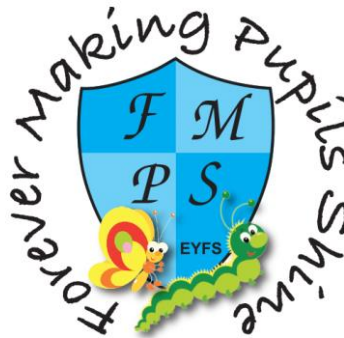


Framwellgate Moor Primary School



Behaviour and Discipline Policy 2023-2024

1 Aims and objectives

- 1.1 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 community, whose values are built on mutual trust and respect for all. The school's 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 an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules which define our code of conduct, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others, this includes online communities.
- 1.4. We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour and develop positive social skills, rather than merely deter anti-social behaviour.
- 1.7 Rewards and Sanctions
- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - All staff congratulate children.
 - All staff give children house points, from Reception onwards.
 - Each 'Star of the Week' receives sports equipment of their choice
 - Star of the week in FS1 (Nursery) will receive a certificate.
 - HT & DHT distribute merit stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - Lucky dip/class certificates and stationary shop vouchers for the school shop

- Individual teachers have a variety of incentives and approaches to recognise pupils' efforts and progress.
 - All classes have an opportunity to be involved in Celebration Assembly every week, where they are able to show examples of their best work from class.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school, including recognition of out of school activities, e.g. music or swimming certificates.
- 2.3 The school employs a number of sanctions, which are developed through consultation with the school council and class councils, to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- * We expect children to listen carefully to instructions in lessons
 - * We expect children to try their best in all activities
 - * If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class, (time out), until s/he calms down, and is able to work sensibly again with others.
 - * The safety of the children is paramount in all situations, this includes online. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
 - * If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 2.4 The class teacher discusses the school rights and responsibilities with each class. In addition to this, each class may have 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 anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The use of Force Control or Restrain Pupils.
- 3.0 The role of the class teacher
- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all incidents, where HT or SLT has been involved. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SEN Co-ordinator and Head teacher to initiate an investigation.
- 3.5 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 the LA's behaviour support service.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

- 4.1** It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, 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 head teacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3** The Head teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The Head teacher 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 Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 5.3** We expect parents to support their child's learning, and to cooperate with the school. 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.
- 5.4** If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns 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.

6 The role of governors

- 6.1** 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 Head teacher in adhering to these guidelines.
- 6.2** The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral units, (DfES, January 2003).
- 7.2** Only the Head teacher, (or the acting Head teacher), has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3** If the Head teacher excludes a child, she 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.
- 7.4** The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- 7.6 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.
- 7.7 When an appeals panel meets to consider exclusion, they consider the circumstances under which the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.
8. Drug and alcohol-related incidents
- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed-term exclusion and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring on to the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head teacher.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.
9. Monitoring and review
- 9.1 The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. Class teachers record minor classroom incidents or maintain any home school logs. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details to each class teacher involving pupils from their class. These incident sheets are then filed in the main office after being addressed.
- 9.3 The Head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to promote Race Equality: A Guide for Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.5 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.

Reviewed September 2023

B. Smith

To be reviewed: September 2024