

|  |  |
| --- | --- |
| **Infants:**  Etsome Terrace,  Somerton, TA11 6LY  Tel: 01458 272537  office@somerton.somerset.sch.uk | **Juniors:**  School Lane, Kirkham St.,  Somerton, TA11 7NL  Tel: 01458 272587  office@monteclefe.somerset.sch.uk |

BEHAVIOUR AND DISCIPLINE POLICY 2015/16

|  |  |
| --- | --- |
| Headteacher: Mr. David Norton | Chair of Governors: Mr. David Speed |

This policy has been approved by our Governing Body.

Signed: …………………………………………………….. Chair of Governors

Date: …………………………………………………………

The Behaviour and Discipline policy operates in conjunction with the following policies:

Anti-bullying policy; Exclusion policy; Special Educational Needs policy; Equal

Opportunities policy; Attendance Policy; Safeguarding and Child protection policy,

Disability Discrimination Scheme

Aims and expectations

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. 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 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 where everyone feels happy, safe and secure.

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

The Governing Body has a duty under s175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

King Ina Church of England Academy Principles of Behaviour

* Every child has the right to learn but no child has the right to disrupt the learning of others.
* Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
* The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
* Whole school approach to discipline with a clearly defined code of conduct.
* It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
* We will seek to give every child a sense of personal responsibility for his/her own actions.
* Effective communication systems
* Where there are significant concerns over a pupil’s behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
* Early support for developing problems.
* Strategies may be recorded in an Individual Education plan or where there is a high level of concern, a Pastoral Support Plan.
* Bad language is considered to be unacceptable behaviour.
* We will seek advice and support from appropriate outside agencies.
* Staff will keep abreast of current issues and initiatives.
* School staff will constantly seek to inform themselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
* Corporate approach but with due regard for individual circumstances.
* Opportunities for responsibility and recognition for non-academic achievement.

In all disciplinary actions it is essential the child knows that it is the behaviour which is unacceptable, not the child as a person.

The school has a number of school 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 the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We expect children to listen carefully to instructions during lessons. We expect children to try their best in all activities.

Staff aim to promote positive self-esteem by:

* Providing opportunities for children to work at their own level in order to achieve success.
* Helping children gain confidence in their own ability and motivating children to improve their performance.
* Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

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, firstly, by discussion with the children involved. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

The school does not tolerate the use of inappropriate language in either the playground or classroom. Children who swear, will be told it is not acceptable and a letter sent home to parents. In extreme cases the class teacher may wish to speak directly to parents and gain their help in reinforcing this rule with their children. Letters sent regarding this issue will be recorded on the child’s record.

Rewards

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

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

* teachers congratulate children;
* teachers give children house points;
* certificates are given out in the weekly school achievement assembly;
* each class acknowledges a star pupil of the week (Juniors)
* at the end of the school year each class teachers chooses children who have shown good effort for an end of year prize. This is recorded in the school year book.
* Headteacher’s letter sent home.

The school acknowledges all the efforts and achievements of children. This information is recorded via the school information management system (SIMs).

**Discipline**

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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.

If children do not listen carefully to instructions in lessons a staff member will ask them to move closer to the person giving the instructions. If a child continues not to listen they will be asked to sit on their own.

If a child does not try their best in all activities they will be encouraged to repeat the task.

If a child is disruptive in class, the teacher will reprimand him/her. If a child misbehaves repeatedly, the child will be isolated from the rest of the class until he/she 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, either by use of the TA, placing the child in another class or referring them to the head teacher.

We expect good behaviour at the social times of the day particularly lunchtimes. In extreme cases where children do not behave well at lunchtimes, parents will be asked to take them home for lunch and return them at the start of the afternoon session.

If a child threatens, hurts or bullies another pupil or member of staff, the class teacher records the incident and the child is disciplined. 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.

The role of the class teacher

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriuculm matched to children’s varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

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 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 the school with respect and understanding.

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 the incidents. However, if misbehaviour continues, the class teacher will seek help and advice from the headteacher.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (s91 Education and Inspections Act 2006). This power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can confiscate pupil’s property.

The class teacher liaises with the SENCO who will contact external agencies, as necessary, to support and guide the progress of each child. The issues can also be raised at the regular SEN consultation meetings. The class teacher may, after consulting the headteacher, discuss the needs of a child with the education social worker or LA 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.

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 only intervene physically to restrain children 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. Staff will receive regular training in this area.

**Support Staff**

All non teaching staff must treat each child fairly and enforce the Code of Conduct consistently and treat all children in their group with respect and understanding. Support staff should report any significant incidents back to the class teacher.

The role of the Headteacher

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 Directors, 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 and staff in the 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 has access to records of all reported serious incidents of misbehaviour via the school information management system (SIMs).

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 whilst in consultation with the school Directors.

Only the headteacher (or the acting headteacher) has the power 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.

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.

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.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We aim to welcome parents into school and make them feel valued and develop good communication between parents and school.

We explain the school rules in the school information pack, 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. 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.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. Parents for example, may find that their children are disciplined by missing their playtime, or miss out on golden time in class, lose privileges etc., as a way of understanding their unacceptable behaviour. 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 head teacher. If these discussions cannot resolve the problem, the issue should be referred to the school Directors via a letter to the chair of Directors, a formal grievance or appeal process will then be implemented.

Parents can arrange to see their child’s class teacher by appointment if they wish to do so.

Staff welcome early contact if parents have a concern about their child’s behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

* By ensuring that pupils arrive punctually for the start of the school day.
* By ensuring that pupils have appropriate dress for school and P.E so as to take a full part in all school activities.
* By supporting the school in our policy that all pupils are expected to behave in a responsible manner, towards themselves and others, showing consideration, courtesy and respect for other people at all times.
* By ensuring that pupils show a proper regard for other people’s property, buldings and the environment.
* By ensuring regular attendance at school and avoiding unnecessary pupil absence.

The role of Directors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness and to provide clear advice and guidance to the head teacher. The Directors 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 Directors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The Board of Directors itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The Board of Directors has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Directors.

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.

If the Directors’ appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

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

**Pupils:**

* Should move in an orderly manner around school;
* Show respect for people and property
* Take responsibility for their own actrions
* Be polite, considerate and caring.

The following behaviour is considered to be unacceptable:

* Bullying – individual or group; verbal or physical abuse; taunting; mimicking (including cyberbullying
* Aggression towards pupils and adults
* Swearing and rudeness
* Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

* Control their feelings
* Take turns and share
* Learn to interrupt only if, and when, appropriate
* Listen and respond immediately to the teachers voice
* Work independently and co-operatively and without disturbing others

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions, however they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them.

Concentrating on pupils’ failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

**Ten simple guidelines for positive behaviour management**

* Establish a friendly, positive supportive relationship with the pupils in your care.
* Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
* As soon as it occurs, reward positive behaviour with attention and praise.
* Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils’ behaviour before discipline is needed.
* Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
* Know what sanctions you can use, but try to avoid using them.
* Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
* Avoid telling a pupil off in public.
* Avoid the use of sanctions when support strategies will suffice.
* Use the school’s monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupils’s needs and those of the whole school.

Confiscation of Inappropriate Items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment and protects themn from liability for damage to, or loss of, any confiscated items.

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

**Use of Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to provent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipoline in the classroom. All staff have Positive Manual Handling training.

Please note: Parental consent is not required to restrain a pupil

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis; he also reports to the Board of Directors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Review

The Board of Directors reviews this policy every three years. The Directors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Board of Directors receives recommendations on how the policy might be improve.