



POLICY ON BEHAVIOUR AND DISCIPLINE

1 Aims and objectives

- 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 in which everyone feels happy, safe and secure.
- 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 and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children.
 - Teachers can record an 'above expected' behaviour level in the behaviour record spreadsheet with a note detailing reward.
 - Teachers give children house points through our school learning platform.
 - We distribute stickers to younger children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - Individual achievements are announced in assembly where children are able to talk about what they have achieved.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The gifted and talented register may contain information regarding children's achievement out of school, e.g. music or swimming or in School but not part of the general curriculum.
- 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 ask them either to move to a place nearer the teacher, or to 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 is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- 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 punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents in order to discuss the situation, with a view to improving the behaviour of the child.
- Minor matters of misconduct will be recorded as an orange level behaviour. The Form teacher will discuss this matter with the child. This will be taken as a warning and may not be discussed with parents at the time unless the teacher wishes. A comment will be made giving details of the incident on the behaviour record against each orange level.
- Serious matters of misconduct, or continued misbehaviour will be recorded as a red level behaviour and detailed comments will be recorded. The Principal will discuss this matter with the child, having been informed of the issue by the Form Teacher or responsible Staff member. The Form Teacher or Principal will inform Parents after the School day to discuss reasons and possible measures to ensure improvements in behaviour.
- Three Red Level Marks in any School term will result in a meeting with parents, Principals and Form Teacher and may result in exclusion of the child from the School for between one and three days. In this event, Parents will be informed in writing.
- The child's behaviour record is available for scrutiny by parents on request and would normally be shown on parents' evenings. The overall behaviour percentage will be recorded on the Summer Report.
- Any drop below 90% behaviour level (equating to more than 3 red levels or more than 8 orange levels) is considered to be poor and (if not already undertaken) will result in a meeting with parents to consider cause for this poor behaviour and how to make improvements. This will then usually include weekly meetings between Form Teacher and parent assessing behaviour each week during the following term until the matter is resolved.

- 2.4 The class teacher discusses the school Code of Conduct with each class and this forms an assembly topic each year as well. In addition to the school rules, each class also has its own classroom code, which is agreed by the children. 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.
- 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. We do everything in our power to ensure that all children attend school free from fear.
- 2.6 Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The Principal will require the adult(s) involved in any such incident to report the matter to her immediately, and to record it in the Interventions Book.

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 misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the Child's behaviour record. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Principal.
- 3.5 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.

4 The role of the Principal

- 4.1 It is the responsibility of the Principal to ensure the health and safety of all children in school.
- 4.2 The Principal 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 The Principal reviews records of all children's behaviour each year.
- 4.4 The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.

5 The role of parents and carers

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the admissions booklet, and we expect parents and carers to read them and support them.
- 5.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the terms and conditions. We try to build a supportive dialogue between the home and the school, and we inform parents and carers 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 and carers to support the actions of the school. If parents and carers 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 Principal. If these discussions cannot resolve the problem, a formal complaints process can be made. Under no circumstances should parents themselves try to resolve disputes between pupils or speak to other pupils about behavioural issues.

6 Fixed-term and permanent exclusions

- 6.1 Only the Principal has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

7 Drug- and alcohol-related incidents

- 7.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be kept in the Staff fridge for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher and the Medicine record should be completed by the parent prior to use.
- 7.2 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 Monitoring and review

- 8.1 The Principal monitors the effectiveness of this policy on a regular basis.
- 8.2 The school keeps an ongoing behaviour record for each child as they travel through the school.
- 8.3 This policy will be reviewed every two years, or earlier if necessary.

Signed:



Date:

21/07/2025