

Bayford Church of England (VC) Primary School**1 Principles**

Legislation requires Governors to make, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline among pupils (see separate statement). This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance.

2 Aims and objectives

It is a primary aim of Bayford 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 (of Appreciation, Courage, Respect, Responsibility, Peace and Love) are built on mutual trust, respect for all and a Christian ethos. 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.

The school has a number of rules, rewards and sanctions that are used 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. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community (children, staff, parents and governors) to behave in a considerate way towards others.

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

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.

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, rather than merely deter anti-social behaviour.

3 Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways; Individual teachers and classes will have their own reward systems, which are implemented fairly and consistently. Examples of whole school reward systems which are in place are:-

- Teachers congratulate children – verbal and written comments
- Stickers
- Celebration of work in Class Sharing Assemblies
- Showing work to the Headteacher
- House points
- Golden Time
- Star of the Week

The school employs a number of sanctions when children choose not to follow the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and the child's age, for example:-

- Losing Golden Time
- Being moved away from other children
- A look or a few words
- Time out from activities (including extra curricular)
- Apologising/writing a letter of apology
- Speaking to parents
- Being sent to work in another class/Headteacher's Office
- Exclusion

The class teacher discusses the school rules with their own class. In addition to the school rules, each class also has its own classroom code. Every child in the school knows the standard of behaviour that we expect in our school and also when children are representing the school outside of the school premises. If there are incidents of anti-social behaviour, the class teacher discusses these with a member of the SLT and may also discuss with other children during e.g. a class Circle Time.

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 our children attend school free from fear. (see Anti-bullying Policy)

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 55A of the Education Act 1996: The Use of Force to Control or 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 him/herself or damaging school property. The actions that we take are in line with current government guidelines on the safe handling of children. In the event of an accusation of staff misconduct the school will ensure appropriate pastoral care is put in place.

4 The role of the class teacher

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.

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.

The class teacher treats each child fairly and enforces the school rules and reward systems consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, it will be reported to the Headteacher and recorded in the Behaviour Book.

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 of the LA's behaviour support services.

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.

5 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, 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 children in the school.

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

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

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. These actions are taken only after the school governors have been notified and correct procedures followed in line with County guidelines.

6 The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have any concerns about their child's welfare or behaviour.

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 follow the agreed complaint procedure (copies available in school). If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parents/Carers are expected to model appropriate behaviour and language when they are on the school grounds. Failure to do so may ultimately result in being banned from the school premises.

7 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 adhering to these guidelines.

The Headteacher has the day to day authority to implement the school's policy on behaviour, but 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.

The governing body has the responsibility of supporting the Headteacher and staff in implementing HCC policy as it relates to children and parents.

8 Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. In the first instance, the school will put into place a strong system of multi-agency assessment and support for pupils who display continuous disruptive behaviour. However, if an exclusion is necessary, the school has 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). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher 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 Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/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 any such appeal.

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

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

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 meet to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

9 Monitoring and review

The Headteacher 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.

The Headteacher keeps a written record of serious incidents of misbehaviour of both children and parents.

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

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

The governing body reviews this policy every four 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.

Other relevant policies are Drugs, Equal Opportunities, Racial Equality, Health and Safety, Anti-Bullying.

This policy will be reviewed at least every two years.

Date: September 2015

Review Date: September 2017