

# Brady Primary School

# Behaviour and Discipline Policy



'All children can learn considerably more'



## **Aims of Brady Primary School**

### **“All children can learn considerably more”**

At Brady Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

### **Equal opportunities and Inclusion**

At Brady Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices.

Through a child centred approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.



## **Aims and Expectations**

**1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way 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 rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 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.

**1.5** This policy aims to help children 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Rewards and punishments.**

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

- Teachers congratulate children.
- Teachers use their own reward system.
- We award Class DOJO points for consistent good work/behaviour or acts of kindness
- Attendance rewards for classes or individuals

**2.2** The school acknowledges all efforts and achievements of children, both in and out of school.



**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 each sanction 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 the 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 he/she calms down, and is able 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 child, 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.

**2.4** The class teacher discusses the school rules with each class. 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. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

**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.

**2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain or 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.

**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 classes, and that their classes behave in a responsible manner during lesson time.

**3.2** The class teachers in our school have high expectations of the children with regard to 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. The teachers treat all children in classes 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.

**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 whole-school policy. The class teacher may also contact a parent if there are concerns about behaviour or welfare of a child.

**The role of headteacher.**

**4.1** As stated in Section 89 of the Education and Inspections Act 2006, the headteacher must set out measures in this behaviour policy which aim to:

- Promote good behaviour, self discipline and respect;
- Prevent Bullying;
- Ensure that pupils complete assigned work

And which

- Regulate the conduct of pupils

**4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

**4.3** The headteacher keeps records of all reported incidents of bullying and racism.

**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. These actions are taken only after the school governors have been notified and the LEA has been informed.



### **The role of parents.**

- 5.1** The school collaborates actively with parents, so children receive consistent messages about how to behave at home and school.
- 5.2** We expect parents to support their child's learning, and to cooperate with the school. 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.
- 5.3** If the school has to use reasonable sanctions to punish a child, 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 initially contact the class teacher. If the concern remains, they should follow the guidance of the Complaints Procedure.

### **The role of governors.**

- 6.1** The governing body has responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 6.2** The headteacher has the day-to-day authority to implement the schools policy on behaviour and discipline, but governors may give advice to the headteacher about particular issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions.**

- 7.1** We do not wish to exclude any child from school, but sometimes this may be necessary. In such cases, current government guidance will be followed.
- 7.2** Only the headteacher (or acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. All of this is undertaken in partnership with the school's governing body.
- 7.3** If the headteacher excludes a child, 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.
- 7.4** The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.



**7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

**7.6** The governing body considers any exclusion.

**7.7** When the Governing Body meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

**7.8** If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

**Drug and alcohol- related incidents.**

**8.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medicine to be brought in. This should be taken directly to the school office for safe keeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

**8.2** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardian of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The child protection officer will complete safeguarding documentation and police and social services will be informed. Permanent exclusion may follow if deemed necessary.

**8.3** If a child is found to be suffering from the effects of alcohol or any other substances in school, arrangements will be made for the child to be cared for, the matter will be reported by the child protection officer to social services and advice sought.

**8.4** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by an exclusion. The child will not be readmitted to the school until child protection procedures have been followed and Police are informed. Permanent exclusion may follow.

**8.5** If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from school. The police and social services will also be informed.

**Weapons.**



**9.1** It is forbidden for anyone, adult or child to bring onto the school premises a knife or weapon. Any child who is found to have brought to school any type of weapon will be punished by temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the situation with the headteacher and appropriate plans put into place. Police and Social Services will be notified where deemed necessary.

### **Confiscation of inappropriate items**

10.1 The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. (Section 94 of the Education and Inspections Act 2006). It is the decision of the headteacher as to what must be done with the confiscated item.

10.2 Power to search without consent for prohibited items including:

Knives and weapons

Alcohol

Illegal drugs

Stolen Items

Tobacco and Cigarette papers

Fireworks

Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

Any item banned by the school rules which has been identified as an item which may be searched for.

Section 550ZA (3) of the Education Act 1996 sets out what must be done with prohibited items found as a result of a search.

### **Monitoring and review.**

**11.1** The headteacher 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 improvements.





**11.2** The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents.

The headteacher 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 incident.

**11.3** The headteacher keeps a record of any child who is suspended for a Fixed-term, or who is permanently excluded.

**11.4** 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance “The Duty to Promote Race Equality: A Guide For Schools”, and that no child is treated unfairly because of race or ethnic background.

**11.5** The governing body reviews this policy every two years. The 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.

**Review**

This policy will be reviewed every two years by the Teaching and Learning Committee. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body committee.

Chair of Governors ..... Date .....

Headteacher ..... Date .....