

Behaviour and Discipline Policy

This Policy should be read in conjunction with Durham County Council's Guidelines: 'Tackling Homophobia'. The School has adopted these Guidelines.

1 Aims and expectations

- 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 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 school rules devised by staff and pupils, 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.
- 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 house points;
 - each week we hold an assembly that celebrates achievement
 - we distribute stickers and stars to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
 - all pupils have the opportunity to gain points towards awards which reflect their level of effort.
- 2.2** The school acknowledges efforts and achievements of children, both in and out of school.

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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 follow an assertive discipline system, which has been agreed by pupils, staff and Governors – each part a warning. Pupils will start a clean sheet every day and start from 0 each day.

Warning 1 – verbal.

Warning 2 – Pupil spends 5 minutes in another area of the classroom/hall/yard area.

Warning 3 – 10 minutes out of the classroom – into another classroom or the wall (away from others)

Warning 4 – Head Teacher speaks to pupil.

Warning 5 – Parents contacted.

We have an over-ride to this in that if behaviour is unacceptable, they will be sent immediately to the Head Teacher.

2.4 The class teacher discusses the school rules with each class. 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 at an appropriate time. A new set of rules called ‘Byerley Beliefs’ were introduced in September 2021. The pupils have discussed these rules at an age appropriate level and have them displayed in their classrooms. The rules are designed to be simple and easily remember by the pupils.

Byerley Beliefs		
Rule	Rights	Responsibilities
The Respect Rule	I have the right to be respected.	I am responsible for respecting others.
The Learning Rule	I have the right to learn.	I am responsible for my own learning and for helping others.
The Safety Rule	I have the right to be safe and feel safe.	I am responsible for making safe choices and moving around school sensibly.

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 The link attached is the government’s definition of bullying.
<https://www.gov.uk/bullying-at-school/bullying-a-definition>

2.7 All members of staff are aware of the LA, ‘Policy and Guidance on the Use of Restrictive Physical Interventions’. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent

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injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government and LA guidelines on the restraint of children.

- 2.8** Sometimes we have a small number of children in school who struggle to regulate their behaviour for a variety of reasons. When it is deemed necessary, we have a personal Behaviour Support Plan for these pupils. This is written and carried out in agreement with the parents and carers of the child.

3 The role of the class teacher and other school staff

- 3.1** It is the responsibility of all adults to ensure that the school rules are enforced in and around school, and that classes behave in a responsible manner during lesson time.
- 3.2** All adults 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.
- 3.3** Staff treat each child fairly and enforce the school rules consistently. The teacher treats all children in their class with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class, the class teacher seeks help and advice from a member of the senior management team.
- 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 LA 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 Head Teacher

- 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 the implementation of the policy.
- 4.3** The Head Teacher keeps records of all reported serious incidents of misbehaviour using CPOMs.
- 4.4** The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious

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acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

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.
- 5.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 5.3** We expect parents to support their child's learning, and to co-operate 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, 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 Teacher. If these discussions cannot resolve the problem, a formal complaint can be made following the General School Complaints procedure.

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 carrying out these guidelines.
- 6.2** The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, 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** Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the Head Teacher excludes a pupil, 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.

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- 7.3** The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. If an exclusion is to be over 5 days, it is the responsibility of the school to ensure that educational provision is made for pupils.
- 7.4** Parents have a responsibility to ensure that if their child is excluded, they supervise their own child.
- 7.5** The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.
- 7.6** The Governing Body has an appeals 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 an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 7.8** If the Governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

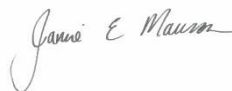
8 Monitoring

- 8.1** 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.
- 8.2** The school keeps a variety of records of incidents of misbehaviour.
- 8.3** The Head Teacher 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 regularly reviews the policy, however, review the policy or if the Governing Body decides that the policy has improved.

regular basis. The governors may, if necessary, introduce new regulations, and the school may consider how the policy might be improved.



Signed:

Behaviour and Discipline Policy

Chair of Governors

Date: January 2022

Review Date: January 2024