



Marshbrook First School Behaviour and Discipline Policy September 2016

This policy has been created in consultation with the Wolgarston Collaboration of Schools (See Appendix 1).

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. 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 where everyone feels happy, safe and secure.
- 1.2** The school has a number of rules, 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.
- 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 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and punishments

- 2.1** We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children.
 - Teachers give children house points.
 - Teachers sometimes use other in-class rewards, such as Dojo points, marbles in jars etc
 - Each week we nominate a child from each class to be 'Star of the week'.
 - Each 'Star of the week' receives a certificate in the school assembly. Termly 'WOW' badges and certificates are given out for achievement over the term.
 - The Head Teacher awards "Head Teacher Stickers" to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These are recorded in our "Golden Book"

- Every Friday we have a Celebration Assembly where achievements in and out of school are celebrated.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. Achievements are mentioned in assembly.
- 2.3** 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. (See Appendix A)
- 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, a sad face is awarded (See appendix 1). Sometimes it may also be necessary to isolate the child from the rest of the class until s/he calms down, and is able 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 threatens, hurts or bullies another child, the class teacher investigates the incident and the child is punished. 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 same applies to cyber-bullying and misuse of social networking sites. Even if incidents have happened outside school, the headteacher is legally allowed to apply the behaviour policy and punish pupils where there is a clear link between their conduct and maintaining good behaviour and discipline among the school population.
- 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 rules, which are agreed by the children and displayed on the wall of the classroom. 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.
- 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** Members of staff are aware of the regulations regarding the use of force by teachers, as set out in "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, or to maintain the good order and discipline at the school. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

- 3.1** 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.
- 3.2** 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.
- 3.3** The class teacher treats each child fairly, and enforces the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4** 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 the headteacher.
- 3.5** 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 LEA behaviour support service.
- 3.6** 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.

4 The role of the headteacher

- 4.1** It is the responsibility of the headteacher, 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 their implementation of the policy.
- 4.3** The headteacher keeps records of all reported serious incidents of misbehaviour. (Red book- filing cabinet in Head Teachers Office)
- 4.4** The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious breaches of the schools behaviour policy, including persistent disruptive behaviours. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

- 5.2** We explain the behaviour policy in the school prospectus, and we expect parents to support it.
- 5.3** We expect parents to support their child's learning, and to cooperate 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, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the Head 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.

6 The role of governors

- 6.1** 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 adhering to these guidelines.
- 6.2** The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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. Should the need arise the school will abide by The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and Section 51A of the Education Act 2011 and follow the Statutory Guidance on School Exclusions (February 2015)
These documents can be located on the DfE website at:
<https://www.gov.uk/school-discipline-exclusions/discipline>
- 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. 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** The headteacher informs the LA and the governing body about any exclusion in any one term.
- 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 in which the child was excluded, consider any representation by parents and the LEA, 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 or other 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. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2** The school keeps a variety of records concerning 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. Lunchtime supervisors inform class teachers of incidents that occur at lunchtimes, verbal accounts of more serious incidents are given to the Head

Teacher, which is recorded in the incident book. (Red Book- Filing Cabinet Head Teachers Office)

- 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 equality; it will seek to ensure that the school abides by the statutory *duty laid out in the Equalities Act 2010* and that no child is treated unfairly because of discriminate against a pupil or prospective pupil because of their disability, race, sex, gender reassignment, religion or belief, or sexual orientation.
- 9.5** The governing body reviews this policy every 2 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.

APPENDIX 1

Wolgarston Collaboration of Schools **Behaviour Policy**

This policy has been drawn up following a review of existing policies by the following schools and demonstrates their commitment to developing a consistent approach for all members of the school community to behaviour across the pyramid.

