



# Deaf Hill and Kelloe Primary Federation

## Behaviour Policy

Headteacher: Mr Paul Newton

Chair of Governors: Mr Angela Sanderson

## **Aims and Expectations**

It is a primary aim of our schools 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 primary aim of the behaviour policy is to promote 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, adults and children, to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow 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 develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **Rewards and Punishments**

We praise and reward children for good behaviour in a variety of ways: teachers congratulate children; each week we nominate pupils from each class to be awarded an Achievement Award; awarded team points stickers and certificates.

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

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, they will be tracked in accordance with the school's assertive discipline programme. The tracking sheet will be used as follows for low level disruption:

Warning

5 minutes timeout

Time taken off playtime

Sent to the Headteacher/Deputy Headteacher (Lunch time detention)

Phone call home.

The conversation will take place between the headteacher/deputy headteacher and parents/carer about the most suitable punishment, these may include: home/school report; after school detention. During the detention the child will be engaged in a punishment which is deemed an effective deterrent for that pupil. This may include: isolation, lines, reflection time etc. The punishment is not designed to demean or cause the pupils physical hardship but to serve as a deterrent for future repetition of offences.

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, they are dealt with in line with the assertive discipline programme and parents are contacted. It is **not** acceptable for one child to disrupt the education of others in a class.

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 and this behaviour could result in exclusion.

If a child is fighting they are immediately sent to the Headteacher/Deputy Headteacher. If this is the first incident of fighting/violence towards another child a parents/carers will be contacted and informed of the incident and the expectation that this will not happen again. The discussion will inform parents/carers that if it occurs again, the child will be issued with one-day fixed term exclusion in line with the school's behaviour policy. If this is not the first incident the child will be given a one-day fixed term exclusion in line with the school's behaviour policy. If this was repeated further fixed term exclusions, would be issued.

Violence towards staff will not be tolerated and will result in exclusion.

If the incident is warranted to be serious due to the extreme level of violence, an exclusion can be issued by the Headteacher without a previous conversation with the parents occurring.

The use of foul and abusive language is not acceptable in school. If a child is heard swearing by an adult in school a suitable punishment will be issued. This would usually be a lunchtime or after school detention. If a child is verbally abusive towards a member of staff then the child would be issued with a one day fixed term exclusion. Repeated incidents would warrant longer exclusions and then be put before the governing body.

If a serious incident occurs or in the case of repeated incidents more than a one-day Fixed Term Exclusion may be issued.

**If an exclusion takes place in a term an adult family member/carer may need to accompany the class teacher on any external visits for the rest of that term.**

In extreme cases it may be necessary to permanently exclude a pupil.

Class teachers determine the specific rules within their class and are often negotiated in September so that pupils take responsibility for them. The rules will be designed to support the learning environment and ethos within the classroom.

Bullying and racism are not tolerated in school and are dealt with very seriously. If a child is known to be bullying other children then they will receive a letter home warning that future incidents of bullying will result in a one day exclusion. We access the Local Authorities Anti-Bullying Service.

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

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of 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 teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents by recording them. 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 headteacher/deputy headteacher, parents will be consulted and a Pastoral Support Programme will be set up for the child. The headteacher and class teacher liaise with parents and 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 child's social worker, Educational Psychologist or LA Behaviour Support Service.

The class teacher reports to parents 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 or if a child has been particularly well behaved.

It is the responsibility of all staff to ensure that school rules are enforced in and around school at all times.

### **The Role of the Headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement and monitor 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.

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.

The headteacher keeps records of all reported serious incidents of misbehaviour. All violent incidents (verbal or physical) by a pupil or parent/guardian will be reported to County Hall using the appropriate recording sheet and it may be necessary to inform the police.

The headteacher has the option to issue a fixed term exclusion for repeated refusal to follow instructions.

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.

The school does not tolerate racial prejudice in any form and all such incidences of racial bullying will be reported to the LA.

The Headteacher has a responsibility to support parents/families, particularly with those children who find following the policy challenging. The Headteacher will work closely with parents for the benefit of all children's emotional health and wellbeing

### **The Role of Parents**

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

Parents are given a copy of the Behaviour and Discipline Policy (Parents Summary) leaflet. They are expected to promote the school policy at home and support the school when asked.

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.

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 Headteacher. If the concern remains, they should contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

We expect parents to conduct themselves in an appropriate manner and acts of aggression towards staff, whether verbal or physical, will not be tolerated. All such acts will be referred to the Governing Body, reported to County Hall and reported to the police.

### **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 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 and are fully involved in the process of reviewing policy and guidelines.

### **Fixed-term and Permanent Exclusions**

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In some rare cases, where a pupil deliberately attempts to have a fixed term exclusion issued against them the Headteacher may take the decision to exclude within the school. This means that the child is isolated from the rest of the school for the duration of the exclusion.

If the headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The headteacher informs the LA and the Governing Body about all permanent exclusion, and all fixed-term exclusions immediately.

The Governing Body itself cannot either exclude a pupil 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 an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

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

### **Procedures following a Permanent Exclusion**

1. The meeting of the Discipline Committee of the Governing Body should be held with all parties, including the member of staff who is putting the school's case, the parent/carer\*, pupil and LEA representative in attendance. All parties should be present at the start of the meeting.
2. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should declare that interest and withdraw from the meeting.
3. The senior member of staff presenting the school's case should give a report outlining the reasons for the exclusion.
4. The Governors, parent/carer\*, pupil and the Director of Education's representative should be allowed to ask questions.
5. The Director of Education's representative will share any relevant reports relating to the exclusion. Other agencies who have information relevant to the exclusion should be given the opportunity to inform the meeting.
6. All parties should have an opportunity to consider this information at this stage.
7. The parent/carer\* and pupil should be heard.
8. The Governors, School's representative and the Director of Education's representative should be allowed to ask questions of the parent/carer\* and pupil.
9. The member of staff should summarise the school's case.
10. The parent/carer\* and pupil should summarise their case.
11. The parent/carer\*, pupil, LEA representative (unless he or she is Clerk to the Discipline Committee), Head Teacher and member of staff putting the school's

case and any governors whose connection with the excluded pupil requires them to withdraw must leave the meeting. If any further advice or clarification is required all participants will be recalled together.

12. The Discipline Committee of the Governing Body consider the evidence, representations from parents/carers, pupil and LEA and advice from DfES Improving Behaviour and Attendance Guidance on Exclusions from Schools and Pupil Referral Units, and decides:
  - (i) whether to direct reinstatement and, if so, whether extra short-term support would help to ensure successful reintegration.
  - (ii) if the exclusion is upheld, ensure that the school has satisfactory arrangements in place for the pupil to continue their education while away from school until any appeal process has been completed.
13. The Clerk to the Discipline Committee will write to the parent/carer\* within one school day after the meeting confirming the decision of the Discipline Committee including reasons for their decision, and explaining the parents/carers\* right of appeal, should the decision be upheld.

\* Parents/carers may if they wish have someone of their choice to accompany and assist them at the meeting or send a representative

### **Procedures following a Fixed Term Exclusion**

Exclusions up to 5 consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

Exclusions for 6 consecutive days or longer – the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion.

### **Behaviour Outside of School**

If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school behaviour and discipline policy which may result in an exclusion.

We work closely with the police and will support them fully in any investigations about incidents which take place outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police.

## **Power to Search Pupils for Weapons**

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff, in this context the Headteacher, to search suspected pupils for knives or other weapons without consent.

## **Monitoring**

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, make 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 them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Racial incidents are logged on the report form (Report of Racial Incident) and sent off to the Equal Opportunities Officer at County Hall.

The headteacher keeps a record of any pupil who is excluded 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.

## **Review**

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.

Date: March 2020

Approved by Governors: March 2020