

Ludlow Junior School
Policy on Behaviour and Discipline
Reviewed: September 2017
To be Reviewed: September 2018
(Includes our exclusions flow chart and guidance)

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, valued and secure.

1.2 The school has a number of rules, 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 and flourish. 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 members of our community 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 and wider 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, rather than merely deter anti-social behaviour.

2 Rewards

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

- Teachers congratulate children, use positive praise and stickers
- Teachers give children house points for good learning behaviours.
- Each week, year groups nominate children who have worked hard to demonstrate the school values and good behaviour through the year group chosen reward e.g. star of the day (year 3), star of the week (year 4), Monster point champion (year 5), golden ticket reward (year 6). This is then shared within class, during assemblies or to parents.

- Teachers select a class superstar every two weeks which is presented in our celebration assembly and focuses around demonstration of our core school values.
- Through our playground pals scheme, children nominate others who have shown our core values whilst out on the playground.

The school acknowledges all the efforts and achievements of children, both in and out of school. The celebration assembly provides opportunities for us to celebrate the wider achievements of pupils beyond school life

Sanctions:

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. The safety of the children is paramount in all situations.

All members of staff follow the same behaviour guidelines which are:

1. Verbal warning
2. Name on the stop and think (if at this stage a child changes their behaviour their name is rubbed from the board and a fresh start is given).
3. One cross next to their name = 5 mins at breaktime
4. Two crosses next to their name = 10 minutes at breaktime
5. Three crosses next to their name = 15 minutes at breaktime and sent to another classroom (usually the Year Team leader) for the remainder of the lesson. At this stage, teachers will discuss behaviour with parents/carers.

The above guidelines are applied in the majority of circumstances, however, if a child demonstrates the following behaviour then the behaviour guidelines above will be by-passed:

- blatant rudeness, such as swearing and answering back
- violence between children/unsafe behaviour
- refusal to co-operate
- theft
- cases of bullying (after investigation by the Phase Leader)

In these circumstances, the senior leadership team will investigate and give an appropriate sanction which could be: missing breaktimes or lunchtimes, after school detentions, internal/ external exclusions. Parents will be informed.

If children are persistently receiving sanctions within steps 1-4, parents will be informed.

Throughout the school year, 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 incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time or during other opportunities.

3 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. Quality of teaching, task design and high expectations of outcomes support good behaviour and conduct.

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.

3.5 The class teacher may liaise with the senior team around certain behaviours deemed unacceptable and in some cases outside involvement may be requested with parental consent.

3.6 Some children may require an individual support plan with clear guidance on their own responsibilities for their behaviour and support/ sanctions the school are providing - this will be discussed with parents and carers.

4 The role of the headteacher

4.1 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.

4.2 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.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 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 (refer to school exclusion policy).

5 The role of parents and carers

5.1 The school collaborates actively with parents and carers, 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 and carers to read them and support them.

5.3 We expect parents and carers 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 and carers 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 and carers to support the actions of the school. If parents and carers 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 headteacher in adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

8 Drug- and alcohol-related incidents. Incidents beyond school.

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 guidelines in our medicines policy

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. The nature of sanction will be dictated by circumstance, other agency involvement and the pattern of behaviour.

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. This may trigger further agency involvement

8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will receive an appropriate sanction, exclusion would be the likely route. 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 headteacher.

8.5 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.

8.7 The school will consider the use of sanctions within this policy for events which occur beyond the school day or the school site. If it is felt that pupil actions or conduct beyond the school day or site may have a negative impact on pupil well being, feelings of safety/security or good order and conduct within the school day the head teacher will consider the use of the full range of sanctions within this policy. Such matters will usually be discussed within the senior team prior to a sanction being agreed. Parents will be informed of any such sanction in a timely manner.

9 Monitoring and review

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. He 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. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

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

9.4 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. 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.

9.6 It is expected that governors will consider behaviour, conduct and pupil well-being within the wider context of quality of teaching, inclusion and pupil needs.