- Wolgarston High School
- Penkridge Middle School
- Brewood Middle School
- St Paul's CE (VC) First School
- St Mary's & St Chad's CE (VC) First School
- St Mary's Wheaton Aston
- St John's CE First School
- St Leonard's CE First School
- St Michael's CE First School
- Princefield First School
- Marshbrook First School

It is our primary aim that every member of the school community feels valued and respected and that everyone is treated fairly and well. We all provide a caring community whose values are built on mutual trust and respect for all. Our Schools' behaviour policy is therefore designed to support the way in which all members of the schools can live and work together in a supportive way. It aims to provide an environment in which everyone feels happy, safe and secure.

Definition

Behaviour can be defined as a response made by one person to another person(s) or situation. Within our collaboration of schools we promote positive, outstanding behaviours towards teaching and learning, conduct in school and beyond the school gates, homework, uniform, attendance and punctuality, environment, extra-curricular activities, home-school communication, and the well-being of all members of the school community.

Aims and objectives

- Promote good relationships.
- Promote an environment where everyone feels happy, safe and secure.
- Raise awareness about appropriate behaviours.
- Develop independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.
- Consistent approach to behaviour with parental co-operation and involvement.
- Promote good relationships so that people can work together with the common purpose to help everyone learn and the school community to work together in an effective and considerate way.
- To become positive, responsible and increasingly independent member of the School Community.
- Aim to promote good behaviour as we believe this will develop an ethos of kindness and cooperation, rather than merely deter anti-social behaviour.
- Visions and Values will be agreed by the governors of each school.
- Rewards/Sanctions/Practice should be down to each school to decide.

Appendix A

Marshbrook First School Rewards and Sanctions

During Lessons

At Marshbrook we encourage good behaviour and positive attitudes to work and each other by using the following strategies:

Good behaviour and effort is rewarded with the following:

- house points
- verbal praise
- stickers
- privilege time
- star status certificate
- entry into the "golden book"
- verbal/ written comments to parents

When behaviour is disruptive, we use the following strategies when necessary:

- verbal reminders from staff
- children are given a warning and on a second warning, are allocated a "sad face" (1 face result in the loss of 5 minutes of privilege time)
- communication with parents (after 5 "sad faces" in 1 week)
- children may be asked to move away from another child or situation
- behaviour books where appropriate
- on occasions where the sad face system is not suitable children may be kept in for part of their playtime

Sad Faces are given, if during lesson time, children exhibit behaviour such as;

- rudeness to adults;
- hurting others;
- using bad language;
- disturbing others;
- continually shouting out.

If behaviour improves through out the lesson then the face is removed and verbal praise is given to the child. The aim of the face is to make the child aware of the type of behaviour that is unacceptable but more importantly, to help the child recognise appropriate behaviour and receive praise for this type of behaviour as frequently as possible.

Where children have specific behavioural needs rewards and sanctions may be adapted.

The Golden Book

If a child has worked hard at a piece of work or has tried very hard with their behaviour then they are entered into The Golden Book and given a special Head Teachers Sticker. The names in the book are read out during the weekly Celebration Assembly on a Friday.

Playtime/ Dinnertime Behaviour

The playground rules are there to help make playtimes/dinnertimes more enjoyable for all.

Unacceptable behaviour will result in the following:

- a warning about unacceptable behaviour
- any further misdemeanors result in having to stand next to or hold an adults hand for 5 minutes
- if behaviour does not improve time out is given.
- letter to parents or meeting (after receiving a time out for 3 consecutive playtimes).

Rewards and Punishments

If you **behave well and follow the rules** in lessons your teacher will be pleased and you will get **privilege time**.

You may also get

House points

Stickers

Star status certificate

A good report to your parents



If you **don't behave well** and follow the rules in your lessons...

You will get **a warning**.

2 warnings = a sad face.

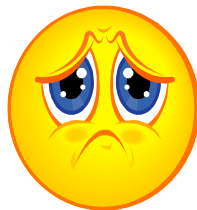
A sad face = miss 5 minutes of privilege time.

5 sad faces in 1 week = teacher speaks to your parents.

You may have to stay in at playtime.



Sad faces
will be given
for...



rudeness to others
hurting others
using bad language
disturbing others
shouting out.