

# Spalding Parish Church of England Day School

*We are a caring Christian Community built on Compassion,  
Trust, Friendship and Hope.*

## Behaviour and Discipline Policy



Date of Policy: July 2019

Date of Review: July 2021

Adopted by Governing Body: October 2019

Signed by Chair of Governors: Katherine Wright

## 1) Introduction

Spalding Parish Church of England Day School (SPCEDS) is a church school where our Christian faith lies at the heart of our ethos, creating and nurturing a compassionate and secure family community. We provide a caring school environment which challenges, motivates and stimulates each child, whilst fostering qualities of excellence.

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 Christian community, whose values are built on the school's foundation as a Church school, 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 where everyone is given the opportunity to succeed, to feel happy, safe and secure whilst complying with Section 89 of the Education and Inspections Act 2006.

The Education and Inspections Act 2006 and DfE guidance (Behaviour in schools, 2012) requires the Government to make and frequently review, a written statement of general behaviour principles to guide the Head Teacher in determining measures to promote good behaviour (see Behaviour Principles Statement)

*So in everything, do to others what you would have them do to you.'* **Matthew 7:12**

Central to this aim is the expectation that the children of SPCEDS will display high standards of behaviour and treat other people as they would wish to be treated themselves. At the heart of our belief is that all children are loved by God, are individually unique and that our school has a mission to help each child to fulfil their potential in all aspects of their personhood – physical, academic, social, cultural, moral and spiritual.

## 2) Commitment to Learning

SPCEDS is striving to become a learning community through a culture of continuous improvement. Our main purpose is learning – for both staff and pupils. Through the continuous learning of our staff and Governors the school improves and develops, bringing ever greater benefits for our pupils. Such learning includes 'Behaviour for Learning', which focusses on developing positive attitudes to learning and good learning behaviours that will ultimately impact positively upon pupils and their achievements.

## 3) Aims and Objectives

At SPCEDS we believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. We believe that our practice around behaviour should not just ensure that we create a community that is safe for everyone, but that we should also encourage and develop behaviour traits that will serve youngsters well as they move into adulthood. The school sets these out in the following principles.

- 🏰 Everyone who is part of our school community has the right to a safe, secure, caring and happy learning environment.
- 🏰 We want to ensure that everyone values and respects themselves and each other.
- 🏰 We will encourage children to foster a sense of enquiry and develop questioning skills.
- 🏰 We aim to ensure that high expectations are held by all in both work and behaviour.
- 🏰 We believe in fostering positive relationships and developing partnerships between parents, staff and children, and also across communities outside of school.
- 🏰 We embrace diversity and promote equal opportunities and inclusion for all.
- 🏰 We encourage self-esteem and confidence in both independent and collaborative learning.
- 🏰 We promote the development of life skills, including staying healthy.

This is encapsulated in our values statement –

“A caring Christian community built on Compassion, Trust, Friendship and Hope”.

Each year every class will develop a Class Code of Conduct that is based upon the above principles and values statement. It is expected that every member of the school community will behave in a considerate way towards others. All are treated fairly and this behaviour policy will be applied in a consistent way. 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.

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, as well as deterring anti-social behaviour.

#### 4) Learning Powers (Meta-cognition)

We think it is very important that children understand that they are learners and that they have a role to play as a learner. We therefore believe that children should be taught how to learn and that there are certain skills they can develop which will mean they are more effective and successful lifelong learners. We have developed a set of 'learning powers' with the children and these help them to become better learners. The children have loved learning about them and now talk about them all the time, telling us which learning powers they are using!





We have adopted the Learning Powers identified by Shirley Clarke to promote these key skills in young children;

1. Concentrate
2. Don't give up
3. Be co-operative

4. Be curious
5. Have a go
6. Use your imagination
7. Keep improving
8. Enjoy learning

#### 5) Rewards and Consequences

We praise and reward children for good behaviour in a variety of ways:


-  Staff smile and congratulate children when they do the right thing e.g. saying “thank you” or “well done” to a child who holds open a door for someone else.
-  House Points - Children across all Key Stages are part of the school house points system. House points are awarded to children who demonstrate that they are keeping to our Code of Conduct and can be awarded by any adult within the school community. Each week a team point cup will be awarded to the team that has achieved the most points that week.
-  Celebrating children’s achievement - each week each class teacher will nominate children to be included in our Celebration book and these children will receive a Celebration Book sticker during our weekly class presentation.
-  Head Teacher Awards – weekly awards to promote outstanding attitudes to learning either at home or school are based on the learning powers. One award is presented per class each week.

The school will regularly communicate the exemplary behaviour of children to their parents, through verbally communicating with parents, letter, phone call and e-mail.

Individual members of teaching staff will reward whole classes of children by applying a system that will lead to a class reward e.g. extra break time, special game etc.

The school employs a number of consequences to enforce the School Code of Conduct, and to ensure a safe and positive learning environment. The Class Teacher discusses the school rules with each class. Every child in the school should know 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.

Sometimes, despite these measures some children do not match the school’s expectations. In these circumstances the following is deployed;

-  Warnings and consequences - each child will be given a verbal warning about behaviour that is considered to be unacceptable. The warning will hopefully act as a deterrent against future misconduct.

