



Believe, Succeed &

Grow Together

FRINTON ON SEA PRIMARY SCHOOL

BEHAVIOUR & DISCIPLINE POLICY

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**Ratified/Approved
Chair of Governors:** Mrs S. Young

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Summary

This policy outlines procedures related to rewards and positive behaviour management.

Introduction

The ethos of our school is a caring school where everyone is valued and treated with respect. Any harassment of any kind whether verbal or physical is unacceptable. Our behaviour policy reflects a positive ethos that builds on intrinsic self motivation to learn and supports the development of others.

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, irrespective of age, gender or race 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'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 feels happy, safe and secure and measures are in place to reduce the likelihood of bullying. The school aims to promote self-confidence and self-esteem, so all stake holders are able to take pride in our achievements, the school environment and reputation in the wider community.

Golden Rules

The school has three 'Golden rules' which apply to all school aspect including behaviour and learning:

- Be Kind
- Be Safe
- Be responsible

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. The school expects every member of the school community to behave in a considerate way towards others. 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.

Rewards and Punishments

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.

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

- Teachers establish a class code of conduct with their class at the start of each New Year and refer to this throughout and review accordingly. This should be clearly displayed in the classrooms.
- All adults congratulate children verbally ensuring consistency.
- All adults can give children merit points towards the four house teams.
- All classes have an opportunity to take part in a sharing assembly where they are able to show examples of their best work.
- Certificates may be presented for good work and behaviour.
- All adults should be polite, model good manners such as holding doors for others, keeping the environment safe and tidy, and polite language.
- Stickers, charts, and prizes can be awarded by class teachers if they wish to enhance the school merit system.
- We provide comfort and forgiveness.

The school employs a staged approach to sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Praise, mutual respect and good modelling in a consistent approach should be used to promote desired learning and general behaviours.

The following stages show examples of behaviours and the resulting action that will be taken:

Stage 1

Low level disruptions and crimes against learning:

- Talking at inappropriate times
- Distracting others from their learning
- Wondering around the room
- General 'messaging about'
- Rough play

Adult to show disappointment in the choice of behaviour and give a direct verbal warning that should the child continue the next stage will be met, check the child understands and use visual aids to support understanding.

Stage 2

- Low level disruption and crimes against learning continues after a verbal warning
- Rough play becomes dangerous or continues after a verbal warning

The child's name is written on the board as a visual reminder that they will be missing 5 min of their own time which will be spent with the adult who has given the sanction, or a 5 min cooling off time is given. The child may be reseated within their own classroom or taken to another area if they are disrupting others. If work has been affected by the behavior then the child may be required to redo the work to an acceptable quality. [It is the Class Teacher's responsibility to ensure that parents/carers are informed at this level.](#)

Stage 3

- Low level disruption and crimes against learning continues after a verbal warning **and** a visual reminder of time lost
- Violent acts towards another member of the school community (deliberate push, pull, hit, spit, kick, bite, slap, scratch, etc)
- The use of language deemed inappropriate for school such as swear words
- Deliberate bullying or intolerance of others
- Defacing or damaging school property
- Refusal to engage in learning
- Fighting

The child will spend a full play time or proportion of lunch time with the Headteacher or other senior manager (toilet and drinks will be allowed). Their name and reason for reprimand will be recorded in a behaviour log and the child will be required to complete a reflection log.

If the child is entered into the behaviour log three times within a term their parents will be required to attend a meeting to discuss the incidents with the headteacher to help identify additional support strategies for the child.

If it is deemed that the behaviour of a pupil will compromise the safety of an activity, disrupt the learning of others or dishonour the school then the pupil may be excluded from specific activities at the discretion of the Headteacher.

[Parents/carers are informed of all incidents at this level](#)

Stage 4

Fixed term or permanent exclusion (see below)

Bullying and Racial Harassment

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. Incidents of Bullying and Harassment are recorded in the confidential file. (see anti-bullying Policy)

Use of Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE guidance “ Use of reasonable force, Advice for headteachers, staff and

governing bodies” July 2013. 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 or where physical contact is considered appropriate. The actions that we take are in line with government guidelines on the restraint of children as indicated above. The majority of staff have received Essex Step On Training.

The Role of the Children

The children are central to our behaviour management policy. They are encouraged to seek solutions themselves, supported by adults. “Reflection Forms’ will be completed with/by the child to encourage them to reflect on the situation and how further incidents could be avoided.

Children who have concerns that they cannot discuss can put a note in the class ‘Worry box’ which is then read by the class teacher who may discuss the problem at a class council session or with individuals as appropriate.

School and Class Councils – Class council sessions give opportunity for discussion. School councillors use these as a forum to communicate ideas for School Council, and for thinking about class and school issues. These may include behaviour issues or problems arising outside the classroom.

School council representatives are elected each year and they have an important role to play in behaviour management decision. An example might be the misuse of play equipment. The school council look for ways in which this can be managed.

Playleaders – Children in Years 5 and 6 can become playleaders. Along with the school council they play a role in playground management by supporting appropriate game playing in the playground.

The Role of the School Staff

It is the responsibility of all adults to follow the school procedures relating to behaviour and to ensure that the school rules are enforced. Adults will ensure that children behave in a responsible manner during lesson time, at play and when moving around school. All adults will model polite and respectful behaviours and good attitudes towards learning.

All adults treat each child fairly, and enforce the Golden Rules consistently. All adults treat all children in their classes with respect and understanding. They encourage high standards of behaviour and personal appearance in line with the school expectations.

The Role of the Head Teacher

It is the responsibility of the head teacher 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 staff keep records of all reported serious incidents of misbehaviour in the Anti-Bullying folder and these are reported to the head teacher.

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

The Role of Parents/Carers

The school collaborates actively with parents, 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 to read them and support them through home/school partnerships, including the internet and cyber bullying.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement and the e-safety 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, 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented involving the school governors.

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 head teacher in adhering to these guidelines.

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.

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, "Exclusion from maintained schools, Academies and pupil referral units in England" 2012. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

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 to come and administer the medication themselves at lunchtime. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents/carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse or distribution will be punished by a fixed-term or permanent exclusion and the police and social services will be informed.

Monitoring and Review

The head teacher 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 adult records minor classroom incidents and notes persistent misbehaviour. The head teacher 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: lunchtime Learning Support Assistants give written details of any incident in the incidents books that they keep individually to class teachers and file copies in the log that we keep in the medical room.

The head teacher keeps a record of any child who is suspended for a fixed- term, or who is permanently excluded in a confidential file.

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.

Similarly the governing body will adhere to the special educational needs code of practice and follow its statutory duty to do their best to ensure that the necessary provision is made for any pupil with SEN.