



Binstead Primary School

Behaviour Discipline Policy

September 2022

Statutory policy

Policy Review

This policy was adopted, reviewed and agreed by the Governing Board on 27th September 2022. It is due for review in Autumn 2023 (up to 1 year from the above date).

Signature Headteacher Date:

Signature Chair of Governors

A handwritten signature in black ink that reads "G. Cook".

Date: 27/09/22

All the governors and staff of Binstead Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

Revision No.	Date Issued	Prepared By	Approved	Comments
1	September 2017	RC		

Aims and objectives

This policy has been written with reference to the Department for Education 'Behaviour and discipline in schools' document. January 2016.

This policy should be referred to in conjunction with: Anti-bullying Policy, Physical Restraint Policy and PSHE Policy, E-safety Policy and Social Media Policy.

Binstead Primary School are committed to sharing a common objective to help keep the children and staff of the school safe. We ensure that consistent effective safeguarding procedures are in place to support children, families and staff of the school. All policies should be read in conjunction with the Safeguarding and Child Protection Policy.

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's 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 in which everyone feels happy, safe and secure.

The School rules forms the core of our behaviour policy, but our behaviour policy is not primarily concerned with rule enforcement. 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.

Binstead Primary School expects and encourages good behaviour and self-discipline from all pupils in order to achieve a secure, happy and effective learning environment. The school has a positive and inclusive approach to managing behaviour through a range of positive behaviour management strategies. Regular praise and encouragement for good behaviour is part of the school ethos.

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

This policy aims to help children grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Aims

- To support the rights of all to be safe and feel safe, to speak and be listened to, and to learn and teach
- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well
- To enable pupils to develop a sense of self-worth, self-discipline, respect and tolerance for others.
- To enable pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves
- To deal with problems as they arise, as fairly as possible, recognising that by treating people fairly we may not treat everyone the same
- To teach strategies for overcoming problems
- To encourage everyone to accept responsibility for their own behaviour
- To liaise with parents/carers to promote good behaviour

School Rules

- Ready – Children will be ready to work
- Respectful –
- Safe

Rewards and sanctions

Children can earn Gold Stickers for their Gold Sticker Chart. These can be awarded for any positive behaviour or effort in their learning. 20 Gold stickers earns 10 House Points for the child's house. A completed sticker chart allows the child to claim a small reward.

Children are awarded Class Dojo positive messages from their class teacher. If your child receives a message home this is worth 5 House Points towards their house total.

Children are awarded headteacher and deputy headteacher stickers for examples of good behaviour, effort or classwork. If your child receives a sticker this is worth 10 House Points towards their house total.

Children are awarded Headteacher awards for examples of outstanding behaviour, consistency in effort or excellence in the classroom. Each Headteacher award is worth 20 House Points towards their house total.

House Points

House Points will be totalled every week and the total revealed to the children. As well as the points from children's individual efforts, there will be opportunities for children to earn house points as part of house teams across the school year.

The House with the winning total each half term will earn a mufti day for themselves on the final day of each half term.

The overall winning house when all events are totalled at the end of the school year will earn the right to be called House Champions.

Sanctions

Level One – talking over others, failure to follow instructions, distracting, slow to settle to

Verbal warning issued linked to undesired behaviour

Second warning issued linked to undesired behaviour and reminder about expected behaviour.

CPOMS Third warning leads to a 5-minute time out from playtime and a reminder of the expected behaviour.

CPOMS If behaviour repeats, class teacher to call parents and explain. Child to miss 10 minutes of their playtime and a reminder about expected behaviour.

CPOMS If behaviour repeats, child attends a meeting with SLT about behaviour and a reminder about expected behaviour. Child misses 15 minutes of their playtime.

CPOMS If behaviour repeats, child attends a meeting with SLT about behaviour and a reminder about expected behaviour. Class teacher calls parents. Child misses 20 minutes of their playtime.

CPOMS If behaviour repeats child attends a meeting with SLT about behaviour and a reminder about expected behaviour. Class teacher calls parents. Child misses 30 minutes or if KS2 an after-school detention will be considered.

