

## Charles Saer Community Primary School

### Behaviour and Discipline Policy

#### Document Purpose

This document refers to all members of the school; all staff, and children. It embodies respect for everyone including oneself.

#### Audience

This document is intended for all teaching staff, school governors, parents, inspection teams and the LEA Adviser/inspector; and copies are available from the school office.

Everyone at Charles Saer recognises the importance of a positive atmosphere based on a sense of community and shared values and a whole school approach to promoting good behaviour.

We all strive for the highest possible standards of behaviour. We believe that everyone connected with the school should play their part in helping our children to achieve this.

We also recognise the importance of personal, social, moral and spiritual education as a means of promoting the values of mutual respect, self-discipline and social responsibility which underlie good behaviour and promote skills for life.

#### Primary Aims

1. To ensure that good behaviour makes a major contribution to providing a pleasant environment for pupils, teaching staff and all others to work and play in.
2. To provide strong and consistent leadership in the classroom throughout the school irrespective of teaching style.
3. We aim to provide a clear structure of expected behaviour, to prepare each pupil to become a responsible member of the school.
4. There should be no distinction between the teaching staff and other adults where children are concerned. The same good behaviour and co-operation will be expected from everyone.
5. To create a welcoming, safe and enjoyable environment in which to work and play, aiming to foster respect, honesty, truth, co-operation, kindness and tolerance.
6. Good behaviour will be seen to be rewarded. Sanctions will be applied to those who transgress and will be seen to be fair. They will emphasise the difference between good and bad behaviour.
7. The Head teacher will be there to appreciate good behaviour and to be the ultimate deterrent, involved in serious cases which require serious sanctions.
8. WE all aim to build and raise self esteem proactively. Measures will be used to encourage the development of a healthy self-concept for children and staff.
9. High standards of learning and teaching can only take place where they are underpinned by good behaviour and we aim to create and maintain such an environment.
- 10 We aim to provide a secure environment where children are encouraged, not discouraged; where mistakes are seen as opportunities for learning; where differences are respected not ridiculed; where individuals take responsibility for their own actions.
11. These aims are consistent with our school philosophy and mission statement.

## Mission Statement

Here at Charles Saer Community Primary School we are committed, in partnership with the community we serve, to giving each child a quality all-round education in a caring and supportive environment as preparation for the future.

Our expectations are based on rights and responsibilities

- All students have the right to learn
- All teachers have the right to teach
- Everyone has the right to dignity and personal respect
- Everyone has the right to feel safe
- Everyone has a responsibility to make sure that we can all enjoy our rights

### School Expectations of Behaviour 1

Be respectful

We should respect other people's rights to learn and to be safe. We should respect the right for people to be different. We should respect other people's opinions. We should respect our school and other people's belongings.

2 Be polite

We show good manners at all times.

3 Be truthful

We always admit our mistakes so that we are able to learn from them.

4 Be kind

We avoid hurting people whether through words or actions

We believe that all members of the school community should work together to build strong, trusting relationships.

Acceptable standards depend on good examples, setting high standards and applying rules firmly and fairly. We must expect to give and receive respect, treating everyone as an individual.

Children need to be given the time and opportunity to change their behaviour.

We should address the problem by avoiding confrontation, listening, establishing the facts and keeping calm.

We will always explain our expectations clearly to children and articulate the unacceptable behaviour, separating our disapproval of the behaviour from the child.

We should teach children how to make amends and restore and repair relationships which is a foundation for life.

We must accept that where children are learning and testing the boundaries of acceptable behaviour there will be problems. Our success is tested not by the absence of problems but by the way we deal with them.

We should remember to recognise and reward children whose behaviour is always good as well as those children whose behaviour is improving.

When a child is behaving in an unacceptable manner we endeavour to gain insight into the cause of the behaviour and find a solution.

We support and inspire all members of the school community to achieve their full potential.

We will not tolerate bullying or racism.

### SANCTIONS FOR REPEATED INAPPROPRIATE BEHAVIOUR

- Eye – contact
- Adult disapproval
- Child will be given 2 ‘reminders’ with an explanation of the consequences of their behaviour, should this continue despite reminders.
- Consequences can be ‘time out’ with Behaviour Support Assistant where the child will be given the opportunity to discuss any issues and support given to reinstate their place back in the classroom. Time may be paid back at playtimes to allow the child opportunity to complete work missed as a result of behaviour.

Every child will have a ‘clean slate’ on return to their class – we do not hold grudges, mistakes are a learning curve.

- Unacceptable behaviour will be discussed with the child at the end of the session so as not to distract the learning of other pupils during teaching time.

Lunchtime sanctions spent with senior management for serious incidents including physical assault, bullying, deliberate damage, stealing, verbal abuse or persistent disruption.

All low-level behavioural incidents are now recorded on CPOMS and are monitored by the school’s leadership team. Discussions and appropriate next step actions will be discussed in the event of repeated occurrences. The next steps may vary, dependent upon the needs of the child and the nature of the incidents.

