

# **Behaviour and Discipline Policy Statement**

**LEYBOURNE Ss PETER & PAUL CE (VA)  
PRIMARY SCHOOL**



**February 2020  
Review date: February 2022**

# **Leybourne Ss Peter and Paul C.E. Primary School**

## **Behaviour and Discipline Policy**

*We promote the learning and development of all children to achieve their full potential in a caring, happy, Christian environment.*

### **Aims and Expectations**

At Leybourne Ss Peter and Paul CEP Academy, we aim to nurture the spark of God within each member of our community. We provide our pupils with high quality learning opportunities, that allow us all to achieve our full potential in all we do, and to grow into well-rounded citizens of the world. Through embodying our Core Christian Values of Love, Trust, Compassion and Respect in everything we do, we aim to build a safe and joyful community with God.

We work hard to ensure that we recognise and celebrate the uniqueness of each individual and seek to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act (2010).

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 Christian community, with Christian values that are based on mutual trust and respect for all. The school 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 a caring, happy, Christian environment where everyone feels happy, safe, and secure; with children becoming increasingly independent members of the school community.

The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping all to fulfil their potential. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour.

### **Rules and Responsibilities**

Our school has a set of rules which encompass the ethos of our school in terms of our expectations for respect, tolerance and achievement. These rules apply equally to all members of the school community.

These rules have been written by pupils of the school council in discussion with the head teacher and school staff.

The rules are discussed with pupils and are on display around the school.

In addition to this, each class has its own set of 'class rules' which are established at the beginning of each year and are displayed in the class room. Both pupils and the class teacher have an active role in agreeing these rules.

## **Rewards**

Children are rewarded and praised in a variety of ways. We operate reward systems which motivate children at a level appropriate to their age and interests. All staff offer pupils verbal praise and positive feedback as part of their everyday whole class curriculum assessment and positive behaviour management strategies.

Additional reward systems include;

- Team or table points
- Star of the Week
- Golden Time
- Headteacher awards and certificates

Children are also encouraged to share rewards and certificates that they have obtained in activities pursued outside of school.

## **Strategies for dealing with unacceptable behaviour**

The school employs a number of strategies to enforce the school rules and ensure a safe and positive learning environment. Teachers employ a range of strategies to suit each individual situation. These can be in the form of:

- Positive behaviour management strategies which promote and reward appropriate behaviour
- The use of non verbal gestures / prompts in response to inappropriate behaviour
- Moving the child to a position closer to the teacher
- Redoing a task if appropriate
- If considered appropriate a child may be given a period of 'time out'. This time allows the child to calm down, reflect on his/her behaviour and consider consequences.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part until the behaviour is modified.

When there are incidents of serious, repeated inappropriate behaviour the following sanctions will be applied;

- The child will be given one verbal warning
- If the same behaviour is repeated within the same day, a child will be sent to the Head of Lower or Upper School as appropriate
- Any further incidents within the same day will result in the child being sent to the Headteacher

Obviously there may be occasions when behaviour is considered so serious that the immediate action will be to involve the Headteacher.

The Headteacher will inform and meet with parents as considered necessary.

## **Physical Restraint and Intervention Policy**

All members of staff will have their attention drawn to the regulations regarding the use of force by teachers, as set out in the DfE Departmental Advice (Guide for Heads and School Staff on Behaviour and Discipline – Power to use reasonable force, 26<sup>th</sup> April 2012). Staff only intervene physically to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school setting. The actions that we take are in line with government guidelines on the restraint of children and are immediately reported to the Headteacher. Written records of such instances are retained by the Headteacher. Staff have been trained in Team Teach Positive Handling techniques.

### **The role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during school time.

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

The class teacher discusses the school rules with their class. In addition to the school rules, each class has its own classroom code, which is 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 inappropriate behaviour the class discuss these during ‘circle time’ or PSHE lessons.

Class teachers treat each child consistently and fairly with respect and understanding.

The class teacher may also contact a parent after consultation with the Headteacher if there are concerns about the behaviour or welfare of the child.

### **The role of the Headteacher**

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 in the school.

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 reported incidents of misbehaviour as required and also records of incidents involving the use of physical restraint.

### **The Role of the Parents**

The school rules are explained within the school prospectus alongside areas that ensure the safety and well-being of the child. We expect parents to support and co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between home

and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If a child needs support and strategies to modify his/her behaviour, we expect parents to support the actions of the school. If the parents have any concern about the way that their child has been treated, by they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, parents should then contact the Chair of Governors.

### **The role of the Local Governing Body**

The Local Governing Body has the responsibility of setting down 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 will take this into account when making decisions about matters of behaviour.

### **Fixed term and permanent exclusions**

Only the Headteacher or acting Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. If the Headteacher excludes a pupil, she/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 such an appeal. The Headteacher informs the LA and the Governing Body about any permanent exclusion, and also about any fixed-term exclusions. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body may call an Appeals Panel of between 3 and 5 members. When the Appeals Panel meets to consider an exclusion, they consider the circumstances of the case and any representations made by parents and/or the LA. If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis and also reports this to the Governing Body, and, if necessary, makes recommendation for further improvements.

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

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The policy is reviewed every two years. The governors may, however, review the policy earlier, if the government introduces new regulations or should other school issues require it.