

HOLLINGWOOD PRIMARY SCHOOL

POLICY ON BEHAVIOUR AND DISCIPLINE

Aims and Objectives

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. This policy is built on an understanding of rights and responsibilities and aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community with proper regard for authority.

Our behaviour policy is positive and aims to reward and reinforce good behaviour, rather than merely deter poor behaviour. We treat all children fairly and apply this behaviour policy in a consistent way. We talk to children about choices and aim to help them understand that poor choices have consequences.

We aim to help children to understand their rights and their responsibilities:

- Everyone has the right to feel safe.
- Everyone has the responsibility to create a safe school.

- Everyone has the right to learn.
- Everyone has the responsibility to engage in learning and help create a learning environment.

- Everyone has the right to be treated with respect.
- Everyone has the responsibility to behave respectfully.

The Role of Governors

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. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. 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. The Headteacher ensures that all staff have an understanding of what radicalisation and extremism are, why we need to be vigilant in school and have a clear understanding of the procedure to follow when issues arise. The Headteacher ensures that there is a zero tolerance of bullying (See Anti-bullying policy). It is within the power of the Headteacher to regulate the conduct of pupils when they are not on the school premises or under the charge of school staff if appropriate. The Headteacher has the responsibility for giving fixed-term exclusions 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 Chair of Governors has been notified. (see Appendix 1)

The Role of The Senior Management Team

It is the responsibility of the senior management team to ensure that the policy is consistently applied across school. They will support and guide pupils and staff. Key Stage Leaders will report to the head termly and highlight any recurring behaviour issues.

The Role of the Class Teacher and SENCo

It is the responsibility of class teachers and all support staff to ensure that the school rules are followed in their classes. They will help children to have a basic understanding of their rights and their responsibilities and behave appropriately when in school. 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. The class teacher treats each child fairly. The teacher treats all children in their class with respect and understanding. Teachers reward good behaviour and consistently apply consequences when children make the wrong choices. The reward and consequence pyramids are an appendix to this document. (see appendix 2). The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child. If concerns continue with regard to a child a concerns sheet will be completed and passed to the SENCo. The SENCo will then consider all the evidence and target support from within school e.g Learning mentor allocated time. The SENCo may also involve outside agencies.

The Role of the Lunchtime Supervisor

It is the responsibility of the Lunchtime Supervisor to ensure that the children for whom they are responsible have an understanding of their rights and responsibilities and that the children behave in a responsible manner during the lunch break. The Lunchtime Supervisors in our school have high expectations of the children with regard to behaviour. The Lunchtime Supervisor liaises with the class teacher about the behaviour of the children in their class.

The Role of Parents and Carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave appropriately. We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We understand the importance of a supportive dialogue between home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains contact Key Stage leaders and then the Headteacher. If these discussions cannot resolve the problem parents may contact the school governors.

Monitoring and Recording

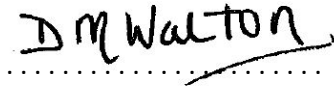
The Headteacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body, if necessary, making recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which 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. The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. All staff should record serious incidents of poor behaviour on the Safeguard Monitor system.

See Appendix 1

Racial incidents – Refer to Race Equality Policy

Drug- and alcohol-related incidents –Refer to Drugs and Alcohol Policy

Signed  Headteacher
Mr J C Duke

Reviewed by  Assistant Head
Mrs D Walton

Signed Chair of Governors
Mrs J Khan

Revised: January 2020

Review Date: January 2022

Appendices

- 1 Fixed term and permanent exclusion
- 2 Rewards and sanctions

Appendix 1

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard guidance, called Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE, Sept 2012). We recognise the legislative changes which took 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.

Only the Headteacher / Assistant Headteachers (or the 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 fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers 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 governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body would form an appeals panel if required which would be made up of between three and five members. This committee would consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.