



Mareham Le Fen CE Primary School

Behaviour and Discipline Policy

1. Aims and expectations

1.1. This Behaviour and discipline policy complies with section 89 of the Education and Inspections Act 2006

1.2. 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.

The school values that we follow are written in our Prospectus:

Friendship: We care, share and encourage each other in all we do

Perseverance: We never give up on our goals

Respect: We treat others how we want to be treated

Responsibility: We take responsibility for our footprints on the world

Forgiveness: We always forgive and forget

1.3. The primary aim of the behaviour policy is not a system to enforce rules. We have a set of school values which are 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.

1.4. This policy is designed to promote good behaviour, including good learning behaviour, rather than merely deter anti-social behaviour. We believe that outstanding learning behaviour requires a child to be personally motivated to achieve it: we therefore promote it through immediate celebration and acknowledgement of successes. It is vital for our children to understand that outstanding learning behaviour is a goal that is highly desirable for its own sake, not just as a means to a reward of some sort. Lessons are structured to be interesting and appropriately challenging. Children are made active partners in their learning with some choice over curriculum content and have opportunities to make choices. Children learn in different ways and teachers planning address children's different learning styles.

1.5. The school expects every member of the school community to behave in a considerate way towards others, regardless of gender, race, disability, sexual orientation and religious beliefs.

1.6. The school expects that pupils complete any tasks reasonably assigned to them in connection with their education.

1.7. The school promotes self-discipline and proper regard for authority. The school encourages good behavior and respect for others on the part of its pupils and, in particular, preventing all forms of bullying.

2. Rewards and sanctions

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

- Adults are positive with children, praising achievement;
- Each class has its own system of rewards for good work and behaviour
- Charts, posters and displays visually support these systems;
- Star of the week celebrates a child's achievement from each class (reflecting the school's Christian values)

2.2. The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 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 is in line with our anti-bullying policy.

2.4 The school employs a number of sanctions to enforce the school values, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task and this may be at break times.
- If a child is disruptive in class, steps will be taken which allows the child to calm down and enables them to return to their learning.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, steps will be taken to alleviate the danger.

2.5 The class teacher and head teacher liaises with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the inclusion team, Behaviour Outreach Support Team (BOSS) and an Educational Psychologist.

2.6 The class teacher reports to parents and carers 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.

2.7 There may be occasions where staff need to use physical support;
See Appendix A

2.8 A behaviour and bullying log is kept in the Head Teacher's office.

3. The role of adults in class

3.1 It is the responsibility of all adults in class to ensure that their class behaves in a responsible manner during lesson time.

3.2 The adults in our school have high expectations of the children in terms of behaviour and attitude, and they strive to ensure that all children work to the best of their ability.

3.3 The adults in class treat each child fairly and enforce the classroom rules consistently. All adults treat all children with respect and understanding.

3.4 The class teacher liaises with the SENCO who in turn may seek advice from external agencies to support and guide the progress of those children with behaviour issues.

4 The role of the headteacher

4.1 It is the responsibility of the head teacher 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 the 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 exclusion 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. Before excluding a child advice will be sought from the Local Authority and the Chair of Governors will be informed.

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 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.

5.3 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 Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by contacting the Governing Body. (Section 29(3) Education Act 2002)

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 carrying out these guidelines.

7 Fixed-term and permanent exclusions

We do not wish to exclude any child from school but sometimes this may be necessary. 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, for up to 45 days in any one school year. 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. (See Exclusion Policy)

8 Monitoring

8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. They also report 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 for behaviour which are monitored regularly by the Headteacher and acted upon where appropriate.

8.3 The Headteacher keeps a record of any pupil who is excluded 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 reviews this policy at least every two years.

Chair of Pupil and Curriculum Committee

Date: -