Level Two – rudeness to staff, disrespecting resources, refusal to follow instructions, disrupting

CPOMS. In the first instance, child misses 30 minutes of their playtime and a reminder about expected behaviour. Parents are called by SLT.

CPOMS. In the second instance, child misses 30 minutes of their playtime and a reminder about expected behaviour. Parents are called by SLT.

CPOMS. In the third instance, Child attends an afterschool detention and a meeting called between class teacher, parents and SLT. If behaviour continues then suspension will be considered.

Level Three – swearing to offend, racism, offensive language relating to protected characteristics, violence towards others, bullying and destruction of property.

CPOMS. In the first instance, child attends an afterschool detention and a meeting called between class teacher, parents and SLT.

CPOMS. In the second instance, child is excluded for 1 day and a meeting called between class teacher, parents and SLT. Support sought from appropriate agencies.

CPOMS. In the third instance, child is excluded for a fixed period and a meeting called between class teacher, parents and SLT. Support sought from appropriate agencies

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place in our school, 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.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document *The Use of reasonable force: Advice for Headteachers, staff and governing bodies*. July 2013.

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.

The role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

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, and enforces the School Rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher deals with the incidents in line with school sanctions. 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 the Headteacher or members of the Senior Leadership Team. This may involve the support of the school SENCo following further discussion as to the best way to support the child's behaviour.

The class teacher liaises 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 education social worker or the LA's behaviour support service.

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 may also contact a parent if there are concerns about the behaviour or welfare of a child.

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 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.

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 monitors the recording on CPOMS of all reported serious incidents of misbehaviour.

The headteacher or the deputy headteacher (in the headteachers absence) 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. Governors will be informed of this decision.

The role of parents and carers

- Promote positive behaviour at home in order to have continuity between home and school
- Ensure their children understand and value the meaning of good behaviour
- Support school rules and sanctions
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, the school's complaints procedures, which are found in the complaints policy, must be followed.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.

The role of the pupils

- Be polite and well-behaved at all times
- Listen to, and show consideration for others
- Learn and work cooperatively
- Obey the school rules
- Listen carefully to all instructions given by staff in school
- Ask for help if they do not understand
- Treat others, their work and equipment with respect
- Talk to others without shouting and use language which is neither abusive nor offensive
- Be aware of and understand their rights and responsibilities
- Be aware of their own emotions and actions and take responsibility for these

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.

USE OF DISCIPLINARY SANCTIONS (other than suspension)

School staff have a statutory power to impose sanctions; these sanctions must be reasonable and proportionate to the circumstances of the case. The use of sanctions is monitored by age, ethnicity, gender, special educational needs (SEN) and disability.

Disciplinary sanctions have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from repeating it.

We deal with unacceptable behaviour using a system of assertive discipline which involves the following:

- We ask the child to stop misbehaving.
- Where necessary we discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreements or misbehaviour themselves, using a staged intervention programme. (See above)

- We encourage children to take responsibility for their own behaviour.

We always try to ensure that children see any sanction imposed on them as fair. To achieve this, staff will:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- when appropriate, use sanctions to put right the harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

It is important to stress that our sanctions are a guide only; decisions on what sanctions to use will always be moderated by the circumstances of the case, the age and understanding of the pupil and any Special Educational Needs.

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 national list of reasons for suspension, and the standard guidance, called Suspension from maintained schools, academies and pupil referral units in England; Statutory Guidance for those with legal responsibilities in relation to suspension. September 2017.

We recognise the legislative changes which took effect from 1 September 2017, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their suspension, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an suspension, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period suspensions.

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 suspension 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 suspension. 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 suspension, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the suspension period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.

When an appeals panel meets to consider a suspension, 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.

Drug- and alcohol-related incidents

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 inline with the guidance outlined in the Administering Medication Policy.

- 10.2 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 subject to a fixed-term suspension. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 10.3 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.

- 10.4 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 fixed term suspension. 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.
- 10.5 If the offence is repeated, the child will be permanently excluded.
- 10.6 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.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes 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 her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office. This information is given to the classteacher at the end of the breaktime.

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

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.

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.