#### Behaviour and Bullying ‘off the school site’

As a school, we reserve the right to follow our school behaviour policy and issue both rewards and sanctions to pupils who are ‘off site’, within the following contexts (regardless of whose care the children are in):

- When a pupil is taking part in any school-organised or school-related activity, or
- travelling to and from school, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school.

In addition, we reserve the right to follow the school’s behaviour policy in the following circumstances:

- A pupil’s actions could have repercussions for the orderly running of the school, or
- Poses a threat to another pupil or member of the public, or
- Could adversely affect the reputation of the school.

#### Behaviour Support Assistant

The role of BSA is to support any child who may be having difficulty in school, which is affecting their learning and/or friendships/relationships.

Children who persistently cause disruption will have the opportunity to discuss this with BSA and will work with her to find the right path back to fulfilling their learning. This may be successful with a ‘one off’ chat or may require further intervention work, set by the BSA according to the individual need of the child.

During conflicts, the BSA adopts a restorative approach and ensures that all parties are heard in order for resolution to be found. She does not judge and children are treated fairly and as individuals.

The BSA supports all staff with any behavioural issues and may be required to remove a child from a classroom to maintain the learning of the other children.

The BSA instills sanctions with the support of the senior management team and maintains records of all contact and sanctions for monitoring of behaviour.

The Behaviour Support Assistant will report concerns highlighted by any child to the Headteacher/SMT/Family Support Worker as and when required.

### Parental Involvement

We endeavour to keep parents informed about their child's behaviour in school, both positive and negative. For minor behaviour concerns class teachers will call parents or may ask for an informal meeting before or after school.

If there have been serious breaches of the behaviour policy then the Headteacher will contact parents either by phone or through an arranged meeting. These meetings usually include the Behaviour Support Assistant and the SENCO if appropriate and a plan of action will be discussed to ensure improvements in behaviour.

### Exclusion

We do not use exclusion from school as a means of modifying behaviour except in extreme circumstances. Serious misdemeanors may result in an 'internal exclusion' which will involve the children working in the headteacher's office, with loss of playtimes and lunchtimes.

The head teacher, or Deputy Headteacher in her absence, has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. Return to school meetings will be arranged following a fixed term exclusion.

If a child is on the brink of a permanent exclusion a managed move to another school may be arranged. During the managed move the child will remain on roll at Charles Saer. Exclusions can still be applied by the headteacher.

For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Parents have a right of appeal if they believe their child has been treated unfairly. Permanent exclusion has to be confirmed by a formal meeting including representatives of the LA and the governing body.

### **FIXED-TERM AND PERMANENT EXCLUSIONS**

Only the head teacher, or deputy head acting for the head teacher, has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year.

The head teacher may also exclude a pupil permanently.

It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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 head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed exclusions beyond five days in any one term.

The governing body itself cannot exclude a pupil or extend the exclusion period made by the head teacher.

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; any representation by parents and the LA; and whether the pupil should be re-instated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

## A clear statement of expectations of the children, parents and school

### School's expectations of the child

Children are expected to be on time for the start of school, respect all members of the school community and all visitors, display a positive attitude to learning and follow the school and class rules; in doing so they will make it easy for everyone to learn and the teachers to teach. When outside of school children must remember they are ambassadors for the school and represent all our school community.

### School's Expectations of Parents

Parents carry out their role as active partners in their child's education. Parents encourage their children to complete homework and give them support when necessary. eg. listen to them read, check spelling etc.

Parents support the school's behaviour policy and actively speak to their children on a regular basis about their behaviour at school. When asked by the school to work with us on improving their child's behaviour, they do so willingly and see this move as a unified approach for the benefit of their child. If parents hear of, or witness poor behaviour out in the community, they will communicate this to the school so the appropriate action can be taken. Parents should report any concerns of bullying to the school immediately. Attendance at parents evenings is vital as a means of discussing any behaviour concerns.

### Parent and Child's Expectations of School

All members of the school's community are kind, friendly and helpful. All staff are polite and considerate to pupils and parents. Children are made welcome and feel secure and safe in their school. A child's self esteem is always nurtured by staff.

Parents are made aware of the school's policies. Staff in school give clear instructions/examples to children and parents when needed – they lead by example. Children are helped if they are feeling unwell. Lessons are interesting, enjoyable and challenge individuals at an appropriate level. Work is well prepared and marked by the teacher. When children are struggling teachers/support staff help them and explain so the children understand. The school rules should be followed by all members of the school community. It is understood that effective learning and teaching requires effective discipline.

## A About the School

### Children are expected

- to be happy!!
- to be reasonably quiet
- to walk around the school building to ensure the safety of themselves and others
- not to wander about the building and grounds unsupervised
- to care for the building and grounds
- to treat adults and children with respect
- to carry out tasks sensibly
- to collect and return equipment in an orderly fashion
- to ensure that no one is hurt, either physically or emotionally.
- To wear their uniform correctly

### Implications for staff

Every member of staff must be prepared to correct any infringement of this code of behaviour by

- expecting high standards of behaviour
- never ignoring any infringement
- giving an explanation of what is expected
- investigating any disturbance e.g. toilets, library etc
- setting good examples

- supporting all colleagues

## B In the classroom

### Children are expected

- to enter and leave in an orderly manner
- to be reasonably quiet at all times
- to be silent at specific times when asked
- to get on and complete tasks set by the teacher
- to be polite to adults and children
- not to interrupt adults or children
- not to interfere with the work of others
- to care for materials and apparatus and all school property
- to care for the general appearance of the classroom
- to respect other people's belongings
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### Implications for staff

Every member of staff should act as a good role model

Every member of staff should have high expectations of behaviour and work.

