

Behaviour and Discipline Policy



Aims and Expectations

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 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. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a code of conduct devised jointly by pupils and staff. 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.

The school expects every member of the school community to behave in a considerate way.

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.

The majority of staff have been trained and certificated by Team Teach. This approach ensures that in a situation where a child is about to harm themselves or others then we use physical restraint to ensure that they are kept safe, using the holds as approved by Team Teach. This is only carried out in extreme circumstances and then must be recorded appropriately.

Rewards

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

- All staff praise and congratulate children
- All staff give children group points and individual stickers
- All children start the week with 20 minutes of Golden Time to look forward to at the end of the week.
- Each week we nominate children from each class to be entered into the 'Gold Book'.
- Each class will nominate a child to receive a certificate linked to the 'Core Values'.

Sanctions

If children are choosing the wrong behaviour as staff we are all consistent and carry out the following. The steps are continued if the child still chooses the wrong behaviour.

1. Non- verbal – a look to remind them
2. A verbal warning- "Remember here at Baynards we are....."
3. Give them a yellow card
4. Take 5 minutes away from their Golden Time/ 2 minute slots for KS1 children
5. Give them a red card- send them out to the Head Teacher
6. Have a reflection time during playtimes and/ or lunchtimes

If they are sent to the Head Teacher on three occasions then they will have a letter sent home.

The role of the Class Teacher

The class teacher discusses the school Code of Conduct and core values 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 during 'circle time'.

It is the responsibility of the class teacher to ensure that code of conduct and the core values are adhered to in their class. The class teachers have high standards of behaviour to ensure that the children can 'be the best you can!' fulfil our schools vision statement.

The role of the Head Teacher

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour and supporting the staff and discussing the core values and code of conduct during whole school assemblies.

It is the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher can also internally exclude from their class and school activities if their behaviour has been of a serious nature.

The head teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious 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.

The Deputy Head Teacher has the authority to act in the absence of the Head Teacher.

The role of the Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and try to co-operate with the school. We try to build a supportive dialogue between the home and the school, as set out in the home school agreement.

The role of the Governors

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.

The headteacher has the day to day authority to implement the school behaviour and discipline policy, 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.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body and if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/ her. We also ensure that any incidents at lunchtime are reported to the relevant class teachers.

The headteacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded.

Review

The governing body reviews this policy every two years.

Autumn 2019