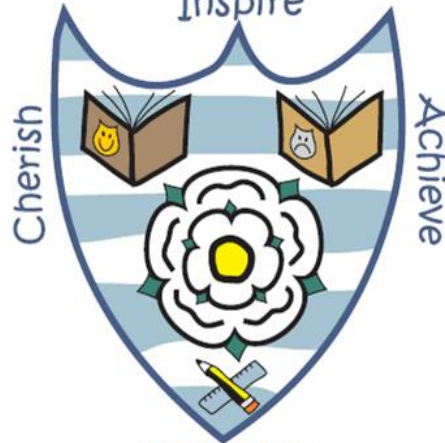


Birkwood Primary

Inspire



Together
School

Behaviour and Discipline Policy

UPDATED FEBRUARY 2010

Our Vision

At Birkwood Primary School, the happiness and well being of our children is paramount and we hope to instil in them a life-long love of learning and respect for both themselves and others.

We aim to inspire our children by providing a curriculum that is creative, that responds and enables children to lead their own learning; that equips them with the skills required for the 21st Century, for example, problem solving, higher order thinking skills, team work and co-operation.

We aim to cherish our children by trying to look after and respect each other at all times. We aim to provide a caring environment, where all are inspired and empowered to achieve their true potential as unique and valued individuals.

We aim for our children to achieve the best that they can, by challenging and supporting them. The progress in all key stages will reflect the commitment of our teaching and support staff who will work hard to achieve high standards in behaviour and achievement in all areas of the curriculum.

We will be creative and flexible in providing a positive approach to learning in a safe, stable and exciting environment that will nurture each child's individual needs. We want our school to be a welcoming, caring and safe place, a family community working in harmony.

Our motto is:

'Inspire, Cherish Achieve together.'

1 Aims and expectations

- 1.1 It is a primary aim of Birkwood 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 and discipline 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 Birkwood Primary School has a newly established Vision Statement which is at the core of all we do; all stakeholders are supportive of this shared vision for our school.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others and support the vision.
- 1.5 This policy aims to help children grow in a safe and secure environment and to become responsible and positive members of the school and wider community.
- 1.6 The school rewards and celebrates good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Expectations

Through the following expectations we aim to encourage respect for everyone:

- Self discipline and independence with or without supervision.
- The addressing of everyone politely and respectfully.
- Listening attentively.
- Respect for each other, co-operation and courtesy.
- Quiet careful movement around school, observing rules and safety.
- Safe activities in the playground.

- Care for the school environment, their own property and that of others.
- Good manners at all times.
- Trying our best at all times.

It is recognised that these expectations are ideals but we agree that all have a responsibility to encourage our children to approach them as closely as possible in terms of behaviour.

The expectations of children are:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

The expectations of staff are:

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual
- To be aware of their (special) needs.
- To offer a framework for social education.

2 Rewards and sanctions

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

- teachers congratulate children and give stickers;
- each week a child is nominated from each class to be 'star of the week';
- each 'star of the week' receives a certificate in the school special assembly;
- an overall 'superstar' of the week is awarded and a certificate is presented in Assembly, this is also shared on the weekly newsletter;
- a child is nominated from each class for a special mention award and receives a certificate in the school special assembly;
- children are sent to the Headteacher to share special work and achievements.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding pupil achievement out of school, for example, music or swimming certificates.

2.3 The school employs a number of sanctions to enforce expectations and to ensure a safe and positive learning environment; each individual case is considered on its own merits. Please see Appendix 1.

- 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 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.
- 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 adheres to the Anti-bullying policy.

2.4 Each class also has its own classroom code linked to Investors in Pupils, 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 is expected.

2.5 The school has a zero tolerance of bullying of any kind; please refer to the 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 and during assemblies.

3.2 Class teachers 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 classroom code consistently. The teacher treats all children in their class with respect and understanding.

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 Headteacher or Deputy Headteacher.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

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.