Everyone should set high standards of care, tidiness and cleanliness in the classroom.

Children should be supervised when entering or leaving the classroom.

Every member of staff should correct any infringement on the code of behaviour by

- never ignoring any infringement
- being fair in listening to children's explanations of why breakdown has occurred
- giving an explanation of what is expected
- supporting all colleagues

## C. ASSEMBLIES

### Children are expected

- to line up quietly ready to lead into the hall
- to walk to the hall quietly and in an orderly manner
- to listen, without interruption or disruption, to the assembly
- to leave the hall and re-enter classrooms in an orderly manner

### Implications for staff

The first teacher in the hall is responsible for the children until the teacher leading the assembly arrives.

Every member of staff should ensure that

- children are silent before leading into the hall
- children line up in a set assembly order
- children are punctual for assembly
- children listen in silence
- children return to their classrooms in quietly and in an orderly manner.

Staff excused assembly should return to the hall to accompany their children back to the classroom.

#### D. PLAYTIMES

##### Children are expected

- to leave classrooms in an orderly manner
- not to re-enter the building during break except to go to the toilet or first aid points.
- to respect others and not interfere with the games of other children
- to be polite to adults and children
- to report problems to the staff on duty
- to line up in orderly manner
- to enter the classroom quietly under the supervision of the teacher.

##### Implications for staff

Duty teachers should be in the playground promptly.

Children should be supervised whilst leaving classrooms.

Duty teachers should patrol the playground and be ready to intervene before problems develop.

In the case of major problems, the headteacher/senior management should be sent for.

Class teachers should supervise children's entry.

Duty staff to blow whistle and children to walk to the line to wait for class teacher

#### E. WET PLAYTIMES

##### Children are expected

- To follow the normal code of behaviour applicable to behaviour in the classroom.
- Not to leave the classroom without permission

##### Implications for staff

Teachers should make it clear to children

- which activities are not to be used during their absence eg ipads - whether children may continue with class work - whether children may use games etc.
- that the classroom should be left tidy at the end of break.

#### F. LUNCHTIMES

##### Children are expected to

- play appropriately in the different areas
- not to be in school or enter school without permission/toilet/first aid
- follow instructions given by the lunchtime staff

##### Implications for staff

- To treat all children equally

- To line children up at bell for collection by class teachers
- Welfare staff should patrol the playground and be ready to intervene before problems develop.
- Playleaders will organise a range of appropriate games and activities

## G.WET LUNCHTIMES

### Children are expected to

- take part in a stationary and calm activity in their own classrooms
- be responsible for equipment and tidying up all games and activities on time

### Implications for staff

- be aware of what activities are allowed at lunchtime
- children are supervised by welfare staff
- encouraging children to tidy up in time for afternoon lessons

## INSET PROVISION

Regular opportunities are provided for all staff to discuss and review behaviour policy Needs are identified through appraisal, whole school review, inspection/external advice.

Needs are recorded and prioritized by staff development planning.

Staff/school needs are considered and planned for by the coordinator and the staff development co-coordinator. Potential providers include our own school staff, cluster group, LEA Advisory Teachers and LEA INSET, coordinator and the staff development coordinator

## EQUAL OPPORTUNITIES

The school's policy for equal opportunities sets out the framework within which equal opportunities in the management of behaviour problems will occur.

## SPECIAL EDUCATIONAL NEEDS

The school's policy for Special Educational Needs sets out the framework within which provision for SEN in the management of behaviour problems will occur.

## CROSS PHASE/SCHOOL TRANSFER

Teachers will have opportunities to liaise with previous and next class teacher and at Y6 with colleagues from local high schools for induction programmes.

Meetings will be as required and also at an appropriate date prior to transfer.

The purpose of meetings will be to transfer documentation and details of individual pupils' progress and needs.

Documents should be transferred to class teachers and transfer schools. This should be done at the end of the academic year. If pupils transfer during a school year, documents should be sent to the receiving school as soon as possible.

## EVALUATION

Evaluation is carried out to enhance teaching and learning and is the responsibility of class teachers, the co-coordinator and the headteacher.

Evaluation will focus on/include: pupils' progress, quality and availability of resources and accommodation, and the organization and teaching methods used.

Evaluation methods will include assessing pupils' behaviour and achievements, analysis of teacher and Behaviour Support Assistant management of behaviour problems, staff discussion and external inspection/advice. Annual review of all strategies, procedures and systems in this policy. Regular monitoring and staff training when necessary.

Evaluation will be conducted according to subject planning within the School Improvement Plan and as required by changes to the law.

H Willott  
Headteacher

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