



Co-op Academy
Portland

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Behaviour and Discipline Policy

This Policy was approved by the Governing Body: September 2018

Review Date: September 2019

Signature (Chair of Governors)

Signature (Headteacher)

Co-op Academy Portland

Behaviour and Discipline Policy

1 Aims and expectations

- 1.1 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 community, whose values are built on mutual trust and respect for all. The school 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.
- 1.2 The school has a number of school 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 school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others. This is achieved through the teaching and learning of social and emotional skills using a wide range of resources.
- 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 school community.
- 1.6 The school recognises excellent behaviour, as it believes that this will develop an ethos of kindness and co-operation, leading to future positive life skills. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 At Portland we are aware that cyber bullying could potentially take place and steps are taken to prevent this. We do not allow children to have mobile phones in school and there is a strict monitoring of Internet use.

2

Rewards and Consequences

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

- Teachers congratulate children.
- Friday Special Table at lunchtime with the Headteacher.
- Blue cards are awarded to children for good behaviour and white cards for good work. On occasion awards which are personalised with the school name are given to pupils by the Headteacher or the Deputy Headteacher
- Dojos are given for effort, positive attitudes and good work.
- Good behaviour letters are sent home by the Headteacher at the end of each term.
- Class teachers are able to develop their own rules, with the children's input, at the start of the school year that fit in with this policy.
- Lunchtime staff certificates for positive attitude and behaviour.
- Teachers have an array of individual rewards such as stickers, Star of the Day, Treasure Chest, etc.
- Every term The Cup of Kindness is awarded for kindness to others and wrapped up in this is excellent behaviour. We invite the chosen child's family in to a special assembly when the cup is presented.
- Celebration of good work is marked by a counter in the class jar held in the Headteacher's office.
- Deputy Headteacher oversees training and implementation of Peer Mediators, Head boy & Head girl (Y6) and Play Leaders (Y5) all of which provide positive role models to the rest of school.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Portland works actively to engage with the wider community in this aspect.

2.3 The school employs a number of strategies to promote positive behaviour, and to ensure a safe learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to collaborate, learn effectively and respect others. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own within a supervisory context.
- 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 reminds him or her of class rules and expectations. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. If the Headteacher, Deputy Headteacher or a member of SLT is available support with this will be provided.
- 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, this is recorded and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the class teacher, in the first instance, 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.
- Breaktime, lunchtime and, on rare occasions, after school detention (Key Stage 2 only with Headteacher) may be used.

2.4 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. 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 'circle time'. Portland also operates a 'restorative justice approach which can enable children to think through the impact of his/her actions.

2.5 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. The SLT provide substantial support at lunchtimes when standards of behaviour are most vulnerable.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils . The actions that we take are in line with government guidelines as clarified in DFE document Use of reasonable force (July 2013).

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner.

3.2 The class teachers in our school 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 classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.4 **Zones (from Year 1 – Year 6)**

If a child misbehaves in class they are given a verbal warning. Misbehaving primarily means defiance, lack of respect for others and non-co-operation with staff. If they continue the child leaves the green zone and goes into the yellow zone, which if they improve their behaviour over the rest of the week they can regain privileges.

If misbehaviour continues the child is placed in the orange zone and the child misses up to 3 playtimes. The child misses some of golden time. There is some flexibility on the zone sanctions depending on the circumstances. The Deputy Headteacher monitors the use of the zones, and the impact upon the childrens' behaviour.

Some classes use a blue zone before yellow zone which is effective in encouraging the child to think about his/her behaviour.

If misbehaviour still continues the child goes into the red zone, losing all of their golden time and support is sought from the Headteacher / Deputy Headteacher, who regularly supervises lunchtime detentions. These children may have to eat their meal with the Headteacher / Deputy Headteacher. Parents/carers are always informed.

Early Years Foundation Stage (EYFS)

If a child misbehaves in class they are given a verbal warning. If a child continues to misbehave, their name is moved from the green light, to the amber light. This indicates a child should think about their actions. If they continue then they move to red light. On this occasion they will miss a period of time from their play (thinking time). In the case of a serious misdemeanour i.e. hitting or hurting another child, they will go straight on the red light and require some thinking time. Thinking time is relative to their age i.e. 4 minutes if 4 years old. The matter will also be brought to the attention of the Headteacher, and their parents/carer informed.

- 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.
- 3.6** 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 well-being of a child. The teaching staff undertake lunchtime duties – see rota.
- 3.7** The Headteacher takes part in Friday Special Table and there is a rota for staff taking Red Zones.

The role of the Headteacher

- 4.1** 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.
- 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. He carries out daily morning duty and regularly oversees children's behaviour at lunchtimes.
- 4.3** The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, for example;
- Physical assault against a pupil or adult
 - Verbal abuse/threatening behaviour against a pupil or adult
 - Bullying
 - Damage/theft
 - Persistent disruptive behaviour
 - Drug and alcohol related behaviour

The Headteacher may permanently exclude a child. Both these actions are only taken after the school governors and parents have been notified. The Headteacher attends the latest training from the Local Authority on exclusions and the law. Before a permanent exclusion is made the Headteacher will at least consider a managed move in line with agreed LA policy.

5 The role of parents/carers

- 5.1** The school works collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at school.
- 5.2** We expect parents to support their child's learning, and to co-operate 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 well-being or behaviour.
- 5.3** If the school has to use reasonable sanctions, parents should support the actions of the school. 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, a formal grievance or appeal process can be implemented to the Governors.

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 school 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 school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. This Policy recognises the changes outlined in the Revised Exclusion Guidance, launched July 2012. A managed move must be considered before a permanent exclusion.
- 7.2** If the Headteacher excludes a pupil, 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, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 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. The school must arrange full time education from day 6 of any fixed term exclusion.
- 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 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.
- 7.8** Before any of the above is implemented, the Headteacher may use internal seclusion first. This takes the form of the child, working for part/ whole of the day, e.g. an afternoon, with the Headteacher in his office. Strategies such as 'behaviour' contracts may also be used to clarify expectations and targets for improved behaviour, with potential consequences if behaviour does not improve. Such contracts would be agreed between pupil, parent/ carer and class teacher.

8 Monitoring

- 8.1** The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements every September.
- 8.3** The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 8.4** It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Headteacher reports termly on these matters to the Governing Body.
- 8.5** Staff continually and consistently encourage healthy eating and evaluate its impact on behaviour.

9 Review

- 9.1** The governing body reviews this policy every year. 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.