



EASTERN PRIMARY SCHOOL
DISCIPLINE AND BEHAVIOUR POLICY

Introduction - Updated

At Eastern Primary School all members of the school community are valued and respected, and each person is treated fairly. We are a caring community, our values are built on mutual trust and respect for all. This policy is designed to ensure that all members of the school can live and work together supporting one another. We promote an environment where everyone feels happy, safe and secure. We ensure that children are clear about the choices that they make. The school values promote 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.

Aims and Objectives

- To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and local community.
- To develop pupils' understanding of the importance of positive behaviour choices
- To develop the self esteem of all pupils through the recognition of good behaviour and choices
- To ensure that all pupils are treated fairly
- To promote strong relationships between pupils and staff
- To ensure that good quality learning can take place in a calm environment so allowing all pupils to reach their full potential

Our School Values

Whole school values are at the heart of our school. We chose them together, in consultation with all staff and the WSSC. Our values are:

- ✓ Be kind
- ✓ Listen to each other
- ✓ Work hard
- ✓ Look after things and each other
- ✓ Care for all living things
- ✓ Be brave

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The class teacher will share the school values with the children at the beginning of each school year and through school assemblies. In addition, each class spends time discussing these values, in an age appropriate and ongoing manner, in order to clarify them and develop a deeper and richer understanding of their real life implications. In this way, every child knows the standard of behaviour that is expected. We use philosophical debate and class story time to help all children come to a better understanding of our values.

Rewards and Consequences

Teachers are aware of the importance of intrinsic reward and so will talk openly about the importance of the learning, pride, effort and school values. Rigid behaviourist systems of rewards and consequences are not at the heart of our approach. Instead we recognise that the aim of interventions is to bring children to see the importance of good behaviour in the light of shared values. A more reflective, counselling approach based on taking into account individual needs central to our attempts to sustain long term behaviour changes. This includes drawing on our understanding of psychological issues such as attachment and personal emotional difficulties.

Some rewards used regularly in school are as follows:

- The Golden Tree, which is used to celebrate class achievement – building on the positive learning or choices the class has made as a community
- Pupils also have a ‘special mention’ or ‘Sylw Arbennig’ which celebrates their individual efforts through the week
- Pupils who have made special effort, or who lack confidence, are sometimes sent to the Headteacher for recognition.
- Some classes collect ‘marbles’ for their class marble jars. This is dependent on the needs of the class. Classes will receive a reward as a community, such as the opportunity to choose to spend more time on certain curricular tasks. No marbles are taken out of the jar for pupil’s behaviour.
- Achievements outside school are recognised in the Merit Assembly and often on newsletters sent home
- Individualised reward programmes may be established for pupils who display challenging behaviour. These vary in nature and are designed to maximise the effect on the child’s behaviour
 - A discussion with the child to ascertain the nature of the problem. This may be followed by a verbal warning.

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- A further conversation with the child, reminding them of the choices they should make.
- The Headteacher or Deputy Headteacher and ALNCo will be involved with the class teacher in drawing up any behaviour programme for particularly challenging pupils.
- Parents are invited to school to discuss the child's behaviours and strategies that could be used
- Behaviour books to help to identify 'flashpoints' and give an opportunity to celebrate appropriate behaviour
- Exclusion- this is only used as a last resort. For example: in the event of violent behaviour or continual disruption to the running of the school

The role of class teachers and support staff

All the class teachers and support staff at Eastern Primary School are fully committed to the children. They have the following responsibilities:

- to ensure that children behave in a responsible manner during lesson time.
- to treat each child fairly and enforce the classroom code/ school rules consistently
- to liaise with external agencies, as necessary, to support and guide the progress of each child.
- to report to parents or carers about the progress of each child in their class, in line with the whole-school policy.
- to inform the Headteacher 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 on a regular basis, on the effectiveness of the policy. The Headteacher will also be responsible for the following:

- to ensure the health, safety and welfare of all children in the school.
- to support the staff by implementing the policy and by setting the standards of behaviour
- to keep records of all reported serious incidents of misbehaviour.

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- to give fixed-term exclusions 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. This action is only taken after the school governors have been notified and as a last resort.

The role of parents

At Eastern Primary School we work collaboratively with parents to ensure that pupil's needs are met and that they follow the school behaviour code. The behaviour file is analysed regularly and if a child has been involved in several serious incidents over a term, parents are always notified. The Headteacher will then agree action to be taken which could involve strategies such as regular contact with the parent or the use of a behaviour book. Parents are asked to support the school in the following ways:

- discussing the behaviour code/ school rules with their child and emphasising their importance
- keeping in close contact with the school regarding their child's behaviour
- commenting in a behaviour book which may be sent home from school
- contacting the school at the earliest possible opportunity if there are any circumstances that may affect their child's behaviour in school
- contacting the school with any concerns or worries they may have

The role of governors

At Eastern Primary School the Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. Although the Headteacher has the day-to-day responsibility for behaviour in school, the governors support the Headteacher by giving advice about particular disciplinary issues. The Headteacher takes this into account when making decisions.

Fixed-term and permanent exclusions

At Eastern Primary School we see exclusion, whether it is temporary or permanent, as a last resort when dealing with behavioural problems. Instead our emphasis is on preventative measures. However, there may be occasions when an exclusion is necessary. On these occasions the Headteacher (or the acting

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Headteacher) is the only person who has the power to exclude a pupil from school. The procedure is as follows:

- the Headteacher will decide, after consultation with any relevant parties, on the length of the exclusion
- the parents will be informed immediately and they will be given information about the reasons for the decision, the appeals procedure and the telephone number for pupil parent support
- the Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. They have 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 the 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 analyses behaviour records regularly to identify any persistent problems and ensure that behaviour remains good. As such s/he 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.

Review

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.

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This policy is now due for review Summer 2018

Signed: **(Chair of Governors)**

Date: