



Margaret McMillan Primary School

Policy on Behaviour and Discipline

1 Aims and objectives

- 1.1 It is a primary aim of Margaret McMillan Primary School that every member of the school community feels valued and respected, and that each person is treated fairly. 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.
- 1.7 This policy forms part of the school's duty to safeguard children and is cross referenced to our safeguarding and child protection policy and the anti-bullying policy.

2 Consequences for good and poor behaviour choices

- 2.1 We praise and reward children for good behaviour choices in a variety of ways:
 - Teachers congratulate children and negotiate with their classes how good behaviour will be celebrated.
 - Teachers give children individual rewards (stickers) for their class award chart.
 - Each week, we nominate two children from each class to be an 'Achiever of the Week'.
 - Each 'Achiever of the Week' receives a certificate in the school assembly which are displayed in their classrooms for a week and they have a letter to take home informing parents of their child's success.
 - We distribute stickers, stamps etc to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - Children can show examples of their best work to members of the SLT or subject co-ordinators for specific, individual praise.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The weekly Achievers Assembly on Fridays allows information regarding children's

achievement out of school, e.g. music, clubs or swimming certificates, to be shared with the whole community.

- 2.3 The school employs a number of consequences for poor behaviour choices to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation taking into consideration the age of the child and the severity of the behaviour.

The range of strategies which may be used could be:

- Non-verbal reminders
- Verbal reminder of expectations
- Warnings
- Time-out within the classroom appropriate to the age of the child
- Time-out in a parallel class
- Lunchtime detention
- Positive behaviour diaries
- Withdrawal of privileges e.g. Non-participation in any school trips or sports events that are not an essential part of the curriculum or where there are concerns regarding health and safety.

Consequences of severe or extreme behaviour may be:

- After school detention
- Internal exclusion from peers
- Formal exclusion

A decision to exclude a pupil should only be taken:

- In response to serious breaches of a school's behaviour policy and once a range of alternative strategies have been tried and have failed.
- If allowing the pupil to remain in school would harm the welfare or education of those in the school.

Following a period of exclusion the child will be supported in their reintegration to school, a return to school meeting will be held. If necessary support will be given to enable the child to manage their behaviour.

- 2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. 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 activities such as circle time.
- 2.5 Where a child is persistently making poor behaviour choices, the TAC team may be involved in supporting the child through a Positive Behaviour Diary. Advice may sought from the SENCO and if necessary a referral may be made to the Behavioural Emotional Social Difficulties (SEBD) team.
- 2.6 The school does not tolerate bullying of any kind; refer to the Anti-bullying policy.
- 2.7 All members of staff are aware of the regulations regarding the use of force by teachers, relating to section 93 of the Education and Inspections Act 2006: The Use of Force to Control or Restrain Pupils.

3 The role of Staff members

- 3.1 It is the responsibility of all staff to ensure that the school rules are enforced, and that children behave in a responsible manner.
- 3.2 The staff 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 All staff members treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 When an incident occurs staff record the details on CPOMS. If it is necessary to make a referral about a child's behaviour the completed form is then passed to the Key stage manager who follows this up as appropriate. The form is then filed in the child's individual record file in the office. If bullying is involved the form must be photocopied on to white paper and passed to the TAC Manager.
- 3.5 The class teacher seeks advice and support, as necessary, from other colleagues and teams within school, to ensure the progress of each child. The class teacher may, for example, discuss the needs of a child with a senior teacher, TAC team or line manager. On occasions this may result in referral to outside agencies.
- 3.6 The class teacher informs parents about their child's behaviour on a termly basis; at Parents' Evenings and in the end of year report. However they may also contact a parent if they have concerns about the behaviour of their child. The outcomes of the conversation are recorded on a blue parental contact form which is then filed in the child's individual record file in the office.

4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher, 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.
- 4.2 The headteacher 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 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 with the support of the governing body.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate 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. Any formal discussions with parents are recorded on a blue parental contact form which is then filed in the child's individual record file in the office

- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents 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 a member of the School Leadership Team. If these discussions cannot resolve the issue, they should contact the school governors.

6 The role of governors

- 6.1 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 adhering to these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

7 Monitoring and review

- 7.1 The effectiveness of this policy is monitored on a regular basis. The governing body receives reports on the effectiveness of the policy and, if necessary, recommendations for further improvements.
- 7.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents and uses the school wide system of coloured forms to record more severe incidents- all actions taken are recorded on the forms. We also record incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incidents and these are either recorded by the senior supervisor or another member of staff.
- 7.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 7.4 It is the responsibility of the governing body to monitor the rate of suspensions and 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.
- 7.5 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.