



METROPOLITAN BOROUGH OF BURY

All Saints' Church of England Primary School, Stand

Behaviour and Discipline Guidelines

All Saints is a voluntary controlled Church of England Primary School with a Foundation Unit. Our School Mission Statement, agreed by all staff and governors states that we are:

“Happy are we who journey together in faith and love.”

Rewards and Sanctions

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

- Teachers congratulate children and there is an age appropriate reward system in each class.
- Teachers give children merit points from Year 1 upwards.
- Each week we nominate a child from each class to be 'student of the week' The certificate they receive is linked to our 8 Christian values.
- Two children in each class receive a certificate in the school well done assembly from their class teacher.
- We also award certificates linked to our school priorities.
- We distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have the opportunity to take part in a well-done assembly where they are able to show examples of their best work.
- The headteacher awards badges each day to every class as either a motivation or role model award.

The school acknowledges all the efforts and achievements of children, both in and out of school. The All Saints Journey individual booklet contains information regarding children's achievement and the opportunities they have had linked to our school curriculum.

There is a clear balance between rewarding good behaviour and applying sanctions for unacceptable behaviour.

The school employs a number of sanctions to enforce the school rule, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may, in certain cases, ask them either to move to a place nearer the teacher, or to sit on their own.

- 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, we may in specific cases, isolate the child from the rest of the class until s/he calms down, and is able 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 child, the class teacher records the incident on CPOMS and a suitable sanction is applied. 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.

The class teacher discusses the school rule with each class. In addition to the school rule, 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 PSHE.

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. {See anti-bullying policy}

The role of the pupil

The children in school are:

- Expected to work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- Encouraged to set and organise clear goals for themselves, and reflect where possible on their own progress.
- Encouraged to play a positive role in school.

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 keeps a record of all such 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 SMT and the headteacher. A child may also need to spend some "Reflection Time" at break, lunchtime or after school.

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 class teacher may liaise with external agencies, as necessary and with parental support, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with educational agencies or LA support services.

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 their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour. A record of these incidents is kept on the school's pupil data system {CPOMS}.

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, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The governors have a separate policy for exclusions. In the event of serious breaches of discipline, some form of exclusion from school may be considered for the following reasons:-

- Constant swearing or abusive language

- Violence against pupils or staff
- Stealing
- Constant disregard of the school codes of behaviour
- Regular and persistent class disruption
- Bullying
- All forms of name-calling.

Lunchtime misbehaviour may result in pupils being put on lunchtime report or being sent home for lunch for a stated length of time.

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.

The Behaviour and Discipline Policy is on the website and in the school prospectus and we expect parents to read it and support it.

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.

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 first contact the Headteacher then 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 adhering to these guidelines.

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.

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 guidance from "Exclusion from maintained schools, Academies and pupil referral units in England 2012.

**This document is available from the following website: www.education.gov.uk
Reference DFE-57501-2012**

Only the Headteacher or acting Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods {up to a maximum of 45 school days in a single academic year}, or permanently. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.

{For more details please refer to the above document}

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy: and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Pastoral Support Programmes

Dfes Circular 10/99 "Social Inclusion: Pupil Support" stipulates that schools should set up Pastoral Support Programmes as a strategy to reduce exclusions.

"Pupils who do not respond to school actions to combat disaffection maybe at serious risk of permanent exclusion or criminal activity, and may need a longer term intervention to keep them from dropping out of school altogether. Teachers should actively identify such people and each one will need a PSP worked up with external agencies."

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 for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

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.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Monitoring and review

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

The school keeps a coherent bank of records and strategies concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of serious inappropriate behaviour.

The headteacher/admin staff keep a record of any child who is suspended for a fixed-term, or who is permanently excluded.

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.

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.

This policy encompasses all aspects of school life, including outside activities and outings, and relies on partnership and co-operation between home and school.

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