



Behaviour and Discipline Policy

Aims and Expectations

It is the primary aim of Davyhulme Primary School to ensure 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. Our school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school has a number of key rules, but the aim of the policy is not to establish a system to enforce rules. It is a means of promoting good relationships and in supporting our school community to allow everyone to work together in an effective and considerate manner.

Our school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent manner.

This policy aims to help children develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.

Bullying will not be tolerated in our school. Sanctions dealing with incidents of bullying are detailed in our **Anti-Bullying Policy**.

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Reward System

Pupils are encouraged to show respect for others and display good manners at all times, closely linked to our school's values. Children are encouraged to 'live the values everyday.' Our staff has a consistently positive approach and lead by example.

Children should not be allowed to fail. Positive behaviour is encouraged and rewarded in a variety of ways.

- Special Cards are awarded by midday supervisors for good behaviour.
- Team points awarded for good work and behaviour. Children belong to one of four teams: Red, Yellow, Blue or Green.
- Merit stickers from teachers in recognition of good manners, good behaviour and good work.
- Showing pieces of work to the Headteacher.
- Teachers nominate one child per week for the Owl Award in recognition of academic or social achievements. This is received as an Owl Sculpture in front of the school at Good Work Assembly (KS2). Teachers (KS1) award the class bear to one child each Friday in recognition of good manners, behaviour and good work. The children take the bear home for the weekend then take part in a Rewards Assembly where the children share their weekend news with the school and their invited parents.
- Consistent praise throughout the day when 'caught' being good.
- Owl cards - Owl cards are awarded by staff in the Infant Dept. for good/positive conduct displayed around the school. The class with the most awarded owl cards receives 'Oscar' the school owl mascot to stay in their class for one week.
- In Key Stage 2, Post cards of Praise are awarded to pupils for excellent work and/or good behaviour.
- Values slips are given to children by all staff (including lunch-time supervisors) if children are seen to be living the values. These are given out to children during Assemblies and sent home with pupils.

Good Work and Celebration Assemblies

School assemblies are a celebration of success attained in and out of school. The positive ethos of our school is reinforced with the children having the opportunity to receive recognition for their achievements.

- Children may share recent awards, certificates, trophies etc. with the school, received in pursuit of their own leisure time activities.
- All classes have an opportunity to lead an assembly where they are able to show examples of their best work.
- Special Card class winners are announced and may receive an extra playtime.
- Special Card individual winners are drawn from each class to receive a prize from the treasure chest.

- Team point (KS1/KS2) winners are announced and receive a trophy for the week. Scores accumulate through the year. Grand winners are announced at the end of the school year.
- Class attendance winners are announced and receive an extra ten minutes playtime (KS2).
- Parents are invited to attend these assemblies (KS1) and share in the good work of the school.
- Owl Awards (KS2) are given to one member of each class in recognition of academic or social achievements. In Key Stage 2, postcards of praise are awarded to pupils for exceptional behaviour/good work. When pupils have acquired 3 postcards of praise, they can select a reward from the 'Golden Treasure Box'. Values slips are awarded to children who are seen to be 'living the values' by any member of staff - these are given out to children during assemblies and taken home to share with parents.(KS2)/ EYFS/KS1 Teachers award the class bear to one child each Friday in recognition of good manners, behaviour and good work.

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.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure all children work to the best of their ability.

The class teacher treats each child fairly, with respect and understanding, and enforces the classroom code consistently.

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 LA behaviour support service.

The class teacher reports to the parents about the progress of each child in their class, in line with the whole school policy. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control and 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 themselves. The actions we take are in line with the government guidelines on the restraint of children.

The Headteacher has the responsibility for giving 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. School governors are kept informed of both fixed term and permanent exclusions.

The role of parents and Trafford LA

Our school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

The school rules and sanctions system was explained to the parents in the School Welcome Pack, parents signed a consent form in support of our behaviour and home school agreement.

