

Community Academies Trust

Birchwood Primary School Policy



Positive Behaviour Policy Rewards and Restorative

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Person responsible for review:	Headteacher
Signed by Chair of Governors	

CONTENTS

- 1. Ethos**
- 2. Aims**
- 3. Expectations**
- 4. Rewards and positive strategies**
- 5. Sanctions**
- 6. Unacceptable Behaviour**
- 7. Behaviour at Break and Lunchtimes**
- 8. Persistent unacceptable behaviour**
- 9. Roles in school**

1 Ethos

Birchwood will provide a high quality, healthy learning experience, raising the aspirations and achievements of all, and expecting the highest standards in a safe, positive environment. We will nurture each child, and support them in learning to contribute as responsible and positive member of society.

The issues of self-esteem and of individual responsibility are at the core of the school's work. In living out this ethos, the school has high expectations of the behaviour of staff, children, parents and governors.

We believe that:

- The quality of teaching, learning and behaviour in school are inseparable, and the responsibility of all.
- Poor behaviour cannot be tolerated because it obstructs pupil's rights to learn and teachers' rights to teach.
- Consideration and respect are essential to support positive behaviour and must be given in order to be received. Parents, pupils and staff all need to show mutual regard for this.
- Positive feedback leads to growth and improvement, but negative labelling, verbal abuse or public humiliation is damaging to an individual.
- The support and involvement of parents is essential for the maintenance of good behaviour.

The school aims to work in partnership with home to build the self-esteem of children and encourage the growth of responsible and caring individuals. We work together to develop positive and supportive relationships that value and respect each member of our own community and the wider world. All parents are asked to sign the Home/School Agreement when their child joins the school, and in so doing, agree to support this policy.

We aim to ensure that positive behaviour is recognised and rewarded. Expectations and responsibilities are clearly shared and understood through our 'One school rule – Consideration and Respect'.

Inappropriate behaviour is met with a fair and assertive response. Children are encouraged to reflect on their behaviour and future actions. Any sanction is directed at the action, and not at the child. The school recognises the crucial importance of a positive climate for learning in which pupils can thrive. Staff are mindful of this, and of the impact of their own behaviour upon children.

We will do our best to ensure the school day promotes good learning and encourages positive behaviours. We understand that the following is essential and if not in place, can trigger unwanted behaviour therefore:

- Curriculum will be engaging, relevant and age appropriate
- Lessons and work in class will be differentiated and challenging
- Seating arrangements will ensure pupils have as much space as possible to move around the room with ease.
- Classrooms, resources and lessons will be well organised to create a calm and orderly atmosphere.
- Safe and stimulating school grounds and environment.
- Suitability of the demands and expectations on a given child. We understand that there cannot be excuses but there can be reasons for unwanted behaviour.
- We know positive relationships are key.

2 Aims and objectives

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 considerately. 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.

Our approach starts by rewarding and is a positive one. We focus on rewarding children for doing well and making the right choices. The school has a 'one word school rule' 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, considerate and respectful way.

This policy aims to help children grow and develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will foster an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We aim for the children to develop a growing understanding of what is right or wrong and why. Explaining boundaries and limits helps them to understand why our one school rule exists and to feel secure within the setting. During their time in the EYFS the children will develop their learning about the impact of their words and actions both on themselves and others around them. Once they are clear what is expected of them they can move on to develop their own learning without any fears.

Through the operation and delivery of this policy we would aim to:

1. Ensure that all children are kept safe.
2. Ensure pupils remain happy in school and enjoy coming to school.
3. Ensure all our actions are underpinned by a commitment to equality of opportunity.
4. Ensure that everyone applies the detail of the policy consistently and fairly to all children.
5. Have knowledge of this policy so that irrespective of where any member of staff is mainly based, they are able to apply the appropriate aspects of the policy in an age-related manner.
6. Communicate the policy to as wide a relevant audience as is possible, e.g. parents, other staff who come into the school, including supply teachers.
7. Take every opportunity to reinforce positive aspects of discipline and behaviour, supporting good role models within the group, class or the wider school community.
8. Ensure that staff members set an example that the children can be proud of, can respect and can follow, so encouraging mutual respect.
9. Explain the reasons behind the various aspects of the policy to the children in age appropriate ways in order that the children themselves may become more independent in their approach towards behaviour in school and have a clear knowledge of what is expected.
10. To establish a restorative approach in both the classroom and in the school with any child who misbehaves. These are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.

