



# Cressing Primary School

## Behaviour and Discipline Policy

November, 2017

Date for Review	September 2018
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### **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. 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 an environment where everyone feels happy, safe and secure.
- 1.2** 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.
- 1.3** The school expects every member of the school community 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 community.
- 1.6** The school rewards good behaviour, as it believes 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** The school acknowledges all the efforts and achievements of children, both in and out of school. We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
  - teachers give children house points;
  - each week we nominate one child from each class to receive a special award. These children also receive a certificate in the school assembly;
  - Children may be given a Headteacher's award for very good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
  - all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- (See Appendix 1 and 2: 'How we encourage Good Behaviour' and 'Rewards' for fuller details)
- 2.2** 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, we may ask them either to move to a place where they can focus more easily, 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, possibly at break time.

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we 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 misbehaves repeatedly in class, in the first instance, the class teacher or LSA deals with incidents him/herself. However, if misbehaviour continues, the headteacher or SENCO may then be involved. A record may be kept of these repeated incidents. 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.

(See Appendix 3: 'Sanctions' for fuller details)

- 2.4** 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. In this way, every child knows the standard of behaviour that we expect of them, when taking part in school activities both on and off school premises. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 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 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 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 and are set out in Cressing Primary School Policy for use of force to control or restrain pupils.

### **3 The role of teaching staff**

- 3.1** It is the responsibility of all staff to ensure that the school rules are enforced, and that children behave in a responsible manner.
- 3.2** 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.
- 3.3** Staff treat each child fairly and enforce the classroom code consistently. All children are treated with respect and understanding.
- 3.4** 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.

- 3.5** The class teacher and SENCO liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher or SENCO may, for example, discuss the needs of a child with the education psychologist or LEA behaviour support service.

#### **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.
- 4.2** 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.
- 4.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The headteacher has the responsibility for giving fixed-term exclusion 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 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, 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 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 and then the governors if necessary. 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 body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

- 6.2** 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.

**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 follows the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, August 2006). We refer to this guidance in any decision to exclude a child from school. In February 2007, the Internet address was <http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/>
- 7.2** Only the headteacher (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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3** If the headteacher excludes a child, 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.
- 7.4** Within one day, the headteacher informs the LA about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body, via the Chair, will be informed of all exclusions within one day.
- 7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6** 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.
- 7.7** When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8** If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **8      Drug- and alcohol-related incidents**

- 8.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. 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 and witnessed by another adult worker.
- 8.2** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. 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.
- 8.4** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary 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.
- 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 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. The headteacher will inform the governing body about pupils' behaviour in termly headteacher reports.
- 9.2** The school keeps a variety of records concerning incidents of misbehaviour. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. This will include any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any significant occurrence in the incidents to the headteacher

- 9.3** The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4** 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- 9.5** The governing body reviews 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.

### **Behaviour Policy - Bullying Statement**

#### **Introduction**

All members of Cressing Primary School are committed to challenging and dealing with all forms of bullying, harassment and victimisation.

It is the right of every pupil to work and play without fear of bullying, harassment or victimisation.

As stated in our Behaviour Policy, we will not tolerate any behaviour that makes pupils unhappy and prevents them from learning.

#### **What is bullying?**

Bullying occurs where someone knowingly, or inadvertently, commits an unwelcome act (either verbal or physical) towards an individual or group. Bullying can also take the form of inadvertent comments that persist over time, causing emotional or physical distress. This can often start as amusing direct or indirect comments and light banter but continue, which erodes the victim's self-assessment and confidence. Harassment is a form of bullying where the intention is to cause insult or injury for specific reasons connected to the recipients' identity. Victimisation is a form of persistent and discriminate bullying which consistently targets and picks on the same recipient. Deliberate, sustained and systematic harassment over time, which can be direct or indirect, are key components of bullying.

Bullying may occur between pupils, between staff, from pupils to staff, or staff to pupils. In all cases it is profoundly hurtful, disruptive and detracts from effective learning.

This policy deals with pupil to pupil bullying. Bullying involving staff should be reported to the Head Teacher who will investigate and follow Essex County policy and procedures.

There are many forms of bullying, but most have three things in common:-

- it is hurtful behaviour;

- it is repeated over a period of time;
- it is difficult for those being bullied to defend themselves.

According to a range of research, bullying can take many forms, but these are the main types:-

- physical – hitting, kicking, taking belongings;
- verbal – name-calling, insulting, racist remarks;
- indirect – spreading nasty stories about someone, excluding someone from social groups, undermining the victim's self-worth.

### **Aims:**

The aims of this Statement and its implementation are to:-

- promote children's self-esteem and emotional well-being;
- help children learn to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others;
- pass on enduring values and develop children's integrity and autonomy;

through

- zero tolerance of bullying; and
- following our procedures to support children who may experience bullying.

### **Objectives**

The objectives of this policy through its implementation are for the staff to:-

- Be constantly vigilant and on the look out for bullying;
- Use the 'No Blame' approach to support individuals who may experience bullying (as recommended by Essex Behaviour Support Team);
- Help pupils to respect themselves and others and enable pupils to think about relationships and their maintenance; and.
- Support parents of children who may have been bullied.

### **Who is vulnerable?**

Those particularly vulnerable may be children:-

- who may have low self-esteem; or
- who are different in some way (e.g. colour, race, nationality, faith, gender, sexuality, disability); or
- who have co-ordination difficulties; or
- who are nervous; or



- who are new to the School
- who are part of a vulnerable group

### **Who are often the bullies?**

Anyone can be a bully. Characteristics of bullies may include: -

- Children who are academically achieving less or as well as or better than their peers;
- Children who are unpopular or insecure but can also be quite secure and happy;
- Children who have assertive/aggressive attitudes over which they exercise little control.
- Children who lack empathy and often lack guilt who rationalise that the victim somehow 'deserves' the bullying treatment.

This list details some of the characteristics of some bullies and is not exhaustive.

### **Procedures**

All incidents of bullying will be reported to the Head Teacher.

Incidents will be dealt with by the child's class teacher in the first instance using the 'No Blame' approach..

Appendix A attached contains an outline of the procedures for staff to adopt and a summary of the advice to be given to parents/carers of (a) the bully and (b) the victim.

### **Monitoring and Evaluation**

- It is the responsibility of the Teachers to consistently implement this policy
- It is the responsibility of the Head Teacher to resource, support and monitor the operation of the Bullying Policy and Procedures throughout the school and ensure that they are in line with LEA policy on bullying and harassment and to report to Governors termly on bullying and on the effectiveness of measures taken to combat this.
- It is the responsibility of Parents to work in partnership with the school in encouraging positive behaviour valuing difference and promoting a sensitivity to others and to keep the school informed of any concerns that children may have or of any incidents of bullying that may have come to their notice.
- It is the responsibility of Pupils not to become involved in bullying, to tell adults if they think bullying may be taking place, to value pupil differences and to treat others with respect.

**Date of review: September, 2018**