



'We strive to improve heart and mind'
Cor et Mentem Colere Nitimur

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a thirst for knowledge. This is delivered in a safe, supportive and nurturing environment promoting self-discipline, motivation and excellence in learning. We encourage strong partnerships and positive relationships amongst pupils, parents, carers and the wider community.

Behaviour and Discipline Policy

Written Statement of our Behaviour Principles

It is the responsibility of all staff to ensure that all pupils of the school maintain excellent behaviour at all times.

Pupils play a key role in the promotion of acceptable behaviour. Parental support is essential in promoting positive behaviour in pupils.

** Where we refer to parents we also mean carers/guardians*

Our Four Key Rules:

- Arrive on time and be ready to learn
- Follow instructions first time
- Be polite and show care / respect
- Focus on achieving your personal best

Aims of our Statement on Behaviour

To be a school that does not tolerate persecution or bullying of others on any grounds, including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation.

To ensure that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships.

To develop self-discipline, self-control and a sense of responsibility for the school and its environment.

To encourage members of the school to demonstrate respect and courtesy to one another and to visitors to the school and the wider community.

To provide a clear and precise framework which all colleagues, parents and pupils view as being fundamental to enhance learning and achievement.

To promote ground rules of behaviour through the school's Four Key Rules.

To ensure that the school's Four Key Rules are complied with at all times.

To ensure that pupils understand the consequences of disruption to learning and breach of the Four Key Rules and that these are applied in a fair and consistent manner.

To provide challenge and support for pupils who deliberately and persistently ignore or breach the Four Key Rules or disrupt learning.

To provide appropriate support for colleagues and parents in managing behaviour effectively.

To ensure effective management of teaching and learning with well-organised classes, and lessons that are stimulating, appropriate and differentiated.

1. Aims and Expectations

- 1.1 It is a primary aim of our school that every member of the school community feels safe valued and respected, and that each person is treated fairly and well. We are a caring Christian 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, 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. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.4 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.
- 1.5 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 deter negative behaviours.

2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- Staff verbally praise children
 - Staff give stickers
 - Staff give house-points for good work, good behaviour, good manners or to acknowledge acts of kindness (house-points foster a team work ethos) – See *Appendix 1 (Housepoint Reward Poster)*
 - Children are nominated weekly to appear in the ‘Gold Book’
 - Children are sent to the Head Teacher
 - A postcard of praise is sent home
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school in our weekly ‘Celebration Assembly’ held on a Friday.
- 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. If a child intentionally hurts another child (except in self-defence) they will be dealt with in an appropriate manner which may lead to exclusion.
- 2.4 At the beginning of the year the class teacher will discuss the school rules, with their class. Each class will discuss and agree a set of Class rules that will be displayed and referred to throughout the year. Every child in the school should be aware of the standard of behaviour we expect in our school (A Rewards & Sanctions poster is displayed in all rooms around the school – See *Appendix 2*). If there are incidents of unacceptable behaviour, the class teacher will discuss with the individual, group or whole class as appropriate. If necessary, parents will also be contacted to discuss how best to support the pupil within school.
- 2.5 The school does not tolerate bullying of any kind. Any adults alerted to an act of bullying will act immediately to stop any further incidents. (*See Anti-bullying Policy*)
- 2.6 On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We use the minimum physical intervention and follow the guidelines laid down by the DfE. In particular:
- Creating a calm environment that minimises the risk of incidents arising that might require using physical intervention.
 - Using Social and Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings
 - De-escalating incidents
 - Only using physical intervention when the risks involved in doing so are outweighed by the risks involved in not doing so.
 - Put risk assessments and positive handling plans in place for individual pupils.

Key staff are trained in the use of Restrictive Physical Intervention (Team Teach)

3 The Role of the Class Teacher

- 3.1 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.

- 3.2 The Class Teacher will have high expectations of the children in terms of behaviour and will strive to ensure all pupils work to the very best of their ability.
- 3.3 The Class Teacher will treat pupils fairly and enforce the rewards and sanctions consistently.
- 3.4 If a child is disruptive in class, the teacher will explain to the pupil why their behaviour is unacceptable and if it continues the pupil will be asked to leave the class until he/she calms down and is in a position to return to the class.
- 3.5 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the child will be removed from the classroom for the rest of that session or the teacher will take other appropriate action
- 3.6 If a child repeatedly demonstrates unacceptable behaviour advice will be sought from the SENCO / Head Teacher.
- 3.7 The teacher / SENCO will refer to external agencies, as appropriate and necessary, to support and guide the progress of each individual child.
- 3.8 The class teacher will report to parents about the progress of each pupil in their class, in line with the school's Assessment Policy. The class teacher may also contact a parent if there are concerns about the behaviour of a pupil. In some instances, a Home / School Communication Book may be set up.
- 3.9 If a child threatens, hurts or bullies another pupil, the class teacher will inform the Head Teacher, who will record the incident with the names of the children concerned. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parent/guardian and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. This may involve a Behaviour Contract between the pupil, teacher and parent.

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 will support the staff by implementing the policy, by setting the standards of behaviour, and by supporting the staff in the implementation of the policy.
- 4.3 The Head Teacher keeps records of all reported serious incidents of misbehavior, including those that have taken place at lunchtime (it is the responsibility of the MDSAs to fill out a form and give to the Head Teacher).
- 4.4 The Head Teacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social

behaviour, the Head Teacher may permanently exclude a pupil. Both these actions are only taken after the school governors have been notified.

5 The Role of ALL Other Staff

- 5.1 All staff will ensure the school rules are enforced around the building and the school grounds.
- 5.2 All staff will have high expectations of all children in terms of behaviour.
- 5.3 All staff will treat pupils fairly and enforce the rewards and sanctions consistently. All staff will treat pupils with respect and understanding.
- 5.4 If a child repeatedly demonstrates unacceptable behaviour advice will be sought from the class teacher or Head Teacher.

6 The Role of the Parents

- 6.1 The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.
- 6.2 We explain the school rules in the Home-School Agreement and we expect parents to read and support them.
- 6.3 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.
- 6.4 If the school has to use reasonable sanctions with a pupil, parents should support the actions of the school. If parents have any concern about the way 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 grievance or appeal process can be implemented.

7 The Role of the Governors

- 7.1 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,
- 7.2 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.

8 Fixed-term and Permanent Exclusion (See Exclusion Policy)

- 8.1 Only the Head Teacher (or other authorised senior teacher in her absence) 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, should the circumstances warrant this.
- 8.2 If the Head Teacher excludes a pupil, she must inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher must make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents how to make any such appeal.
- 8.3 The Head Teacher informs the LA about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body are informed of all exclusions (permanent or fixed term).
- 8.4 The Governing Body cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.
- 8.5 The Governing Body would create a committee which would be made up of between three and five members to consider any exclusion appeals on behalf of the governors.
- 8.6 When an appeal panel meets to consider an exclusion, they must 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.
- 8.7 If the governors' appeals panel decides that the pupil should be reinstated, the Head Teacher must comply with this ruling.

9 Monitoring

- 9.1 The Head Teacher will monitor the effectiveness of this policy on a regular basis. She will report to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.
- 9.2 The school keeps a variety of records of incidents of behaviour. The Class Teacher will record minor classroom incidents and where the Head Teacher has been involved, her account will also be recorded. **All staff involved in pupil misbehaviour issues are expected to record the details and where necessary the sanctions imposed.** Pupils in KS2 will be invited to record their verbal accounts and for those pupils in KS1 their accounts will be scribed if required.
- 9.3 The Head Teacher will keep a record of any pupil 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 fixed-term and permanent exclusions.

This Behaviour & Discipline Policy will be reviewed annually.