

## **Faringdon Junior School Behaviour and Discipline Policy**

**This school has adopted the team teach training approach, which is BILD (British Institution of Learning Difficulties) accredited. A significant part of the training centres on minimizing the requirement for use of force and it includes a range of personal safety strategies and methods for holding children safely.**

### **1 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 and well. 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.

**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 community.

**1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This is supported by our values-based education. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **2 Rewards**

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

- teachers congratulate children;
- teachers and lunchtime supervisors, and other school staff give children team points;
- teachers send children to other teachers and the headteacher with examples of good work;
- pupils are nominated by teachers to receive a headteacher sticker in the school assembly or receive a 'well done' postcard in the post;
- we distribute team points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- During Friday sharing assemblies children have an opportunity to share achievements;
- End of term stars and headteacher's treat is held to reward consistent good behaviour;
- Year 5 privilege cards
- Year 6 school leaders.
- Each class has their own reward system.

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

### **3 Sanctions**

**3.1** 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, they are given choice/consequence, if they continue, we ask them either to move to a place nearer the teacher, or to sit on their own.
- If this behaviour persists the pupils are sent to the headteacher where their name is written in the incident book as a warning. Parents may be informed. See 3 steps at the end.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, sometimes in break or lunchtime.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly see 3 steps.
- 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. In extreme cases a red card can be sent to the office requesting immediate assistance.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident on the behaviour incident form - a second form regarding racism and bullying is available for behaviour of that kind (available on the T drive and paper copies to be held in class) and reports to head teacher. 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.
- If a child is physically or verbally abusive to an adult on the school site a member of the SLT must be informed immediately. Both parents and child will be spoken to by either the Head or deputy and will be given a copy of the form at the same time.

**3.2** 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. 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'.

**3.3** 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 through our bully buster's programme. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

'Worry Boxes'. Each class has a box marked 'Worry Boxes' with a set of empty forms to be filled out. Each week the teacher should see if any forms are in the box and attempt in circle time to get to the bottom of the situation and resolve it. This might mean children are asked to come from another class. The head or deputy should be informed. The school council can **only** make suggestions of how the situations may be dealt with. They can **not** make judgements.

**3.4** 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 or others. The actions that we take are in line with government guidelines on the restraint of children.

#### **4 The role of all staff particularly the class teacher and TAs.**

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**4.1** It is the responsibility of all staff to ensure that the school rules are enforced in and around school, and that their class behaves in a responsible manner during lesson time and moving around the school.

**4.2** All staff 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.

**4.3** The class teacher and TA treat each child fairly and enforces the classroom code consistently. The teacher/TA treat all children in their class with respect and understanding.

**4.4** 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 SLT/SENCO and/or headteacher.

**4.5** The class teacher liases 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 the Home school link worker or LA behaviour support service.

**4.6** 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.

### **5 The role of the headteacher**

**5.1** 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.

**5.2** 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.

**5.3** The headteacher keeps records of all reported serious incidents of misbehaviour.

**5.4** 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. Both these actions are only taken after the school governors have been notified.

**5.5** The headteacher will also be responsible for the care of the child during an internal exclusion for behaviours such as physical abuse. The headteacher or deputy head will inform the parents.

### **6 The role of parents**

**6.1** The school works collaboratively with parents, so children receive consistent messages about how to behave. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

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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.

In some instances teachers will set up a home/school book to provide daily or weekly communication with parents to feedback on both positive and negative behaviours.

If the school has to use reasonable sanctions to punish a child, parents should 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 contact the headteacher then/and school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### 7 The Role of Pupils

We expect pupils to take increasing responsibility for their own behaviour and conduct in the school. We have the following roles for pupils to support good behaviour:

**Team Captains** In Year 5 two children are voted from each school team as team captain and deputy team captain. They collect and total their team points each week.

**School Councillors** Two representatives, male and female, are elected from each class every September and attend council meetings fortnightly with the headteacher or nominated teacher.

**Play Leaders** Volunteer Yr6 pupils are trained by TAs to act as play-leaders at lunch and playtime with the function of supporting all playground activities and games and looking after equipment.

**Year 5 Privilege Cards.** All children are given a Green card to show that we expect top notch behaviour. They will lose their card Green card if their behaviour/attitude is not as expected. They will get a yellow card but not lose their privileges. If they lose their yellow card because of poor behaviour or attitude then they will lose the card and the privileges.

**Year 6 School Leaders** – All Yr6 children will be school leaders contributing to the upkeep and well-being of the school. They will have a badge. They will be allowed privileges when they are not on duty. If they fail to achieve the required expectations of behaviour than they will lose the badge, their responsibility and the privileges that go with it.

## 8 The role of governors

**8.1** 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 carrying out these guidelines.

**8.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## 9 Fixed-term and permanent exclusions

**9.1** 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.

**9.2** 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.

**9.3** 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.

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

**9.5** 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.

**9.6** 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.

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

## **10 Monitoring**

**10.1** 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.

**10.2** The school keeps a variety of records of 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.

**10.2** Any instances which involve physical intervention e.g. restraint should be recorded in the Bound and Numbered book kept in the Headteacher's office.

**10.3** The headteacher keeps a record of any pupil who receives a fixed-term, or permanent exclusion.

**10.4** 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.

**10.5** Restraint training will be offered to staff.

## **11 Review**

**11.1** The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new

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regulations, or if the governing body receives recommendations on how the policy might be improved.

### Classroom behaviour warnings and sanctions

#### Step 1

Remind the pupil of Classroom rule or school rule they are breaking and ask them politely to stop.

#### Step 2

Reiterate the reminder and issue the warning that if they carry on they will be sent to the Head or another member of the SLT to carry on their work or missing break or a combination or whatever the teacher in their professional judgement think is appropriate.

#### Step 3

Depending on the severity of the incident, this will then go into the incident book and parents will be informed.

### Break and dinnertime Sanctions

1. Warn and remind the child of the rule they are breaking. Try to ask in a polite way eg Could you or Please, Come and chat with me for a moment please. (give them time to conform).
2. If they persist or do it again during the playtime give them a warning that if they do it again then they will miss a breaktime. They should walk round with a member of staff for 5 to 10 minutes during the playtime.
3. If there is a refusal to conform or they are physically or verbally abusive they should be sent in straight away and a member of the SLT should be informed immediately. An attempt will be found to give the child something constructive to do e.g. sharpen pencils, pick up litter, sweep a floor etc.

**Reviewed April 2016**