaboratively with the parents, so children receive consistent messages about how to behave at school and at home.
- The school rules are explained in the school prospectus and we expect parents to read these. From time to time children may hit one another in a moment of frustration. We ask parents to tell their child **NOT** to hit back if they have been hurt but to tell an adult. Hitting back will escalate the problem and result in all parties being punished.
- 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 will inform parents immediately if we have any concerns regarding their child's behaviour.
- If the school has to implement our disciplinary procedure, we expect parents to support the actions of the school. If parents have any concerns about the way their child has been treated, they should contact the class teacher first. If concern remains, they should contact the Headteacher. If this does not resolve the problem, a formal grievance or appeal process can be implemented.

1. The Role of Governors

- 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.
- The Headteacher has the day to day authority to implement the school behaviour and discipline policy but governors may advise the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

14. Fixed-term and Permanent Exclusions

- Only the Headteacher (or in her absence the Deputy Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed-term exclusions, for up to forty five 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 to a permanent exclusion if the circumstances warrant this.
- In the event of a permanent or fixed term exclusion the Headteacher informs the Local Authority and the Governing Body.
- The Governing Body cannot either exclude a pupil nor can they extend the exclusion period made by the Headteacher.
- The Governing Body has a disciplinary committee which is made up of between two and three members. This committee considers any exclusion appeals on behalf of the Governors.
- Then an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded. They must also consider any representation made by parents and the Local Authority and whether the pupil should be reinstated.

- If the *Governors' Appeals* panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

15. EXCLUSION

Exclusion will only be considered in extreme circumstances. Instances which will result in exclusion are:

- Continued failure to respond to help and support to improve behaviour
- Targeted assault of another child
- Targeted assault of a member of staff

16. Monitoring

- 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 recommendations for any improvements needed.
- The school keeps a variety of records of incidents of misbehaviour e.g. copies of letters sent home to parents are kept. We also have a behaviour book in which incidents of inappropriate behaviour are noted.
- The Headteacher keeps a record of any pupil who is excluded for a fixed-term or permanently.
- It is the responsibility of the *Governing Body* to monitor the rate of fixed-term and permanent exclusions and to ensure that the school policy is administered fairly and consistently.

17. Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high

standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.

APPENDIX 1

LISTER INFANT SCHOOL

INCIDENT AGAINST STAFF REPORT

Please give a brief explanation of incident, any injuries incurred and by whom.

Date:

Child's Name:

Class:

Signed :

APPENDIX 2

LISTER INFANT SCHOOL

INCIDENT AGAINST PUPIL REPORT

Please give a brief explanation of incident, any injuries incurred and by whom. Please give full names of pupils involved.

Date:

Child's Name:

Class:

Signed :