

# Federation of Boscastle and Port Isaac Community Primary Schools

## Behaviour and Discipline Policy

**Reviewed 2014**

**Next Review 2016**

### **Aims and Values**

We believe that if effective teaching and learning are to take place in these schools then the discipline must be sound, consistent, fair and understood by all. We believe that our policy must be operated in a positive way that emphasises good behaviour, with a secondary function that it discourages misdemeanours and unacceptable behaviour, by use of appropriate sanctions. At Boscastle & Port Isaac we praise and reward children for behaving well. Consequently, it is not necessary to apply sanctions very often.

In these schools all teachers have regard for external factors that influence children's behaviour and can, if necessary, moderate their approach to individuals. However, it is vital that consistency is not lost during any moderation. All staff are also very aware of their place as a positive role model for children.

We believe that a consistent policy on behaviour should:

- Develop children's self-discipline and self-control
- Encourage children's accountability for their own behaviour
- Encourage children to recognise and respect the rights of others
- Develop co-operation as well as independence
- Develop values of honesty, fairness and respect for others
- Avoid unnecessary conflict

### **Code of Conduct**

Each school has, through discussion with pupils and staff established a set of rules. These are reviewed annually by all parties. Rules are displayed in all classrooms and are reinforced regularly by teachers during lessons and in assemblies. Rules are referred to when praising children and when applying sanctions.

School Rules -Boscastle

- Do be careful of people and their feelings
- Do the best you can in everything
- Be responsible for property ~ your own, other people's and schools
- Do be polite and use good manners
- Always be honest ~ do not hide the truth

3 Rules for Life - Port Isaac

- 1 Show good manners at all times
- 2 Follow instructions with thought and care
- 3 Show care and respect for everyone and everything

### **Rewards and Sanctions**

The first and foremost reward in both schools is verbal praise in keeping with our attitude to 'positive praise'

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

- We congratulate children;
- Each class has its own, agreed reward system for recognising consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Children are able to show examples of work and tell the whole school about their learning during our 'Reflection Assembly' each week
- By being aware of, and acknowledging achievements out of school
- Recognising achievements gained out of school

The schools employ 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 and in most cases they are given after a pupil has been asked at least twice to follow the school rules.

The following set of progressively stepped interventions will be employed:

1. Remind child of school values.
2. Five minute break time detention
3. Break time detention and informal parent/carer meeting with class teacher
4. Investigation by class teacher, (possible removal of privilege) and formal meeting with parent/carer.
5. Investigation by the Headteacher, (possible removal of privilege) and formal meeting with parent/carer.
6. Temporary exclusion (following LA guidelines).
7. Permanent expulsion (following LA guidelines).

Children receive a formal warning, and then may be moved to sit on their own, or be taken to a different class to finish their work or they may miss the first 5 minutes of their play time, or their whole playtime. Typical behaviour that triggers these sanctions are; not listening to instructions, producing work well below their expected standards, disrupting lessons/other pupils or endangering other peoples safety.

For certain inappropriate behaviours a child will by-pass points 1 to 3 entering the sequence at point 4 and 5. The referrer will do so when one of more of the following has occurred:

- Deliberate non-cooperation
- Prejudice based behaviours (e.g. race, gender, sexuality)
- Physical aggression
- Bullying (see anti-bullying policy)
- Inappropriate language
- Damage to school or other's property

At each stage the behaviours and respective sanction will be identified by all parties according to this policy. Next steps will be agreed and put into place to help support the non-reoccurrence of the behaviours. The starting point will be a discussion:

- Firstly to identify the reasons for the behaviour,
- Secondly, explore the consequences and effects of their actions,
- Thirdly seek a resolution with appropriate support from school and outside agencies if necessary.

### **Vulnerable Children**

Some children may find adhering to this policy difficult because of their own individual needs. Consequently, they are unable to recognise boundaries of behaviour proposed by school. In such cases a specific plan will need to be agreed with parents/carers, child and

school. Once again, the emphasis will be on positive reinforcement of good behaviour. However, all children and adults in the school have the right to feel safe. Physical aggression, inappropriate language and damage to school or other's property will not be tolerated.

### **The role of the class teacher**

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. We have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability. Teachers are expected to treat each child fairly with respect and understanding and enforce the school rules consistently and to contact parents at an early stage if a child is causing concern.

### **The role of the children**

Children are expected to know or to learn what constitutes good behaviour both in school and in the world at large. They are expected to know the school rules in a manner appropriate for their age and to know why we have rewards and sanctions. Children are taught that we all occasionally make mistakes but they are also expected to learn from them. Children are expected to know that if they choose to misbehave the school sanctions will be applied.

### **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 schools, 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 both schools. 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 schools work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

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 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.

### **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**

We do not wish to exclude any child from school, but sometimes this may be necessary. In all decisions the school makes reference to 'Improving behavior and attendance in schools' (Updated 5 August 2014) <https://www.gov.uk/government/policies/improving-behaviour-and-attendance-in-schools>) and Exclusion from maintained schools, Academies and pupil referral units in England 2012.

### **Monitoring and Review**

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

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:

Date: