

Ogmore Vale Primary School

Behaviour / Discipline Policy

AIMS AND EXPECTATIONS

It is a primary aim of our school that every member of the school community feels valued and respected. The school is an extension to the home and an important part of the community. We are a caring community, whose values are built on mutual trust and respect for all. The key to successful discipline is a consistent and fair approach at all times by all staff. 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. Children should be given the opportunity to develop into well mannered, well adjusted and confident members of society. It aims to promote an environment where everyone feels happy, safe and secure. We should aim to create a school community in which the children choose not to misbehave.

The school has a number of school rules, but 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.

This policy aims to help children to become positive, responsible and increasingly independent members of the school community.

We aim to provide a clear set of rules and good role models of relationships and behaviour of teachers and pupils towards one another.

Our aim is that the children should learn and achieve their full potential. Research demonstrates that good behaviour contributes significantly to effective learning and teaching. Our pupils are never left in doubt about what is and is not acceptable behaviour.

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.

PROMOTION OF POSITIVE BEHAVIOUR

We believe that behaviour can change and that every child can be successful.

Praising and a system of rewards are more likely to change behaviour than blaming and punishing.

We should constantly help children to achieve success in some aspects of their lives and should celebrate with them when they do.

We should treat children with respect and be positive in our dealings with them however difficult it may be at times.

We must, at all times, be aware of the individual circumstances and needs of each child and act accordingly.

We must always consider the safety of other children and minimise disruption while helping children acquire self discipline.

Education research has found that the best way to encourage good standards of behaviour is a 'clear code of conduct backed by a balanced combination of rewards and punishment within a positive community atmosphere' (Elton 1989).

REWARDS AND SANCTIONS

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for bad behaviour which makes the distinction between serious and minor offences apparent. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**. This must be given whenever possible for both work and behaviour. We praise and reward children for good work and behaviour in a variety of ways:

- children may be awarded house points
- each week we nominate a child from each class to be a 'gold award' winner and receive a certificate in a weekly gold award assembly
- we distribute stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- each class devises an Accelerated Learning board to promote positive behaviour and attitudes
- children's work will be displayed as much as possible to celebrate good standards of work and effort
- children achieving high standards e.g in P.E. and music will be asked to demonstrate their abilities to the other pupils and receive praise and encouragement from both pupils and staff
- classes are rewarded on a weekly basis for good attendance *If your in, your class could win*, for example by having extra time on the play equipment
- a special award will be given for full attendance at the end of the year
- teachers may send their pupils to the team leader for additional praise, encouragement and reward.
- At the discretion of team leaders pupils may then be sent to the Deputy Head Teacher / Head Teacher for the same reason.

School Rules

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own class promise / class agreement, which is agreed by the children and displayed in the classroom. The class teacher will ensure that pupils are aware of consequences if rules are broken and of rewards for good behaviour. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

- 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, he/she may be given time out from the classroom environment until s/he is in a position 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 pupil, sanctions will be implemented. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents

and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Sanctions:

If the class / school rules are broken, the following sanctions / procedures, which are differentiated to the needs of the children, will be followed:-

- Children will be given a verbal warning by the class teacher, learning support officer or cover supervisor;
- 'Time out' will be used, where appropriate.
- Teachers will inform parents at their discretion if appropriate.
- Teachers may send their pupils to the team leader for additional sanctions. At the discretion of the team leaders, pupils may then be sent to the Deputy Head Teacher / Head Teacher.
- More serious misbehaviour will involve meeting with parents.
- If Key Stage 2 pupils are found to be using foul language they will lose one full day of breaks.
- If pupils have been hitting, punching, kicking or fighting, their parents will be contacted and they will lose breaks for 3 days (Key Stage 1) and 5 days (Key Stage 2).
- If required a home school behaviour contract will be set up.

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.

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 in order to prevent injury to the child involved or to others. The actions that we take are in line with government guidelines on the restraint of children and all staff have had SCIP training.

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 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 head teacher.

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 Bridgend Behaviour Support Service. In certain circumstances the child may receive support from an ELSA.

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.

The role of the headteacher

It is the responsibility of the 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 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.

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. Both these actions are only taken after the school governors have been notified.

The role of 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 to co-operate with the school, as set out in the home-school agreement. 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 class teacher via the school office. If the concern remains, they should contact the headteacher and / or the 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 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.

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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, s/he informs 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 any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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 LEA, 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.

Monitoring

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

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.

School Rules

In Ogmore Vale Primary School we:-

Walk on the left hand side of the corridor.

Are polite at all times.

Help, care for and respect each other and our environment.

Always try our best.