



Everyone **S**mile **H**ere.
Esh Church of England Primary School.

‘Building Together’

Behaviour and Discipline Policy

Approved by Local Governing Body: November 2023

Review date: November 2024

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1.0 Christian Ethos and Vision

At Esh C.E. Primary School our Christian Vision is 'building together'. In the story of the wise and foolish builders, Matthew 7: 24-27, we are told that following the teachings of Jesus gives us a firm foundation for life. These teachings form the basis of our behaviour strategies. We believe in having simple, clear rules that everyone can understand and are applied compassionately. Ecclesiastes 4: 9 – 10, 12 talks about helping each other up when we fall, and working together. We believe that everyone should be supported when they make mistakes and helped to learn and develop. We do this by working and building together. This makes us stronger as a community.

2.0 Aims and Expectations

It is a primary aim of our Trust that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our values are built on mutual trust and respect for all. The behaviour policy is therefore designed to support the way in which all members of our schools can live and work together in a supportive way. It aims to promote environments where everyone feels happy, safe and secure.

Our schools have a number of 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 our school communities in aiming to allow everyone to work together in an effective and considerate way.

We expect every member of their school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

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.

We reward good behaviour, as we believe 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.

3.0 Rewards and Punishments

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

- teachers congratulate children;
- teachers give children 'Dojo' points;
- special bronze, silver and gold awards for achieving set amounts of dojo points;
- each week we nominate two children from each class to be 'STAR of the week';
- we distribute rewards to children either for good work or behaviour or to acknowledge outstanding effort or acts of kindness in school;
- we acknowledge all the efforts and achievements of children, both in and out of school;
- messages home to parents.

Schools employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Each sanction is applied 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 s/he calms down, and is in a position to work sensibly again with others.

Sanctions are as follows:

Verbal warning – Where a child is not following school rules in class, or on the yard, they will be spoken to by an adult and warned about their behaviour.

Final warning – Where the behaviour is not corrected, the child will be given a final warning.

Sanction- If the behaviour still persists, the child will miss the following playtime to reflect on their choices.

See Head Teacher

Parents involved/Letter sent home - If the behaviour persists the parents will be called in to discuss the problem.

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 class teacher discusses the school rules with each class:

1. Be kind, polite and respectful to all staff and pupils.
2. Always walk through the school building and onto/from the yard.
3. Look after property: your own, the school's, and other people's.
4. Always line up quietly: when coming into the hall and back into school at the end of breaktime.
5. Listen: to each other, and members of staff.
6. Always try your best, even when something is difficult

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 schools. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The Trust 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. Whilst 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 for more detail).

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. Staff 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.

4.0 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 Trust 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.

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.

If a child misbehaves repeatedly in class, 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.

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.

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.

5.0 The Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the Trust behaviour policy consistently throughout their school, and to report to governors, CEO or Trust Board, 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 their school.

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.

The headteacher keeps records of all reported serious incidents of misbehaviour on electronic word documents or the school MIS system.

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 CEO has been consulted.

6.0 The Role of Parents/Carers

Each school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents are made aware of the school rules in the school information pack handed out when starting school, and we expect parents to read these and support them.

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 schools inform parents immediately if we have concerns about their child's welfare or behaviour.

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 Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, which will be dealt with by the Trust Board.

7.0 The Role of Trust Board/Governing Body

The Trust Board and Local Governing Body have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The trustees and 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 trustees and/or 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.

8.0 Fixed-Term and Permanent Exclusions

Any temporary or fixed term exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident). The headteacher will inform the CEO of any temporary or fixed term exclusions.

Permanent exclusions are carried out in consultation with the Trust CEO and require the approval of the Trust Board.

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 Trust Board. The school informs the parents how to make any such appeal.

The headteacher informs the Trust Board and Local Governing Body, and Local Authority, about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

9.0 Monitoring

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

The school keeps a variety of records of incidents of misbehaviour. Class teachers record any incidents of misbehaviour reported to parents on the School MIS system, Scholarpack or on CPOMs. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body/Trust Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10.0 Review

The Trust Board reviews this policy every two years. They Trust may, however, review the policy earlier than this, if the government introduces new regulations, or if The Trust Board receives recommendations on how the policy might be improved.

11.0 Approval by Melrose Learning Trust Board

This policy has been formally approved and adopted by the Board

Signed:



(Chair of Trust Board)