- 3.7** Teachers adhere to the guidance set out in the Code of Conduct and Practice for registered teachers published by the General Teaching Council, effective from 1st October 2009.

4 The role of the Headteacher

- 4.1** It is the responsibility of the Headteacher to implement the school behaviour and discipline 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 authority, in consultation with the Chair of Governors, for giving fixed-term exclusions 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 (this is currently in the process of being updated), 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 (this is currently in the process of being agreed). 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, parents should contact the Headteacher and subsequently school governors, if they are not satisfied. 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 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 authority 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.

8 Monitoring

- 8.1 The SMT 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, make recommendations for further improvements.
- 8.2 The school keeps formal and informal records of incidents of misbehaviour. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour.
- 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 exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Monitoring and 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. This policy will be reviewed in March 2012.

Signed _____ Headteacher Date _____

Signed _____ Chair of Governors Date _____

APPENDIX 1

	Behaviour	Sanctions	Comments
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Stage 1	Aggravations Calling out, interrupting teacher when talking to whole class, interrupting / distracting other pupils, ignoring minor instructions, talking with other pupils, silly noises, pushing in line.	Reminder of right way to behave Minimal Eye contact Frowns Proximity Reminders Change of seating	Not recorded. Teacher speaks informally to parent. After several repetitions within a certain time period eg 3 incidents in a morning, a warning is given that the next time it will be viewed more seriously, with Headteacher involvement.
Stage 2	Less Serious Wandering about, eating sweets, and not responding to teacher's requests to work. Being more disruptive, deliberately creating a disturbance. General refusal to do set tasks. Accidental damage through carelessness. Dallying. Cheek, off-handed comments Minor challenge to authority. Swearing. Annoying other children.	Separation from the rest of the class group. Writing a letter of apology. Child to stand apart from class group and rejoin when they feel ready to do so. (Mainly in assembly or larger group times) Completing unfinished work at playtime. Time out of class as appropriate 1/2/3/4/5 minute detention. Headteacher involvement - speaks to child.	Discussion with child about behaviour. Reminder of right way to behave. Class teacher speaks to parents. Reminder that incident is being recorded in Headteacher's file, and that parents will be contacted by the Headteacher unless there is an immediate improvement.
Stage 3	More Serious Deliberately throwing small objects with intention of breaking them. Harming someone. Damaging school/ pupil's property. Leaving class without permission. Repeated refusal to do set tasks. Continued or more serious cheek / challenge to authority. Harmful / offensive name calling. Bullying.	Exclusion from class. Entry in Headteacher's file. Pupil encouraged with praise and stickers for improvement. Monitoring form if judged necessary. Headteacher involvement with pupil and <i>warning of exclusion</i> if misbehaviour continues. <i>Possibility of exclusion.</i>	Recorded in Headteacher's file. Contact with parents by Headteacher through standard letter. Parents offered meeting to discuss behaviour and sanctions. Placing on SEN register.
Stage 4	Very Serious Repeatedly leaving classroom without permission. Fighting or intentional physical harm to another child. Throwing large dangerous objects. Serious challenge to authority / lack of respect / verbal abuse to any member of staff. Vandalism. Stealing. Persistent bullying.	Requires immediate involvement of Headteacher with child and parents. Telephone call / meeting with parents at end of day (if available) / letter to parents. <i>Exclusion</i> for lunch time period(s) / minimum of 1 day, as appropriate - immediate if judged necessary.	Recorded in Headteacher's file. Formal contact with parents by Headteacher. Moving to School Action Plus on SEN register. Possibility of involvement of outside agencies
Stage 5	Extremely Serious Extreme danger of violence. Very serious challenge to authority. Verbal / Physical abuse to any staff. Persistent bullying. Running out of school.	Parents contacted to collect child <i>Immediate exclusion.</i> Fixed term - up to days.	Possibility of permanent exclusion in future.