

St Mark's CE Primary School

Ramslye Road
Tunbridge Wells
TN4 8LN



BEHAVIOUR, DISCIPLINE AND EXCLUSIONS POLICY

Headteacher: Robin Dungate
Chair of Governors: David Hill

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Signed by Chair of Governors

Date

1 Aims and expectations

- 1.1** It is a primary aim of St Mark's 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.
- 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. Our school is founded on the Christian values of thankfulness, forgiveness, friendship, fellowship and trust in which personal responsibility, self-respect and respect for others are central. This policy aims to build on these as well as promote good behaviour, rather than merely deter anti-social behaviour.

2 Principles of Behaviour Management

At St Mark's we are guided by these principles of behaviour management:

- behaviour is the result of interactions between the child and their environment.
- rewards have greater impact than punishment.
- everyone in our school community is responsible for supporting good behaviour
- we need to catch children being good.
- we need to plan for good behaviour

- we should model the behaviour that we want to see.
- building rapport with children requires effort, commitment and skill.
- we should plan alternatives to confrontation.

And to always be guided by the principle that we should separate the child from the behaviour – *it is the behaviour that is unacceptable not the child.*

3 Rewards and punishments

- 3.1** We praise and reward children for good behaviour in a variety of ways:
- teachers praise children verbally and through written marking comments
 - teachers use a variety of rewards throughout the school. These include individual stickers, house points, marbles/cubes in a jar, star/pupil of the day certificates
 - each week we nominate children from each class to be mentioned in our 'Good Book' assembly. This nomination is written into the 'Good Book' and displayed in the entrance hall.
- 3.2** The school acknowledges all the efforts and achievements of children, both in and out of school. Celebration assemblies are used to celebrate pupil achievement out of school, for example, music or swimming certificates.
- 3.3** 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.
- Every class uses the traffic light system. All children begin the day on 'green', each time a child displays unsuitable learning behaviour they move down the traffic light. The red section of the traffic light is broken into 3 with increasing consequences for each section of red. In the first section of red children are sent to a time out chair/spot in their class or 5 minutes is removed from their playtime, as they progress through the red section they will miss all of their play time and their parents will be seen after school. Their behaviour will be logged in the purple folders. If they move into the 3rd section of the red traffic light for displaying continuous or extreme undesirable behaviour they will visit the HT or DHT. Children who move to yellow or red are expected to move back up the traffic light as a result of displaying expected learning behaviour during subsequent sessions.
 - All children who are on the green section at the end of the day will be rewarded with a house point. If the whole class is on the green section then marbles will be added to the class jars
 - Children missing parts of their playtime will stand by the wall/on the line in the playground until an adult on duty dismisses them.
 - Every class has a purple behaviour folder. This logs all behaviours that result in moving to red. We log both what the child has done as well as the consequence given for their behaviour.

- Children who visit sections 4 will be accompanied to their parents at the end of the day and the behaviour and consequences explained to the parent. Children reaching section 5 will have a letter sent to parents explaining the behaviours displayed by their child. A copy of this letter will go in the behaviour folder.
- Class teachers will monitor the number of letters sent home to parents and anyone with 4 or more letters in 1 term will be seen by the DHT/HT.
- 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 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.
- 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.
- Children who display unacceptable behaviour on a regular basis may be given behaviour books. They are expected to report to either the Deputy head or Headteacher at regular intervals during the day showing how they are getting on in class.
- 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. A member of the SLT, Deputy head or Head teacher will be called and the situation assessed.
- In extreme cases of disruptive/anti-social behaviour children are removed from their class and placed with a member of the SLT for the remainder of the session or day dependent upon the severity of the behaviour.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and depending upon the severity of the behaviour depends on the resulting sanction given. 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.

3.4 The class teacher discusses the school rules with their class at the beginning of each school year. The school rules will be clearly displayed in all classrooms, corridors and common areas. These school rules are positive statements. In addition to these the class teacher may add 1 or 2 more positive statements if they feel they benefit the class. This will ensure that every child in the school knows the standard of behaviour that is expected in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

3.5 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.

3.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in our policy entitled *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.

4 The role of the class teacher

4.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and whilst moving about the school as a class.

4.2 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.

4.3 The class teacher treats each child fairly and enforces the traffic light system consistently. The teacher treats 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 classes Behaviour book. 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 SENCo and/or headteacher. (See flow chart at end of policy)

4.5 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 SENCo

5.1 The SENCo acts as a source of advice and expertise to class teachers and Teaching Assistants to help the modification of unacceptable behaviour.

5.2 The SENCo puts in place programmes of support for individual children or groups of children to teach positive behaviour.

5.3 The SENCo liaises with external agencies, as necessary, to support and guide the progress of each child. The SENCo may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

5.4 The SENCo is instrumental in drawing up Pastoral Support Plans for children who are at risk of exclusion. In cases of consistently extreme

behaviour a part time timetable will be set up for a maximum of 8 weeks before that child is re-introduced to a full time timetable.

6. The role of the Family Liaison Officer

The Family Liaison Officer will, from time to time, work with individual children with the knowledge and consent of the parents. The children will be identified by the school as needing individual help and guidance. The FLO's work is confidential.

The Role of the Headteacher

- 7.1** 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.
- 7.2** 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.
- 7.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 7.4** 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.

8 The role of parents

- 8.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 8.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 8.3** 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.
- 8.4** 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9 The role of governors

9.1 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.

9.2 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 disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

10 Fixed-term and permanent exclusions

10.1 Only the headteacher has the authority to exclude a pupil from school. In the case of the Head teacher being absent from school the Deputy head/SMT will assume this role in consultation with the Head teacher. The head teacher 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 fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

10.2 If the headteacher excludes a pupil, they inform 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.

10.3 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.

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

10.5 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.

10.6 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.

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

11 Monitoring

11.1 The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents in the class Behaviour book. The head teacher monitors those incidents where a child is sent to him on account of bad behaviour through the class behaviour book/individual behaviour logs and checks that consequences are in place. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident through the use of post-it notes. Where it is warranted these are added to the behaviour log and dealt with by the class teacher.

11.3 The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

11.4 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.

11.5 In the head teacher's report to the Governing Body they will report on the number of fixed term and permanent exclusions and the number of Pastoral Support Plans since the last report.

12 Review

12.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Dated: