



Bournville Primary School

Behaviour and Discipline Policy

Date Ratified: 22nd March 2016

Signed By: 
On behalf of School Governors

Signed by : 
Headteacher

Review Date: March 2017



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'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 where everyone feels happy, safe and secure. This can only be achieved if all staff are consistent in approach and work in close partnership with the families of the children in our care.
- 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. 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 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, fairness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

2.1 Children have a choice.

We praise and reward children who choose to behave and “put in that little bit extra” in a variety of ways:

- Staff praise children.
- Staff give children stickers, class points, merit marks and certificates
- Pupils in Reception and KS1 receive stickers towards Rainbow Certificates.
- Pupils from Year 3 onwards receive merit marks towards: bronze, silver, gold, deputy Headteacher, and Headteacher award certificates.
- We distribute stickers and merits to children for good work and good behaviour and to acknowledge outstanding effort or acts in school.



- Staff will send notes home or phone parents/carers.
- All classes have an opportunity to contribute to assemblies where they are able to show examples of their best work.
- Through our 'Better Learning' strategy positive attitudes are celebrated and certificates given.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school: for example, music or swimming certificates.

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 may ask them to move nearer the teacher or sit on their own.
- 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 chooses to misbehave in class, the teacher writes their name down on the board as a warning. In Early Years/KS1 a traffic light system is used to give a more visual interpretation to this system, at this point the child would be placed on amber.
- If a child chooses to misbehave a second time a tick is placed against their name, followed by a warning. Lower school children would be placed on red.
- If the child chooses to misbehave a third time a further tick is added and he/she is given a 15 minute time out in another classroom and a play time detention
- If the child chooses to misbehave a fourth time they are sent to the Deputy Head/Head or Section Leader at which point appropriate action will be taken. The class teacher will contact the child's parents/carers at the end of the day to inform them of the poor behaviour and consequences of this. A SMT member may decide to award an after school detention at this point.
- If a child continues to misbehave, a fifth time. The child is escorted to the head teacher, or acting head teacher who will contact the parents/carers immediately and award an appropriate sanction. Parents will be sent a formal letter informing them that their child reached five warnings, a copy of which will be kept on record.
- 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.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.



- 2.4** 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.
- 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. This also includes cyber bullying in and out of school.
- 2.6** Staff will only intervene physically to:
- Prevent injury to another child;
 - Prevent a child hurting him/herself;
 - Prevent a child harming an adult
 - Prevent the damage of property.

The actions that we take are always in line with government guidelines on the restraint of children and training is provided in line with this.

Information on physical intervention is detailed in our Restraint Policy.

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.
- 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.
- 3.4** If a child has continuous low level misbehaviour in class, the class teacher will contact the parents to discuss the matter as soon as possible. If this misbehaviour continues, the class teacher seeks help and advice from their line manager.
- 3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 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 of a child.

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 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 Records are kept of all reported serious incidents of misbehaviour.
- 4.4 The headteacher/acting headteacher has the responsibility for giving seclusions and 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.
This action is taken only after the school governors have been notified.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain our expectations for behaviour in the school prospectus, and we expect parents to read them and support them.
- 5.3 We expect parents/carers to support their child's learning, and to cooperate 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, we expect parents to support the actions of the school. If parents 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 Headteacher. 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.



7 Fixed-term and permanent exclusions

- 7.1** We do not wish to exclude any child from school, but sometimes this may be necessary.
- 7.2** Only the Headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3** If the headteacher excludes a child, 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.
- 7.4** The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days.
- 7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6** 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.
- 7.7** When an appeals panel meets to consider any exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- 7.8** If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day the parent or guardian is asked to complete a parental request/indemnity form for staff to administer the medicine if necessary at school. If a form has not been completed staff will not administer medication and parents/carers will need to come into school to administer the medication themselves.

Clear guidance and procedures are detailed in the Administration of Medication 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 by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

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.

- 8.3** 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 be punished by a temporary exclusion. 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. Social Services and the Police will be informed.
- 8.4** If the offence is repeated the child will be permanently excluded.
- 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.

9 Monitoring and review

- 9.1** The SMT monitors the effectiveness of this policy on a regular basis. The Headteacher 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 where 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. This may also include Esafety incidents recorded by staff if related to cyber bullying.
- 9.3** The headteacher keeps a record of any child who is secluded, suspended for a fixed-term, or who is permanently excluded.
- 9.4** 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. The governing body will pay particular attention to matters of racial quality; 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.