



St Giles Juniors School Policy on Behaviour and Discipline

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Policy on Behaviour and Discipline

1 Aims and objectives

- 1.1 It is a primary aim of our school that every member of St Giles 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.
- 1.2 St Giles School has a number of rules, but 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. 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.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 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.
- 1.6 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

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children.
 - Teachers give marbles to put in a jar for a class reward in Golden time (1/2 hour free choice)
 - Each week, we nominate a child from each class to be "Star of the Week", and they receive a pencil
 - A child receives a certificate in the school assembly for effort, good work and positive behaviour.
 - Class teachers and TAs distribute merits to children for consistent good work.
 - Children who maintain their good behaviour for the week can take part in 10 mins. extra play on a Friday afternoon.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The St Giles Stars Board contains information regarding children's achievement out of school, e.g. music or swimming certificates, these are also shared in assemblies.
- 2.3 The school employs a number of sanctions to enforce the school 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.
 - We expect children to try their best in all activities.
 - If a child is disruptive in class, the teacher consistently follows the schools behaviour routine, which is on display in every classroom (see appendix). If a child misbehaves repeatedly, we remove the child from the rest of the class until s/he calms down for 10 mins to work in another class, 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 or remove the class from the situation
 - If a child threatens, hurts or bullies another child, the class teacher records the incident on an A.B.C Form and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the child is put on a class report which is signed daily by parent/ guardian with a view to improving the behaviour of the child.
- 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 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 circle time.
- 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.
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers. Teaching and non teaching staff have received training on the use of force to control or restrain pupils. 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. 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 class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during the school day.
- 3.2 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.
- 3.3 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.
- 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 Head/ Deputy Head teacher.

- 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 the LA's 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 welfare of a child.

4 The role of the head teacher

- 4.1 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.
- 4.2 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.
- 4.3 The head teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 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.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and by sending their children to St Giles the parents support the procedures outlined in this policy.
- 5.3 We expect parents to support their child's learning, and to maintain a supportive dialogue between the school. We inform parents immediately if we have concerns about their child's welfare or behaviour through home school diaries, class report sheets and/or phone calls as required.
- 5.4 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 head teacher in adhering to these guidelines.
- 6.2 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.

7 Fixed-term and permanent exclusions

- 7.1 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, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. In November 2005, the Internet address was www.teachernet.gov.uk and the relevant page was [/whole school/behaviour/exclusion/guidance/](#)
- 7.2 Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher 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 head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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.
- 7.4 The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- 7.6 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.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1 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.
- 8.2 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.
- 8.3 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.

- 8.4 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 head teacher.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 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.

9 Monitoring and review

- 9.1 The head teacher 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.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents in which a child is sent to him/her 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 staff room.
- 9.3 The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 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.
- 9.5 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.

Signed

Appendix

1. Teacher's Behaviour Routine
2. Our Behaviour Plan – classroom display poster
3. Behaviour Tracking Grid
4. Class Report
5. Deputy Head and Head Teachers Report
6. Hierarchy of Sanctions

Behaviour Routine for staff.



If children choose not to follow the school rules the teacher will-

1. Look and give a gentle reminder of what the child should be doing or praise correct behaviour that is going on in the class to highlight the expectation for the child.
2. Give a verbal warning, clearly explaining the correct behaviour the child should be following.
3. Give a yellow card, with explanation of why, as a final warning
4. Give a red card with an explanation of why and the child will work for 10 minutes in another class. The child will be sent to the receiving teacher with their time out sheet, and a copy of this will be given to the Deputy Head teacher ASAP. On returning to the class, the child will be expected to apologise for their behaviour.

All behaviour incidents will be recorded on a weekly behaviour tracking grid and tracking grids will start afresh after each morning and each afternoon sessions.

Sanctions

- A yellow or red card means the child will miss extra play on Friday
- Two red cards in a day will mean immediate Class Report for the child
- Too many cards during the week may also mean being put on Class Report for the following week to monitor the behaviours in consultation with Senior Management.

NB. Professional judgements may need to be exercised for exceptional circumstances

Our Behaviour Plan



If I make the wrong choices my teacher will...



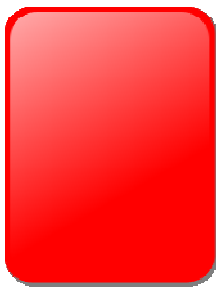
1. Look at me to remind me about what I should be doing



2. Give me a verbal warning



3. Put a yellow card on my Going for Green name



4. Put a red card on my Going for Green name



5. Then I will be sent to work in another class for 10 minutes

...so I need to make the right choices

Class Report



Name _____

This week, I will be working on _____

	How I've done today	Signed by parents/ carers
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Deputy Head Teacher's Report

Name _____



Behaviours to change

- 1.
- 2.
- 3.

Signed by parents/carers

Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

For each lesson please, write the number and sign if a child does not improve a behaviour, write a positive comment if all achieved

Head Teacher's Report

Name _____



Behaviours to change

- 1.
- 2.
- 3.

Signed by
parents/carers

Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

For each lesson indicate if all achieved.

Your target is to achieve _____ successful lessons in a week, showing improved behaviour

Hierarchy of Sanctions

Look or gentle reminder
Verbal Warning
Yellow Card – no extra play
Red Card – time out of class
Class Report
Deputy Head Teacher's Report
Head Teacher's Report
Governor's Panel

Dear Parents/ Guardians

We have recently reviewed our policy on **Behaviour and Discipline** and have made some slight changes to the way we monitor and record behaviour in the school.

We have now included a Class Report for children who may choose not to follow the high standard of behaviour we expect of St. Giles pupils. If your child is put on a class report we would appreciate it if you could talk to them about the behaviours your child should be following in school, and sign their report daily. If no improvements are made, the child will be moved on to a Deputy Head Teachers Report, and then finally Head Teachers report before meeting with the Governors to discuss next steps.

As the vast majority of children at St Giles conduct themselves well, this change is just for your information, and of course they will continue to experience all the benefits of behaving well in school. As with all school policies, the new document is available for you to have a look through should you wish.

We thank you for your continued support in making St. Giles a pleasant place to learn.

Kind Regards,