- 🏠 If a child misbehaves for a second time, the warning may be visual or moving to a particular place for time out within the classroom.
- 🏠 If a child continues to misbehave they will be given time out within the same year group.
- 🏠 The cycle of warnings and consequences will begin afresh with each new session, break period or day.

Consequences may include the missing of the next break time or period of break time (excluding lunch time). Phase/Year Group staff will organise the supervision of children missing break times.

At lunchtime the same system will apply, with a period of time the following day being missed over the lunchtime period. Phase/Year Group staff will organise the supervision of children.

Children who are given consequences (in class or at break times) will have their behaviour recorded by a system organised by their Class Teacher or Lunchtime Supervisor (see Appendix A). The member of staff with responsibility for behaviour will collate this information and will meet regularly with the Head Teacher to discuss any child whose behaviour regularly means they are being identified as not meeting the expectations of the school. These children will be seen by the Head Teacher who will explain the expectations that need to be met and the consequences of there being no improvement in behaviour.

Any child who continues to have unacceptable behaviour highlighted will invoke a meeting with the Behaviour Lead, Class Teacher and parents. An agreed behaviour plan will be completed. This may also include the SENCo depending on need.

Significant misbehaviours will be dealt with directly by the Head Teacher and staff should make her (or the Deputy/Assistant Head Teachers) immediately aware of such incidents. This includes any persistent bullying, racial or homophobic language/incidents.

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. (Also see Anti-bullying Policy)

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*. Staff only intervene physically to restrain children 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. (Also see Restraint Policy)

## 6) Roles and Responsibilities

### The Role of Staff

It is the responsibility of all staff to ensure that the school behaviour principles are enforced and that they also follow them – setting the highest example for children to follow. All staff in our school have high expectations of the children with regard to behaviour, and they should ensure that all children behave appropriately and to the best of their ability.

All staff should treat each child fairly, and enforce this policy consistently. We treat all children with respect and understanding.

Staff should seek guidance and support when they are faced with behaviour situations that they feel go beyond their experience or levels of expertise e.g. support from colleagues, SENCO, SEMH lead, SLT, Head Teacher or outside agencies.

The Class Teacher may also contact a parent/carer if there are concerns about the behaviour or well-being of a child. This will be recorded by the Class Teacher on a Record of Conversation sheet. Parents have a right to see this record.

The Class Teacher liaises with the SENCO, Phase Leader and external agencies, as necessary, to support and guide the progress of each child. Parents will always be informed when outside agencies are involved.

All staff will ensure that they play a role in proactively preventing poor behaviour e.g. in consistently applying this policy and in ensuring adequate supervision of communal areas.

### The Role of the Head Teacher

It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Head Teacher ensures that there are records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child.

### The Role of Parents/Carers

The school collaborates actively with parents/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/carers to read them and support them.

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

If the school has to use reasonable consequences, 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 the Head Teacher. Finally they can address School Governors if required. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### The Role of Governors

The Board of Governors has the responsibility of setting down general principles on standards of discipline and behaviour, and these are set out in the Governor's Statement of Behaviour Principles. The Governors support the Head Teacher in adhering to these principles.

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

#### 7) 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 DfE guidance.

Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a child from school. The Head Teacher 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 Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Board of Governors. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Board of Governors body about any exclusion (through the Head Teacher report to Governors and through completion of forms to the LA). The Head Teacher will immediately inform Governors of any permanent exclusion.

The Board of Governors itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

The Board of Governors has a committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When a committee panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA (if made), and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

#### 8) Drug, Alcohol, Offensive Weapons and Related Incidents

The whole of the school premises is a no smoking area. This includes e-cigarettes.

It is the policy of this school that no child should bring any drug, alcohol or offensive weapon to school. Any child who deliberately brings substances into school for the purpose of misuse will be subject to a fixed-term exclusion or permanent exclusion in some cases. If the offence is repeated, the child will be permanently excluded. The police and social services will be informed where appropriate.

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. The police and social services will be informed where appropriate.

#### 9) Monitoring and Review

The Head Teacher monitors the effectiveness of this policy on a regular basis. They will also report to the Board of Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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

It is the responsibility of the Board of Governors to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Board of Governors reviews this policy every two years or earlier if it is felt appropriate.



## Appendix A

### SPCEDS System for Monitoring Exemplary and Poor Behaviour

All classes use G2 for recording both exemplary and unacceptable behaviour. Green Books are used to record lunchtime incidents.

It is the responsibility of all staff to complete these and ensure any information re ongoing concerns are shared with the SLT.

The member of staff with responsibility for behaviour will collate these and will ensure that where necessary staff are informed when consequences need to be put in place because a child has repeated reported poor behaviour e.g. if two or three unacceptable behaviour records from different staff then it might not be known that the child had exceeded the permitted earnings. It would be appropriate for the child to miss some break time and the member of staff will then co-ordinate this with the appropriate Phase Leader or Assistant Head.

The member of staff with responsibility for Behaviour will regularly meet with the Head Teacher and discuss on-going behavioural issues and in particular those children who have prolonged periods of behaviour that falls below expectations. Between them, Phase Leaders and Class Teachers, there will be close liaison with parents and when necessary with outside agencies.