We expect parent to support their child's learning, and co-operate with the school, as set out in the Home-School agreement. We try to build a supportive dialogue between the home and our school, and parents are informed about concerns regarding their child's welfare or behaviour.

If our 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 in which their child has been treated they should initially contact the class teacher, then Phase Leader or deputy headteacher. If the concern remains, they should contact the Headteacher and then 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 day to day authority to implement the school behaviour and discipline policy, but the 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

Only the Headteacher has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed days in line with the stages of our sanctions guidelines, 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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Parents are informed in writing by the Headteacher of any exclusion, and they are informed of their right to appeal to the governing body.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions exceeding 5 days in any one term.

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

The governing body has a discipline committee which is made up of between 3 and 5 members. This committee considers any exclusion appeals on behalf of the governors.

If a child misbehaves repeatedly in class and teacher imposed sanctions are ineffective then the child is sent to the deputy headteacher who initiates the preliminary stages of the formal school behaviour management policy.

The role of the Deputy Head - Behaviour Management Co-ordinator

The Deputy Head ensures referrals are completed and signed, those incidents are recorded and then relevant personnel are kept up to date. The Deputy Head drafts letters for parents in the instance of behaviour book entries, reporting relevant details.

The Deputy Head liaises with parents in the early stages of referrals.

The Deputy Head is the initiator of school behaviour sanctions.

School Sanctions for Unacceptable Behaviour

Teachers will use their professional judgement to manage challenging behaviour using a variety of strategies. Serious or continual incidents will be recorded in the class behaviour book. If the strategies are unsuccessful parents will be informed that formal procedures will now be adopted as follows:-

Stage 1

Deputy informed and will contact parents where applicable to discuss child's behaviour and strategies for improvement.

Stage 2

Headteacher informed and parents contacted by letter and that a fixed term exclusion is being considered.

Stage 3

Fixed term or permanent exclusion.

Short Circuit Cases

Short circuit for extreme cases of verbal or physical abuse.

Referred directly to the Headteacher and may be put on any stage of the sanctions stages at the Headteacher's discretion.

Lunchtime sanctions

A separate behaviour book is kept for lunchtime incidents reported by midday supervisors to the deputy for repeated incidents of misbehaviour.

Stage 1

Verbal disapproval from midday assistant. Short term isolation.

Stage 2

Referral to midday Supervisor and given red card (extended isolation indoors under supervision of lunchtime Supervisor). All serious incidents are recorded in the lunchtime behaviour book

Stage 3

Referral to Deputy Head who will decide whether to refer incident to school behaviour book for lunchtimes. Parents informed by letter if this is the first entry in the book.

Stage 4

As above, parents informed by letter, this is the second entry in the book.

Stage 5

Parents informed by letter that a fixed term exclusion of 1 week will be enforced for lunchtimes.

Short Circuit Cases

Short circuit for extreme cases of verbal or physical abuse. Referral directly to the Headteacher and may be put on any stage of the sanctions stages at the Headteacher's discretion.

Further transgressions or exclusions may result in the case being referred to the Governors and the parents being invited to choose another school for their child.

The role of the Headteacher

The Headteacher supported by the governors and staff will use this policy to promote community cohesion.

It is the responsibility of the Headteacher, under the Schools Standards and Framework Act 1998 to implement the school behaviour policy consistently through our school and to report to the 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 the children in our school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of this policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representations by parents or the LEA and consider whether the pupil should be reinstated.

If the governors' appeal panel decides that a pupil should be reinstated then the Headteacher must comply with this ruling.

Monitoring

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

The behaviour management co-ordinator keeps written records along with copies of referral sheets for incidents of repeated or serious misbehaviour.

Repeated pupil incidents of misbehaviour are recorded in the class time behaviour book or lunchtime behaviour book, as appropriate.

The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

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.

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.

Next review Spring 2019

Approved by Chair

Date

Minutes of Ref full GB

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