

# BRONTE SCHOOL



# BEHAVIOUR AND DISCIPLINE POLICY

	Date	Signed
Date reviewed	February 2012	(Mr Richard Dyson – Headteacher)
Ratified by Proprietors	February 2012	(Mr Peers Carter & Mrs Susan Carter)
Date of next review	February 2014	

## **Policy on Behaviour and Discipline**

### **1 Aims and objectives**

It is an 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 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.

The school has a number of rules, although our behaviour policy is not only 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.

The school expects every member of the school community 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 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, rather than merely deter anti-social behaviour.

### **2 Rewards and punishments**

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

- Teachers congratulate children.
- Teachers give children house points either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- The Headteacher gives Headmaster's Commendations
- Each week, we nominate children from the infant classes to be 'helper of the week'.
- We recognise those children who have done well throughout the week in our Friday assemblies.

The school acknowledges all the efforts and achievements of children, both in and out of school. Achievement out of school, (e.g. music or swimming certificates) is recognised in our assemblies.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. This is detailed in our Behaviour Plan, (see attached).

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.

The school does not tolerate bullying of any kind (see our anti-bullying policy). 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 totally eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The school does not use or tolerate any form of corporal punishment.

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 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.

### **3 The role of the class teacher**

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

The class teachers 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.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will follow the sanctions on the Behaviour Plan (see attached).

In the EYFS we recognise that our youngest children may behave in developmentally appropriate ways that are different to older children. Some find it difficult to regulate their emotions. We also acknowledge that young children engage in play which may have aggressive themes such as super hero or weapon play. Staff within school employ appropriate strategies for supporting children in their development, whilst maintaining consistent boundaries to ensure that children are safe.

In extreme cases, having first discussed this with the Headteacher, the class teacher may liaise with external agencies, as necessary, to support and guide the progress of a child. The class teacher may, for example, discuss the needs of a child with the community nurse and a referral for developmental assessment may be deemed necessary.

The class teacher reports to parents about the progress of each child in their class, which may include a reference to behaviour. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **4 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 the proprietors, 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 their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour in the "Behaviour Book".

The Headteacher 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, or for bringing the school into disrepute, the Headteacher may permanently exclude a child. These actions are taken only after the proprietors have been notified.

## **5 The role of parents**

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.

We expect parents to support their child's learning, and to cooperate with the school. We believe it is important to have 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 complaint may be registered (see Complaints Procedure).

## **6 The role of the proprietors**

The proprietors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. They support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the proprietors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will 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.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher 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 Headteacher may exclude a child 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 child, he informs the parents immediately, giving reasons for the exclusion.

## **8 Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the proprietors 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 class teacher may record minor classroom incidents. The Headteacher records those incidents in which a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office.

## Policy on Behaviour and Discipline

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

It is the responsibility of the proprietors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The proprietors will pay particular attention to matters of racial equality and will seek to ensure that no child is treated unfairly because of race, culture, religion or ethnic background.

This policy will be reviewed every two years. The proprietors may, however, review the policy earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

**Signed:**

**Date:**

**BRONTE SCHOOL**

# **BEHAVIOUR PLAN**

# Expectations

We display good manners:

Holding the door open

Saying “Please” and “Thank You”

Keeping to the left in the corridors

Standing up when a visitor enters the  
room

**We think before we act and speak**

**which includes respecting others and their property**

**We listen when others are speaking**

***We encourage others and are open  
to their ideas***

# Rewards

Praise

House points

Praise from another member of staff

Sending a note home to parents

Recognition from the Headmaster or  
Deputy Head

# Sanctions

1. You will be given a verbal warning by your teacher
2. You will be asked to leave the activity for one minute
3. You will then be asked to leave the activity for a further three minutes

The teacher will discuss your choices of behaviour with you at this point

4. You will be sent to another class to complete the task
5. You may then be sent to the Headteacher / Deputy Head to discuss your behaviour, which may be recorded in the Behaviour Book (serious offences)
6. Should this stage be reached, your parents will be informed and further action considered.

# **Bronte School**

## **Early Years / Infants Behaviour Plan**

### **Rewards**

#### **Praise**

**Name on Smiley Board, leading to..**

**Stamp / sticker reward at end of day/week**

**Praise by another member of staff**

**Recognition from Head or Deputy**

### **Sanctions**

- 1. Verbal warning given by teacher.**
- 2. 2<sup>nd</sup> warning given by teacher.**
- 3. Time out within classroom, supported by member of staff, who will discuss choices of behaviour.**
- 4. Time out of the classroom.**
- 5. Behaviour discussed with parents / headteacher.**