3 Expectations

Classrooms and shared areas around school will display our school rule - Consideration and Respect.

It is clear that expectations in behaviour and relationships need to be shared and understood by all members of the community.

A description of responsibilities for all the members of the school community:

Staff and Governors	Pupils	Families
To show consideration and respect to all members of the school community.	To show consideration and respect to all members of the school community.	To show consideration and respect to all members of the school community.
To provide a positive example, embodying the one school rule.	To contribute to and follow the one school rule.	To support and respect the staff and governors in promoting the school's ethos.
To be calm and consistent in dealing with children.	To show consideration, support and care for each other.	Be aware of the school's values and expectations.
To encourage the values and ethos of the school among the children.	To respect others' property and learning.	To provide the school with an up to date emergency contact number.
To have high expectations of the children and themselves.	To listen to others and to respect their opinions.	To share in the values, ethos and expectations of the school.
To meet the educational, social, emotional and behavioural needs of the children.	To take responsibility for their own actions and behaviour and make good choices.	To support and comply with the terms of the Home School Agreement.
To provide an appropriate, challenging and stimulating curriculum.	To show consideration, respect, listen to and follow the instructions of all members of staff (teaching and non-teaching).	To provide the school with a written explanation of the reasons for any absence, and to keep authorised absences to a minimum in the interests of the child's progress.
To support and comply with the terms of the Home School Agreement.		

4 Rewards and Positive Strategies

We praise and reward children for good general and learning behaviours in a variety of ways.

BASE skills academy

All pupils are entitled to thirty minutes of BASE skills academy time each week if they have followed our school rule. During BASE time, pupils will have the opportunity to take part in enjoyable skills based activities with an element of choice. The privilege of BASE time will be withdrawn for unacceptable behaviour. A restorative approach will be taken with those children during this time to discuss their actions and look for alternative actions that could have been taken. Teachers will award pupils with their BASE skills log on a Friday afternoon so they can attend their BASE skills academy time.

Within each phase a member of staff will be responsible for supervising those who have lost BASE time. If any child loses **all** of their BASE time more than three times in a half term the class teacher will contact parents to inform them of their child's behaviour.

Presentation points – Pen progression

Presentation points are awarded to pupils for excellent presentation in their books and learning, neat handwriting, correct letter and number formation and for careful layout of their work.

Pupils work towards a series of presentation stages and pens cumulating in the 'Perfection Pen'.

Birchwood DOJO points

Birchwood DOJO points are awarded for positive general and learning behaviour and for making good choices. All members of staff can award points. Birchwood DOJO points have been discussed and agreed by staff and pupils. Points are collected over a half term period and then celebrated in a special end of half term assembly.

Our school reward system also includes the use of **GEMS**. This reward can be given by teaching staff for **exceptional** or **outstanding** work, attitude or effort:

G Growth mind-set. To encourage a growth mind-set about their potential ability children will be rewarded for showing **outstanding** qualities such as perseverance, motivation, resilience.

E Effort. Children will be rewarded for making **exceptional** effort in their learning.

M Manners. Children will be rewarded for showing **exceptional** manners to each other, school staff or visitors to the school.

S Success. Children will be rewarded for **exceptional** successes in their learning in or out of school.

GEMS are exchanged for DOJO points and for our younger pupils these are handed out as a physical object for them to collect over the half term.

Birchwood DOJO points are also awarded for Consideration, Respect, Homework, Reading targets and for special praise from the Headteacher and Associate Head.

At the end of each half term, awards will be given out to the pupils in each class with the most DOJO points in each of the categories.

Celebration Assemblies

Each week, we nominate a child from each class to be 'Star of the Week'. Each 'star of the week' receives a postcard home and is congratulated during celebration assembly.

The school acknowledges all the efforts and achievements of children, both in and out of school. We award reader of the week, maths star of the week in addition to our 'postcard home'. We encourage pupils to bring in trophies, medals and certificates from home and share these in our celebration assemblies.

House Captains also present their own certificates to children who have been considerate and respectful, made the right choices or made them smile.

