



NUNTHORPE PRIMARY ACADEMY

BEHAVIOUR AND DISCIPLINE POLICY

Approved by Full Governing Body 29.6.15

Date of next review Summer 2018

Signed by

Mr G Greer

Chair of Governors

Mrs A O’Gara

Head Teacher

1 AIMS AND OBJECTIVES

- 1.1 It is a primary aim of our academy that every member of the academy 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 academy behaviour policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The academy has a number of academy rules, but the primary aim of the behaviour policy is not a system to enforce rules. 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 academy community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The academy expects every member of the academy 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 to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the Academy community.
- 1.6 The Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour To work towards the prevention of occupational injury or ill health to all involved in or affected by the Academy's activities

2 REWARDS AND PUNISHMENTS

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
 - teachers give children stickers, stars and certificates for good work or behaviour;

- children are nominated for achievement certificates by class teachers;
 - certificates are awarded in our weekly achievement assemblies;
 - we distribute merits to children for consistent good work, or behaviour or to acknowledge outstanding effort or acts of kindness in the Academy.
- 2.2 The Academy acknowledges all the efforts and achievements of children, both in and out of the Academy. Pupil achievement out of the Academy, for example, music or swimming certificates, is recognised and rewarded in assemblies.
- 2.3 The Academy employs a number of sanctions to enforce the Academy rules, 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 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 by following our system of behaviour stages (see appendix A). Using a warning symbol, support of another adult to remove the child from class is requested.
 - 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 pupil (including peer-on-peer abuse, cyber-bullying and sexting), the class teacher records the incident on CPOMS and the child is punished in accordance with our sanctions system. If a child repeatedly acts in a way that disrupts or upsets others, the Academy 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.
- 2.4 The class teacher discusses the Academy rules, rewards and sanctions with each class. This way, every child in the Academy knows the standard of behaviour that we expect in our Academy. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 2.5 The Academy 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 the Academy free from fear.
- 2.6 Teachers in our Academy 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. The actions that we take are in line with government guidelines on the restraint of children.

3 THE ROLE OF THE CLASS TEACHER

- 3.1 It is the responsibility of the class teacher to ensure that the Academy rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2 The class teachers in our Academy have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the behaviour system consistently. The teacher treats all children in their class with respect and understanding.
- 3.4 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 headteacher and parents.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service or the anti-bullying team.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole Academy policy. 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

- 4.1 It is the responsibility of the headteacher to implement the Academy behaviour policy consistently throughout the Academy, 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 Academy.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The headteacher keeps records of all reported serious incidents of misbehaviour including .
- 4.4 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. Both these actions are only taken after the Academy governors have been notified.

5 THE ROLE OF PARENTS

- 5.1 The Academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at the Academy.
- 5.2 We explain the Academy rules in the Academy prospectus, and we expect parents to read these and support them.
- 5.3 We expect parents to support their child's learning, and to co-operate with the Academy, as set out in the home–Academy agreement. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the Academy has to use reasonable sanctions to punish a child, parents should support the actions of the Academy. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, the Academy governors will discuss the issues directly with parents.

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 carrying out these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the Academy behaviour and discipline policy, 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 FIXED TERM AND PERMANENT EXCLUSIONS

- 7.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from the Academy. The headteacher may exclude a pupil for one or more fixed periods, for up to 15 days in any one term. The headteacher may also exclude a pupil permanently.
- 7.2 If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, make representation against the decision to the governing body. The Academy informs the parents how to make any such representation.

- 7.3 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8 MONITORING

- 8.1 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.
- 8.2 The Academy keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents using a behaviour stage chart and a behaviour file. Incidents of a racist nature are recorded and kept securely by the headteacher. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give verbal or written details of any incident to the appropriate class teacher.
- 8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the Academy policy is administered fairly and consistently.

9 REVIEW

- 9.1 The governing body reviews this policy every two years. They 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.

Appendix A

NUNTHORPE PRIMARY ACADEMY

Behaviour Stages

Pupils can move through stages chronologically or move straight to a particular level depending on the seriousness of the offence. All offences from stage 3 onwards must be recorded on SIMs.

Stages	Consequence	Offences
Stage 1 Warning	Verbal warning given. State to child that this is a stage 1 warning.	Repeatedly talking while an adult is talking. Talking when asked not to. Repeatedly shouting out Poor presentation in books Other low level behaviour; rocking on chairs, inattention, persistent noise making. Inappropriate behaviour around the academy; not lining up after break/running around the academy/being inside at break time No homework / No PE kit
Stage 2	2 nd Verbal warning given. State to child that this is a stage 2. Miss 10 minutes of playtime. Exclusion from group – remain in classroom/assembly hall.	Chewing gum/sweets Answering back Insolence Spitting Name calling/teasing Being indoors without a pass. Persistently forgetting homework & PE kit Any persistently poor behaviour

Stage 3	<p>3rd Verbal warning given. State to child that this is a stage 3. Miss 1 playtime. <u>Recorded on CPOMs</u></p>	<p>Rough play leading to someone being hurt Swearing Harmful behaviour in or around the academy Abusive/Hurtful comments Dishonesty</p>
Stage 4	<p>Internal exclusion. Child is sent to work in another class. Pupil must apologise and state how they will put things right and behave in future. A generic letter/phone call is sent home explaining that the pupil was internally excluded. Miss 2 playtimes. 2 Stages 4 letters=1 stage 5 <u>Recorded on CPOMs</u></p>	<p>Dangerous behaviour in or around the academy. Aggressive behaviour and/or violence Fighting, punching, kicking, strangling, marks made on skin. Vandalism/graffiti Rude/inappropriate language</p>
Stage 5	<p>Meeting with parents informing them of their child's behaviour. Miss 3 playtimes. Suspend from after school activities until behaviour improves. Lose any academy privileges/ responsibilities. <u>When one stage 5 is given outside agencies should be considered in order to prevent exclusion</u> <u>Recorded on CPOMs</u></p>	<p>Bullying Theft Racism Inciting/Premeditated violence Running out of the academy</p>
Stage 6	<p>Three stage 5 letters/ phone calls = 1st external exclusion. Further exclusions may apply if more letters/calls made to parents <u>Recorded on CPOMs</u></p>	

Each case will be given individual consideration and is at the discretion of the Head and Governing Body to determine the outcome.