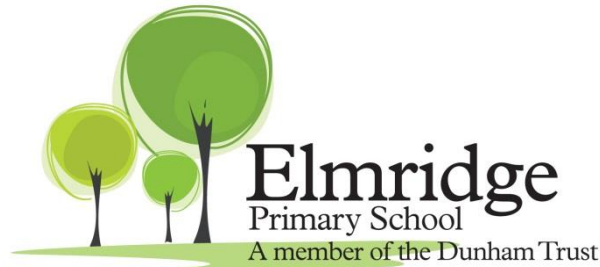


ELMRIDGE PRIMARY SCHOOL



SCHOOL DISCIPLINE POLICY AND PUPIL BEHAVIOUR POLICY

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
9/15	1.2	This was updated to reflect the new post of "Head of School"	M Edmundson
20.4.16	1.3	Updated in line with other trust policies	M Edmundson
1.9.17	1.4	Annual check and update of procedures	M Edmundson
1.9.18	1.5	Annual check and update of procedures	M Edmundson
16.6.20	1.6	Addition of Covid addendum pages 8-10	M Edmundson
1.9.20	1.7	Removal of Covid addendum	M Edmundson

The Dunham Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

“We aim to ensure that, for everyone involved, excellence and equity become and remain a reality”

“They come this way only once so we should litter their pathways with quality experiences”

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for ‘Improvement’ are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

1 Aims and expectations

- 1.1** It is a primary aim of our trust 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 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 where everyone feels happy, safe and secure.
- 1.2** The school has a number of GOLDEN RULES, but the primary aim of the behaviour policy is not a system to enforce rules. 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. Each class agrees to and signs a class contract at the start of each year, where both the teacher's and the children's expectations are recorded.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children to 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 co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and punishments

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
 - teachers give children Dojos;
 - we distribute team points to children either for consistent good work
 - all classes have an opportunity to lead a class assembly, where they are able to show examples of their best work.
 - during a weekly good news assembly where each class teacher allocates merit badges for pupils who have displayed good work or behaviour that week.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. This is reflected in the termly interim reports and annual reports to parents as well as displayed on the Gifted & Talented display board.
- 2.3** The school employs a number of sanctions 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. If they do not do so, we ask them either to move to a place nearer the teacher.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
 - If a child is disruptive in class, the teacher reprimands him/her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

- The safety of the children is paramount in all situations. 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.
- For a serious breach of the school rules or continued lower level misbehaviour, the class teacher records the incident within the class warning book.
- If a child's name is put in the warning book twice in a half term, the class teacher should inform the parents requesting support and explaining the consequences of this happening again. (see 3.5 below)
- For persistent poor behaviour pupils, after agreement with the Head of School, a pupil may be given a daily report form. In this circumstance, at the end of each lesson or breaktime/lunchtime, pupils are graded for their behaviour according to agreed targets. At the end of the day, the report is signed by the class teacher and then signed by parents before the next school day. Once the pupil has consistently met his/her targets the daily report will no longer be required. Parents will be notified before a pupil is put on daily report and notified when it is decided that the report is no longer required. If parents have any concerns whilst their child is on daily report they must contact the child's class teacher immediately.

2.4 The class teacher discusses the GOLDEN RULES with each class. In addition to the school rules, each class also has its own CLASS CONTRACT, 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. We do everything in our power to ensure that all children attend school free from fear. (Please see Anti-bullying policy)

2.6 All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children where a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. Staff receive Team Teach physical intervention training once every three years.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school's expectations and CLASS CONTRACT are enforced in his/her class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teacher should regularly revisit the school's golden rules.

3.3 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.

3.4 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.5 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the class warning book. Any entry in the warning book should also be recorded on CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues and after a child is put in the warning book twice in a term they are sent to see the Key Stage Leader. The class teacher informs the parents. If a child is put in the warning book for a third occasion in a term, then the parents are contacted for a formal meeting with the class teacher and the Assistant Head Teacher. For more serious breaches of school rules, the Head of School may attend the meeting. This system was established a number of years ago and is successfully adhered to by all teachers.

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 LEA behaviour support service as well as the school's SENCO. (See SEN policy and Child Protection Policy.)

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 Head of School

4.1 It is the responsibility of the Head of School 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 of School to ensure the health, safety and welfare of all children in the school.

4.2 The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Head of School keeps records of all reported serious incidents of misbehaviour.

4.4 The Head of School 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 of School may permanently exclude a child. Both these actions are only taken after the school governors have been notified. In each case, throughout the process, the procedures set out in the Exclusion Policy will be followed

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Once starting at the school parents are asked to sign a Home-School Agreement, establishing codes of behaviour from school, parents and children. A copy of this is available on the school's website.

5.2 We expect parents to support their child's learning, and to co-operate 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 concerns about their child's welfare or behaviour.

5.3 If the 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 that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See complaints policy)

6 The role of governors

6.1 The Local 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 of School in carrying out these guidelines.

6.2 The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 Only the Head of School (or the acting Head of School) has the power to exclude a pupil from school. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also exclude a pupil permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the Head of School excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School 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.
- 7.3 The Head of School informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head of School.
- 7.5 Where exclusions occur the governing body establish a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

The decision to impose a fixed term exclusion or a permanent exclusion is never taken lightly. However, a decision to exclude a pupil permanently will be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

- 7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head of School must comply with this ruling.

8 Monitoring

- 8.1 The Head of School 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.
- 8.2 The school keeps records of incidents of misbehaviour. The class teacher records minor classroom incidents in a warning book. The Head of School records those incidents where a child is sent to him. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give red or yellow cards when necessary. Routine lesson observations of teaching staff also provide opportunity for the Senior Leadership Team and Subject Leaders to monitor behaviour.
- 8.3 The Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 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.

9 Review

- 9.1 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.

Monitoring and review

The implementation of this policy will be monitored by the Heads of School, who will make an annual report to the Local Governing Body of that school.

Approval by The Dunham Trust

Signed: _____

Date: _____

Review date: _____

This policy, signed by a Director on behalf of the Dunham Trust, is held centrally.

End of policy statement