



## **BEACON RISE PRIMARY SCHOOL**

### **Behaviour and Discipline Policy**

#### **Aims**

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 aim to create a welcoming, caring environment where relationships are based on mutual trust, respect for all and to develop a positive self-esteem in each child.

The staff at Beacon Rise Primary School are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well being while in school. We aim to promote an environment where everyone feels happy, safe and secure.

We hope that you will support our approach to behaviour which, we feel, will be of benefit to all.

#### **Rights**

All children have the right to develop their potential and be safe and happy.

#### **Expectations**

The school expects:

- every member of the school community to behave in a considerate and respectful way towards others
- all children to be treated fairly
- this behaviour policy to be implemented in a consistent way.

#### **Responsibilities**

For their rights to be maintained children have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences for their actions.

#### **Acceptable Behaviour and Rewards**

The class teacher discusses the school rules with each class. In addition to the school rules, each class also 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 minor incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' and PSHE lessons.

The children are encouraged to:

- Listen to adults and do as they are asked first time
- Use their hands, feet and all objects sensibly
- Work at a noise level appropriate for the work they are doing
- Try to do their best
- Listen to others without interrupting in a way that allows the teacher to teach and all children to learn
- Treat others, as they would like to be treated.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour. Choosing to follow these expectations makes us and others feel good.

We praise and reward children for good behaviour in a variety of ways including:

- Plenty of praise - this makes everyone feel good
- Teachers congratulate children
- Teachers give children house points
- Stickers are given to children to take home to share with parents
- Weekly awards are given out to children which are put onto a whole school display. Once this is complete, a reward for the whole school is negotiated
- A maximum of 20 minutes Privilege Time is awarded weekly to each class to celebrate good achievement and behaviour.

## **Unacceptable Behaviour and Sanctions**

Children are taught what is acceptable and unacceptable behaviour and are made aware of the consequences of breaking the rules. Unacceptable behaviour includes:

- Lack of respect
- Violence towards others
- Threatening behaviour
- Deliberate disobedience
- Discrimination
- Deliberate vandalism of school property.

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. Staff are aware of children with SEND being more vulnerable to bullying therefore extra precautions are taken to ensure children are included. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

We employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Minor issues will be dealt with within the classroom, by reminding the child of the rule or task, or introducing consequences such as withdrawal of Privilege Time. If a more serious problem occurs the Key Stage Leader, Assistant Headteacher, Deputy Headteacher or Headteacher will be informed

We employ each sanction appropriately to each individual situation from the list below:

- Name recorded – a warning with no sanctions
- Up to five minutes on the wrong choosing spot / time out area OR loss of some Privilege Time
- Up to twenty minutes time out in another class and spoken to by the Key Stage Leader
- 15 minute detention with the Assistant Headteacher and parents informed
- Sent to the Deputy Headteacher and parents informed
- Sent back to the Headteacher and parents are contacted

Unacceptable behaviour is recorded on CPOMS and is monitored weekly by the Assistant Headteacher, Deputy Headteacher or Headteacher. This is then discussed termly in Vulnerable Pupil meetings and strategies are put in place as a result.

At times individual pupils may experience difficulty with managing their behaviour. Individual behaviour plans will be set up for these pupils in consultation with the pupil and their parent and monitored daily by a member of the Executive Leadership Team. Pupils with SEND may also need individual behavior plans. If necessary, advice from outside agencies will be sought and recommendations implemented.

Persistent misbehaviour will be dealt with in the following ways:

- A home/school contract – working with parents to produce a programme to encourage improvements in behaviour
- Seeking help from outside agencies such as the Educational Psychologist.

In extreme cases the Headteacher may decide that a period of exclusion may be necessary.

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 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. The actions that we take are in line with government guidelines on the restraint of children.

## **Curriculum**

Good behaviour is supported when children experience success and enjoyment and are excited by their work in school. In order to achieve this we will:

- Plan and review the curriculum to ensure that it is delivered in a differentiated manner to meet the varying needs of each and every child in the school.
- Employ varying teaching approaches and styles.
- Develop our curriculum framework in an innovative way with aim of engaging the children's interest and make their work exciting and challenging.
- Ensure that every child experiences success and develops high self esteem.
- Promote a climate and ethos in which learning is valued.

- Develop an understanding and awareness of the different learning styles and individual needs of our children.

### **Lunchtime Behaviour**

Lunchtime behaviour is monitored and dealt with by the Senior Lunchbreak Supervisor. A 'hot spot' zone is used for pupils who need time out to calm down. If behaviour is sufficiently concerning, it will be reported directly to a member of the Executive Leadership Team.

The class teacher may link lunchtime behaviour to Privilege Time. The class teacher may also devise a system by which lost Privilege Time could be regained.

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

If a child misbehaves in class, the class teacher deals with incident him/herself in the normal manner ensuring they use literal language and record the incident on CPOMs. Teachers should use strategies such as emotion coaching to support the child to change their behaviour in the future. However, if misbehaviour continues, the class teacher may seek help and advice from the Key Stage Leader, Assistant Headteacher, Deputy Headteacher or Headteacher. The class teacher, with support from the Senior Leadership Team, may need to create an individual behaviour plan for identified individuals or children with SEND. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

### **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 the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour on CPOMs.

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 violence, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

### **The Role of Parents**

The school works collaboratively with parents, so 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 these and support them.

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.

If the school has to use reasonable sanctions, 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 a member of the Executive Leadership Team. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

~~The school has a Home School Agreement, which should be read, signed and returned to school.~~

## **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 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 must take this into account when making decisions about matters of behaviour.

## **Fixed-term and Permanent Exclusions**

Only the Headteacher (or the 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. 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 pupil, 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 Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five 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 three and five members. This committee considers any exclusion appeals on behalf of the Governors.

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 Local Authority, and consider whether the pupil should be reinstated.

If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **Monitoring**

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.

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.

## **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.

FGB Approval	Term 5 2021/2022
Review Date	Term 5 2023/2024