Break and Dinnertime

Duty staff and LTS will encourage pupils to follow the 'Playground charter'

Playground Charter – Created by our school council

- Show consideration and respect
- 'Look after' and 'Share'
- Be kind and friendly
- If you are hurt or worried tell an adult

- Encourage children to play with you
- Keep playground safe and tidy

Duty staff will inform class group staff of any children who have achieved DOJO points when they handover children at the end of the outdoor time. This can be for example for being considerate and respectful and for supporting our playground charter

5 Sanctions

The school employs a number of sanctions to enforce the school rule, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and only follow after a restorative approach.

- 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 dealt with. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rule with each class. In addition to the school rule, each class also has its own positive classroom code, which is agreed by the children and made reference too regular in 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.

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.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. 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.

6 Unacceptable Behaviour

Guide to levels of unacceptable behaviour:

Level One: behaviour that can be effectively managed within a classroom environment by the class teacher and Teaching assistant – consequence includes loss of free time or skills time.

Level Two: more serious negative behaviour that is not so easily managed within a classroom environment or persistent level one type behaviour.

Level Three: Serious negative unacceptable behaviour or persistent level two type behaviour.

Level Four: Very serious unacceptable behaviour or persistent level three type behaviour.

Unacceptable behaviour explained:

<u>Level One</u>	<u>Level Two</u>	<u>Level Three</u>	<u>Level Four</u>
<p>Not on task/wasting time.</p> <p>Deliberate avoidance or non-completion of set work.</p> <p>Distracting another child, chatting in class/assembly.</p> <p>Distraction, interruption of activities, calling out, attention seeking behaviour.</p> <p>Negative body language.</p> <p>Accidental damage to school/others' property through careless behaviour.</p> <p>Running indoors.</p>	<p>Any Persistence of level 1 behaviour.</p> <p>Not telling the truth.</p> <p>Not responding to instructions</p> <p>Teasing others, name calling, making unkind and derogatory comments.</p> <p>Play fighting, dangerous or rough/aggressive play on the playground or during sporting activity.</p> <p>Answering back.</p> <p>Retaliation.</p> <p>Inappropriate/bad language.</p>	<p>Any persistence of level 2 behaviour.</p> <p>Uncooperative behaviour.</p> <p>Stealing.</p> <p>Refusal.</p> <p>Deliberate, persistent or malicious lying.</p> <p>Graffiti on school property (including school books).</p> <p>Deliberately damaging another child's property.</p> <p>Deliberately injuring another pupil.</p> <p>*Racial or prejudice abuse. *Bullying (including cyber)</p>	<p>Any persistence of Level 3 behaviour.</p> <p>Serious acts of sustained Violence towards pupils and adults e.g: hitting, kicking, fighting, and biting.</p> <p>Persistent bad language and verbal abuse.</p> <p>Continued refusal of an adult's reasonable request.</p> <p>Vandalism of school buildings/property.</p> <p>Bringing dangerous items into school.</p> <p>Leaving school premises without consent.</p>

*** These will be investigated by the AHT or HT and could result in level 4 consequences depending on the outcomes.**

All level four type behaviour will result in a full investigation and will be logged.
(Please also refer to the school anti-bullying policy)

Consequences for Unacceptable Behaviour

Level 1 behaviour

Each class teacher will use an individual, age related approach, however all teachers must follow the same procedure:

Every lesson counts for learning and it is extremely important that lessons are not interrupted by children displaying persisting low level behaviour.

- Any child displaying level one type behaviour will, after a verbal warning, lose five minutes of free time at break / dinner time.
- Teachers may also use professional judgement when deciding how much free time the child should lose depending on the child and their behaviour.

A **White** behaviour slip will refer to the reason and will be recorded on the class list with the date. The slip will then be filed behind the class list.

(SLT will monitor class behaviour files on a termly basis).

Persistence of Level 1 behaviour

If a child displays the same behaviour again after losing five + minutes of break / dinner time they will then lose fifteen minutes of skills time without warning. If they then choose to display the same negative behaviour or another act of unacceptable behaviour within the lesson they will be asked to **leave the classroom for the rest of the lesson**. They will be sent to the partner class. They will not receive any attention other than to be told where to sit. They will return to their class teacher at the end of the lesson and will then be given a **level two**. They will complete any work missed during their free time.

The child should then return to the next lesson and with a fresh start approach. The same procedure will be followed. If all skills time has been lost for that week then the minutes lost will be calculated and the child will miss the total number of minutes in their own time: eg: playtimes, in addition to what they are already missing. If they are asked to leave the lesson again they will be **sent to a SLT classroom**. They will then be issued with a **level three** and the AHT/HT will be informed.

If the child chooses to behave inappropriately in a third lesson on the same day then the procedure will be followed and if they are asked to leave the classroom they will be **sent to the AHT/HT**. They will not return to the class for the remainder of the day. Parents will be informed. If a child refuses to leave the classroom and or an area and becomes further disruptive they will be warned that if they don't leave then they will be removed. This behaviour will result in a level 4. The child will be given the choice to move independently and if they choose not to then a senior leader will be called and the child will be removed.

Level 2 behaviour

A **Yellow** behaviour slip will refer to the reason and will be recorded on the class list with the date. The slip will then be filed behind the class list.

- The child will miss one/two of their playtimes and fifteen minutes skills time will be removed for that week.
- If any child receives a level 2 behaviour slip 3 times per half term the AHT/HT will contact parents and inform them about their child's behaviour.

(SLT will monitor class behaviour files on a termly basis).

Level 3 behaviour

- If a member of staff believes the child has shown unacceptable behaviour at level 3 they will summarise the incident to the AHT/HT. They will consider the behaviour and if the behaviour is a level 3 the child will be given an **Orange** behaviour slip. The level will be recorded on the class list along with the date. The slip will then be filed behind the class list. **Use guidelines below as a reference.**
- The child will not be allowed outside for the following 2/3 playtimes/lunchtimes and will not be allowed to take part in skills academy for the next 1/2 sessions.
- Privileges for an extended period will be withdrawn at the discretion of the Headteacher
- The AHT/HT will contact the parents that day and inform the parent/carer about their child's behaviour.

(Serious unacceptable behaviour File will be kept in AHT office. HT will monitor SUB file on a half termly basis and will be reported to Governors as part of Heads Report)

Level 4 behaviour

- If a member of staff believes the child has shown unacceptable behaviour at level 4 they will summarise the incident to the HT. The HT will consider the behaviour and if the behaviour is a level 4 the child will be given a **Red** behaviour slip.

- After investigation; parents will be immediately informed by telephone and will be expected to support the school's actions. This phone call may be followed by a formal letter. An appointment may be made with parents, teacher and HT to discuss the child's future behaviour.
- All privileges for an extended period will be withdrawn at the discretion of the Headteacher.
- Children will also automatically lose their skills time for that week.
- The child may be issued with an internal exclusion whereby the child loses the privilege to work within their class group.
- In some cases, the child may be excluded for a fixed period, usually in the first instance of 2 to 5 days and the formal recording of that exclusion will be made.
- In extreme cases the child may be permanently excluded.

(Serious unacceptable behaviour File will be kept in AHT office. HT will monitor SUB file on a half termly basis and will be reported to Governors as part of Heads Report)

Fixed term and permanent exclusion will follow guidelines set by DFE.

7. Behaviour at Break and Lunch times

Break time:

A pupil who chooses to behave in an inappropriate way will be warned first unless the behaviour is so serious a warning is not possible. The duty staff member will warn the pupil 'That's your warning' and will refer to how they are not being considerate or respectful. If they do not correct their behaviour or break our one school rule again during the break time then their name will be entered into the book with reference to the incident. They will receive between 5 and 10 minutes timeout in the shelter designated area on the playground. If the behaviour is more serious negative behaviour such as those behaviours listed in level 3 and 4 then this will require an investigation by Class Teacher/SLT and the child or children involved will be sent into their class. Class Teachers will monitor and record any level 1 and 2 behaviour and the pupil will be warned about expectations of their behaviour in the future.

Lunch time:

All Lunchtime Supervisors have a lunchtime logbook. At all times they will focus on **praising positive behaviour**. A pupil who chooses to behave in an inappropriate way will be warned first unless the behaviour is so serious a warning is not possible e.g: another child has been hurt. Lunchtime Supervisors will warn the pupil 'That's your warning' and will refer to how they are not being considerate or respectful. If they do not correct their behaviour or break our one school rule again during the lunchtime then their name will be entered into the book with reference to the incident. They will receive between 5 and 10 minutes timeout in the shelter designated area on the playground. If the behaviour is more serious negative behaviour such as those behaviours listed in level 3 and 4 then this will require an investigation by the Class Teacher/SLT. If the child refuses then the Senior Lunchtime Supervisor will contact a member of the SLT. If the Class Teacher is available then they may deal with the investigation and report to a leader. The Senior Lunchtime Supervisor will supervise until a member of staff is available. Lunchtime Supervisors will log the details.

