



Rettendon Primary School

Policy on Behaviour and Discipline

1 Aims and objectives

- 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 and well. 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 in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which 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 together in an effective, safe and considerate way.
- 1.3 We strive to become a respectful and courteous learning community by embracing the following school values:

Honesty

Tolerance

Fairness

Responsibility

2 Rewards and Punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- Adults congratulate children
 - Adults give stickers and stamps in recognition
 - Children earn weekly 'Golden Time'
 - Older children can work towards longer term rewards (certificates and badges)
 - Children are invited on a rewards outing
- 2.2 The school does not aim to control behaviour by a strict regime of punishment. Instead, staff give time to children to be reflective about their behaviour through warnings and discussion. Only when unsociable or disruptive behaviour becomes repetitive, hostile or dangerous are sanctions used. Bullying or racism is always reported to the Governing Body.
- 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. 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.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school values are enforced in their classes, and that their classes behave in a responsible and respectful manner during lesson time.
- 3.2 The class teachers in our school use the Home School Link Book to liaise with parents and carers about pupil behaviour.
- 3.3 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 a social worker, police or the LA's behaviour support service.
- 3.6 The class teacher may keep a child 'behind' after school up to 10 minutes without parental consent. This time will be spent discussing or reflecting behaviour with the teacher in a confidential setting if necessary. Not all issues can be successfully dealt with during teaching hours because it interferes with learning.

4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school. 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.
- 4.5 The Headteacher may keep a child 'behind' after school up to 10 minutes without parental consent. This time will be spent discussing or reflecting behaviour with the Headteacher in a confidential setting if necessary. Not all issues can be successfully dealt with during teaching hours because a teacher may need to be free to discuss the issue alongside the child and Headteacher.

5 The role of parents and carers

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules on induction, and we expect parents and carers to support them.

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 adhering to these guidelines.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions. Full guidelines on exclusions are available from the school, government and authority websites.

Drug/alcohol and weapon related incidents

- 8.1 It is the policy of this school that no child should bring or fashion any drug/weapon paraphernalia, legal or illegal, genuine or replica, to/in school. This may result in exclusion and information being passed to the police. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken

directly to the school office for safekeeping. 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/sharing/promotion of any substances/resources (legal or illegal, genuine or replica) such as glue, solvents, gas, alcohol or similar. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances and/or related paraphernalia (genuine or replica) into school will be punished by a fixed-term 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 incident with the headteacher. Information will be passed to the police and social care via referral. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home/hospital and information being passed to the police child protection officer.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances/weapons into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

- 9.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Signed: J Barber

Date: November 2013