

Cheselbourne Village School

Behaviour and Discipline Policy

Please read this policy in conjunction with the Child Protection and Safeguarding Policies.

Aims and expectations

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 a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of 'rules' – 'Golden 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.

The school expects every member of the school community to behave in a considerate and respectful way towards others.

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

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.

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.

Rewards and punishments

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

- staff or helpers praise children;
- staff or helpers give children stars / golden tickets / free time vouchers to children for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- currently, at the end of each term two golden tickets are taken from the box and those children receive a store (Boots etc) or a book voucher
- each week we nominate a child from each class to be 'star of the week'; their good work, effort or achievement are celebrated in assembly and their name goes down in the 'Gold Book'.
- each 'star of the week' receives a certificate in the school assembly which is displayed on our Star Awards board
- at the end of each term cups are presented for helpfulness, good work, kindness and team spirit in a special assembly or celebration where parents are invited.

- The school is involved in the Rights Respecting Schools initiative promoted by UNICEF and children are becoming aware and understand their rights but also the responsibilities they have towards other members of the community – this is being promoted at both class and school level
- As part of our involvement in the RRS initiative the staff and children produced a School Charter which is displayed throughout the school.
- Children are reminded of DASP's Seven C's and at the end of the year every child has the opportunity to vote for another classmate to be the DASP Citizen of the year. The DASP Citizen in year four attends the music concert in the Thomas Hardy School's marquee to be presented with a shield in a dedicated part of the ceremony. The year two citizen is awarded a shield and the other year group children are awarded a badge at a school celebration close to the end of the summer term.
- Elected children from each year group from Y1 to Y4 work on the school council to discuss how the school could be improved from their perspective and that of their peers – some of the older children represent Cheselbourne on the DASP pupil voice which meets termly with a small group of older children meeting with council representatives

The school acknowledges all the efforts and achievements of children, both in and out of school and children who have achieved, perhaps in a sport or musically, will have their success shared in our celebration assembly.

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 ask them either to move to a place nearer the teacher or support staff or to sit on their own where they will not disrupt other children.
- 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 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 may stop the activity and prevent the child from taking part for the rest of that session.
- Each class has a series of faces – smiling, straight and sad – each child begins the day on the smiley face and will be moved if their behaviour or conduct warrants this action – we hope this to be an aid to help children to self manage their behaviour by noticing that their name has been moved – their behaviour changes and they can move back to the smiley face
- If a child threatens, hurts or bullies another pupil the child's name is fast tracked to the sad face, the class teacher records the incident and the child is punished by staying in at playtime or by sitting out whilst others are playing. 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.

The class teacher discusses the school's 'Golden rules', the School Charter and DASP's Seven Cs with each class. These are displayed around the school. These would be discussed in assemblies. In addition to these each class may have its own classroom code which is agreed by the children. In this way, 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'.

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.

All parents are sent a copy of our Home-School Agreement which states what is expected at Cheselbourne from the school, the parents and the pupils. All parents are asked to read the document with their child/ren and for the parent and child to sign it and return it to school. This document has been created for our school but is in line with others in all other DASP schools.

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*. 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 all staff and helpers to ensure that the Golden Rules are enforced throughout the school and that all children in their care behave in a responsible manner.

The class teachers 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.

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.

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 the headteacher.

At Cheselbourne Village School, as we belong to DASP (Dorset Area Schools Pyramid) and we are able to call on the services of a positive behaviour management specialist. We also may discuss the needs of a child with the education social worker.

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.

If a child's behaviour continues to give reason for concern the SENCO or headteacher will become involved and in some cases, an 'individual behaviour plan' will be drawn up for the 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 the implementation of the policy.

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

The 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 headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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.

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 they are still concerned they should contact the headteacher. If the matter is still unresolved then parents should write to the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 carrying out these guidelines.

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.

Fixed-term and permanent exclusions

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.

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.

The headteacher informs the LEA 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 pupil or extend the exclusion 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 exclusion appeals on behalf of the governors.

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 LEA, and consider whether the pupil should be reinstated.

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

Monitoring

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 school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where the behaviour is deemed of a more serious nature. These are kept in the Incidents Book which is kept in the school office. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors have their own record book of minor incidents and inform staff if necessary.

The headteacher keeps a record of any pupil 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.

Review

The governing body reviews this policy every two years. They 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.

Reviewed 4 May 2010
Ann Herridge – Headteacher
Vicki Freeman – SEN co-ordinator