Lunchtime Supervisors will pass the logbook to the class teacher at the end of the outdoor session and any discussions necessary about lunchtime will take place, **positive behaviour** will be shared first. If required LTS will remain in the classroom until children are settled and will be directed by the teacher. Class Teachers will monitor and record any level 1 and 2 behaviour and

the pupil will be warned about expectations of their behaviour in the future. Further sanctions maybe issued such as having lunch in isolation and, or referred to SLT who may then contact parents.

If a child receives a number of consequences for break or lunchtime behaviour the school may consider using a supervised and structured play option inside school for break times and lunchtimes. These sessions will be supervised by a TA who will setup appropriate free play activities. Part of their role in these sessions is to help children develop social skills alongside other children in a smaller more nurturing environment. Children with SEND may use this provision too. Staff in school will decide how this is managed.

8 Extreme and persistent unacceptable behaviour

On the rare occasions when a child persistently struggles or chooses not to follow our one school rule and not learn from restorative conversations and any consequences (predominantly level 3 and 4 behaviours), other strategies may be put in place to support the child and to ensure teaching and learning in class is undisrupted for other pupils and staff. The school may request specialist advice and support from outside agencies. The school may consider use of a reduced timetable if deemed appropriate. The school may introduce an age appropriate Daily Progress Record to:

- split the day for the child into smaller sections
- help the child manage their own behaviour
- reduce the number of level consequences
- be used to help track and log behaviours- identify patterns etc
- build in other rewards
- prevent persistent behaviour disrupting teaching
- enable daily communication between staff and parents

The Progress Record will be explained to the child and parents involved. Parents will be expected to return the Record on a daily basis. Should a child's behaviour be a risk to his or her own safety and, or, that of others a risk assessment will be completed and there will be an agreed response developed between parents and school.

If a child is placed on a Record or has similar intervention for persistent unacceptable behaviour the Headteacher may withdraw access for a period of time to extra-curricular activities e.g: clubs, BASE Skills Academy. The Headteacher may also restrict access to other special events such as trips and events e.g. Disco or activities off site. If there is no improvement in behaviour then the child remains on his level of intervention and monitoring.

Deliberate physical abuse towards other pupils and staff will not be tolerated and may result in reduced time/sessions during school, fixed term exclusions or at worst, permanent exclusion.

If the child receives a number of levels for unwanted behaviours on the playground then the use of a supervised play area within school could be utilised. Well trained staff will supervise the free play within the area. Sometimes, if behaviour in the classroom is not an issue then a Progress Record may be used solely for break and lunchtimes.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an

exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Head) 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.

If the Headteacher excludes a child, they inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

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.

When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Drug- and alcohol-related incidents

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 taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

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 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.

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.

Monitoring and review

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.

The school keeps a variety of records concerning incidents of misbehaviour. The Headteacher records those incidents in which 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: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; 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.

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.

9. Roles in school

The role of the class teacher

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 and break/dinner time.

- 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.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with consideration, respect and understanding.
- If a child misbehaves repeatedly in class or during break/dinner time, the class teacher keeps a record of all such incidents. 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 SLT.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 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.

The role of the Headteacher and Associate Headteacher

It is the responsibility of the Headteacher and Associate Headteacher, under the School Standards and Framework Act 1998, 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 and Associate Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher and Associate Headteacher support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported significant serious incidents of misbehaviour.

The Headteacher has the responsibility for giving 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. These actions are taken only after the school governors have been notified.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.

We expect parents and 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 and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to reprimand 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 Headteacher. Continued concerns should be passed to school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of 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 and Associate Headteacher in adhering to these guidelines.

The Headteacher and Associate Headteacher have the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher and Associate Headteacher about particular disciplinary issues. The Headteacher and Associate Headteacher must take this into account when making decisions about matters of behaviour.

Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.
