



WYE FOREST FEDERATION ST.BRIAVELS AND REDBROOK PRIMARY SCHOOLS

Name of Policy: Behaviour and Discipline Policy

Date _____

Review Date _____

Signed _____ (Executive Headteacher)

Signed _____ (Chair of Governors WFF)

Date of Review: _____

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Wye Forest Federation

BEHAVIOUR AND DISCIPLINE POLICY 2015

1 Aims and expectations

- 1.1** It is a primary aim within the Partnership that every member of the school communities feels valued and respected, and that each person is treated fairly and well. We are caring communities, whose values are built on mutual trust and respect for all. The Partnership's behaviour policy is therefore designed to support the way in which all members of both schools can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure – and can learn well?
- 1.2** The schools have 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 communities in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The schools expect every member of the school Partnership 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 to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school communities.
- 1.6** The schools reward good behaviour, as they 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.

2 Rewards and punishments

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children using the 'Good to be green' system;
 - teachers give children 'green cards' for consistent good work and for positive behaviour which contribute points to their school tree houses;
 - The Executive Headteacher/Senior teacher records those incidents where a child is sent to her with a red card; the child puts his/her card in the tree house box and this is deducted from the total. If a child receives three red cards a letter is sent home to parents.
- 2.2** The schools employ 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 a task.
- If a child is disruptive in class, the teacher uses the 'Good to be Green' system. If a child misbehaves the teacher uses his/her discretion and can 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 gives the child a red card. The child has to take this slip to the Executive Headteacher/senior teacher who records the incident and decides if a red card is necessary.

2.3 The class teacher reminds the children of the need for school rules with their 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 Partnership knows the standard of behaviour which we expect in our schools. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'

The schools do 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 in line with our Anti-bullying policy. We do everything in our power to ensure that all children attend school free from fear. We recognise that children should be protected from E-bullying . (Refer to E-Safety policy.)

2.5 All members of staff are aware of the regulations regarding the use of force by teachers. Teachers 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.

3 The role of the class teacher and other adults

3.1 The class teachers in our schools 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.

3.2 It is the responsibility of the class teacher to ensure positive expectations of behaviour, positive methods etc. - and to foster good relations between children and between children and adults - that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

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 uses the 'Good to be Green system' and seeks help and advice from the Executive Headteacher/Senior teacher, if required.
- 3.5** The class teacher liaises with the SENCO, 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 SENCO who will advise on appropriate behaviour modification programmes.
- 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.

4 The role of the Executive Headteacher

- 4.1** It is the responsibility of the Executive Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the Partnership, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Executive 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 Executive Headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The Executive 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 Executive Headteacher may permanently exclude a child. Both these actions are only taken after the relevant 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 for each school, 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. 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 one of the schools has to use reasonable sanctions to punish a child, we expect parents to 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 then contact the Executive Headteacher. In the event that parents continue to have concerns then they should then contact the relevant school governors. 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 bodies have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The relevant governors support the Executive Headteacher in carrying out these guidelines.
- 6.2** The Executive Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Headteacher about particular disciplinary issues. The Executive Headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1** Only the Executive Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the Executive Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive 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 Executive Headteacher informs the LA and the relevant 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 Executive 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 Executive Headteacher must comply with this ruling.

8 Monitoring

8.1 The Executive Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to both governing bodies on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The Executive Headteacher (or senior teacher) records those incidents where a child is sent to her with a red card.

8.3 The Executive Headteacher (or senior teacher) 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 each individual governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

9.1 Both governing bodies review 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.

Signed:

Date: