

**THE FEDERATION OF CULWORTH & BODDINGTON CofE**  
**PRIMARY ACADEMIES**

***Pupil Discipline Policy***

Governor/Committee Responsible	Policies Committee
Date Approved by Committee	Summer 2015
Date Approved by Governing Body	September 2015
Date for Proposed Review	Summer 2016

## **Boddington and Culworth C of E Academy**

### **Pupil discipline Policy**

#### **Status**

Statutory

#### **Purpose**

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and firmly.

The headteacher worked with the school council to agree what constitutes good behaviour and review this policy. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions. Parents are encouraged to support the policy through the home-school agreement.

#### **Relationship to other policies**

This policy is linked to the teaching and learning, child protection, equality policies, and the home-school agreement.

#### **Roles and responsibilities of headteacher, other staff, governors**

The **headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. He or she will:

- inform the pupil's parent or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- carry out an investigation to identify the reasons for the exclusion
- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- notify both the local authority and the governing body's discipline committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

The **headteacher and staff** will apply the principles identified above when implementing the following whole-school approaches to positive behaviour.

#### Behaviour management

We aim for all children to develop a Christian framework within which initiative, responsibility and sound relationships can flourish. We hope to enable children to develop an appropriate level of self-worth and a respect for and tolerance of others, within an environment in which all children feel safe, secure and valued.

#### **We aim for all children to show:**

- Self-confidence
- Self control
- Sensitivity and respect for others
- A pride in themselves and their school
- A lively interest in their activities.

#### **We aim for all children to develop:**

- Responsibility for their learning and their environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for other ways of life and different opinions
- Non sexist attitudes
- Non racist attitudes
- Recognition and celebration of differences
- A persistent approach to tasks
- A positive attitude and response to the inappropriateness of bullying and abuse.
- A responsibility for their own actions
- Self discipline in all situations
- An awareness of the effect of their behaviour on others.

#### **Implementation**

All staff will:

- Respect the individuality of all children
- Play an active part in building a sense of community and will apply consistently the agreed standards of behaviour
- Have a responsibility to model the type of behaviour felt to be acceptable
- Draw up, communicate and implement individual Pupil Behaviour Management programmes where appropriate.
- Be alert to, and deal with, signs of bullying or racial harassment
- Alert other staff to such problems
- Deal sensitively with children in distress, listen to them and deal with any incident appropriately
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties

- Overtly recognise, reward and celebrate pupil achievement in all areas of school life.

### **Celebration of Achievement**

- Children's achievements, academic or otherwise, will be recognised and celebrated.
  - Rewards will be accessible to all children.
  - Assembly will be used to foster a sense of community.
  - Children will be encouraged to share their achievements with a senior member of staff, their parents and other children.
  - Examples of children's good work will be displayed in classrooms and around the school.

### **Unacceptable behaviour**

It is neither possible nor desirable to generate a definitive list of undesirable or inappropriate behaviour. However, the following list gives some indication of the behaviour that the school finds unacceptable.

- Disobedience-Yellow Form
- Bad language - Yellow Form
- Biting, spitting and kicking-Red Form
- Making unkind remarks- Yellow Form
- Racist or sexist comments-Red Form
- Deliberately hurting another child or an adult-Red Form
- Bullying-Red Form
- Rudeness to adults- Yellow Form
- Aggression
- Damaging property
- Stealing
- Truancy
- Deliberate poor effort and response to adult given tasks
- Bad behaviour on the bus ( with respect to Culworth)

Temper tantrums and physical disputes must be dealt with in order to protect both the children and the staff involved. In such circumstances, staff will follow the advice given by the LEA's Behaviour Management Service in relation to Manual Handling and Physical Restraint, following staff training, which is updated yearly.

### **Sanctions**

Policy and practice is based on the belief that positive reinforcement can usually result in appropriate, positive behaviour. However, there will be times when children require some form of behavioural sanction. In most cases, a firm quiet word from a member of staff is sufficient.

However, if this fails to effect change, or if the behaviour is considered dangerous, physical or wholly unacceptable, the following procedures may be adopted:

- A brief exclusion from the group
- A brief exclusion from the lesson
- To stay with an adult during playtimes or lunchtimes
- Exclusion from lunch or break activities
- A yellow form is completed by the child
- Parents notified by the class teacher
- The establishment and maintenance of a behaviour management programme ( see Appendix)
- Verbal disciplining from a senior member of staff
- A letter or phone call to the parent from the headteacher.
- A meeting with the parent
- Internal suspension ( child spends a lesson or session with a senior member of staff)
- Exclusion from school (following LEA procedures) – can be temporary and short term, or permanent. This is the very last option, and to be avoided wherever possible.

The **governing body** will establish a Pupil Discipline Committee (when required) of three or five members and ensure that they receive training to fulfil their role. The headteacher will not be a member of this committee.

The committee will have regard to any guidance given by the Secretary of State.

For permanent exclusions and fixed-period exclusions of more than 15 school days in any one term, the committee will meet no earlier than the sixth school day and no later than the 15th school day after receiving notice of the exclusion.

For fixed-period exclusions of more than five school days in any one term up to and including 15 school days, the committee will meet no earlier than the sixth school day and no later than the 50th school day after receiving notice of the exclusion.

The minimum time limit will not apply to any exclusion which would result in a pupil losing an opportunity to take a public examination. In such cases the committee will try to meet before the date of the examination, and if this is not practical the chairman of the discipline committee will review the exclusion before that date.

If the Pupil Discipline Committee decide that a pupil should be reinstated they will give the appropriate direction to the headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

#### **Arrangements for monitoring and evaluation**

The governing body will evaluate the impact of this policy through discussion with the headteacher about patterns in behaviour, as appropriate, within year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- fixed-term and permanent exclusions – number of and analysis of behaviour
- number of detentions and analysis of behaviour
- instances of bullying and action taken
- support provided for the victims.

Prior to any review of the policy, feedback will be sought from the school council, staff and parents on the effectiveness of the policy. The governor monitoring this policy will visit the school at different times of the day and report to the Governing Body.

### **The Role of Parents**

Parents have a vital role in promoting good behaviour in school, and effective home – school liaison is important. The school has the right to expect that parents will give their full support in dealing with their child's behaviour. This parent partnership is enshrined in the Home School Agreement, which parents and teachers are asked to sign to indicate their support for the school's aims.

Within this, we encourage parents:

- To keep us informed of behaviour difficulties they may be experiencing at home.
- To inform us of any trauma that may affect their child's performance / behaviour at school.
- To inform us of any ill health and any absences connected with it.

### **The school will:**

- Promote a positive and welcoming environment within the school
- Give parents regular positive and constructive comments on their child's work and behaviour
- Encourage parents to come in to school for formal and informal occasions
- Keep parents informed of school activities by letters, etc.
- Maintain effective induction arrangements for new parents
- Involve parents at an early stage in any disciplinary arrangements
- Survey parents' views on the school's communication and pastoral systems.

### **Child Protection**

The school works very closely with parents to support children in every way possible. However, the Children's Act (1989) places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children.

Consequently, if concerns are raised within the school, or a situation involving possible abuse is reported to us, we would not be able to guarantee confidentiality. In such cases, the information would have to be referred to Social Services.

## Appendix 1:

### Procedure/Reporting of inappropriate behaviour:

**Yellow forms** are to be given by adults working in school where deemed necessary. The following types of repeated behaviour will require a yellow form. Repeated behaviours will be seen at least twice.

- Disobedient behaviour
- Bad language
- Making unkind remarks/ calling names
- Rudeness to adults/children etc...

**Yellow forms** are to be kept in a separate, confidential, behaviour file by individual class teachers. A rigorous record of how many yellow forms have been issued per child, will be kept in the front of this folder. **Should a child receive 3 yellow forms in a term, parents will be informed.**

**Red forms will be given by class teachers/senior management for any intentional hurting by another child. Any incidents that requires a red form during the school day will be reported to the parents of those involved.**

Children issued with a red form will be excluded from lunchtimes/playtimes for an agreed length of time. Professional judgement will be used to decide upon the length of this.

Copies of red forms will be kept in the behaviour file. A rigorous record of how many red forms a child has been issued, will be kept in the front of this folder. **Should a child receive 2 red forms in a term, advice will be sought externally and governors informed.**

Red form behaviours include deliberate:

- Biting
- Hitting
- Punching
- Kicking
- Bullying
- Pinching etc...

**As incidents arise, school policy is to fully investigate what has happened and speak to individuals/groups of children where necessary. Professional judgement will then be used to decide which form needs to be issued.**

Can all staff please read and sign the following: \_\_\_\_\_

## **Yellow Behaviour Log**

Name.....

Class Teacher.....

Date.....

Time.....

1. Please name all students involved in this incident-

2. Please write an account of the incident in 3 parts

a) Did anything happen before this incident/ has anything happened like this before?

b) Describe the incident

c) What happened after the incident?

3. What was the outcome/agreement?

Signed.....

## RED BEHAVIOUR LOG

Name.....

Class Teacher.....

Date.....

Time.....

1. Please name all students involved in this incident-

2. Please write an account of the incident in 3 parts

a) Did anything happen before this incident/ has anything happened like this before?

b) Describe the incident

c) What happened after the incident?

3. What was the outcome/agreement?

Signed.....

Parents Informed by.....