



Behaviour and Discipline POLICY

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Easterside Academy **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, regardless of age, gender, race, sexual orientation, culture or disability. They have a right to be safe in our school. 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. It promotes inclusion.

This Policy has been written in accordance with the following legislation:

- ✓ Education and Inspections Act 2006
- ✓ School Standards and Framework Act 1998
- ✓ Education Act 2002

- 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.
- 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 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.

2 Rewards and sanctions

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children with positive praise
 - all school staff give children house points – added up and rewarded within own class.
 - Head Teacher gives out ‘golden’ house points awards – half termly prizes.

- each week we nominate 2 children from each class to be “Super Student”.
- each week one child from both KS1 and KS2 are nominated for the Head Teacher award.
- each receives a certificate in the school assembly for both these awards.
- the Head Teacher writes to parents/carers of those children who have been ‘Super Student’ three times or more in one academic year.
- we distribute stickers and certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- we hold weekly achievement assemblies where children’s achievements are celebrated.
- awards are given to individuals for improved behaviour.
- awards are given to individuals/classes with regard to their attendance and punctuality.
- Marvellous Me is used in order to send positive ‘badges’ and ‘messages’ home to parents.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

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.

All staff are trained to have high expectations of behaviour at all times.

Consistency of approach across the whole school is vital for success.

- We enforce “good listeners” consistently across the school in order to gain the attention of the class. We promote good lining up skills both inside and outside of the premises.
- 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 speaks with him or her. A warning should always be given. A child may receive a time out of up to three minutes. If a child misbehaves repeatedly or exhibits behaviour such as swearing, aggression, refusal to follow instructions (see isolation behaviour criteria), we isolate the child from the rest of the class for up to an hour until s/he calms down, and is in a position to work sensibly again with others. All classes have isolation partners. After an isolation it is the responsibility of the class teacher/care team to discuss the incident that led to a child’s isolation with the child’s parents or carers. All incidents are logged on our isolation slips.
- 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, staff record the incident and the child receives an appropriate consequence. 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.

- 2.4 The school has 'Easterside Behaviour Non-negotiables' that have been agreed with the pupils and staff. The class teacher discusses these along with the school rules with each class, particularly at the beginning of the academic year. In addition to the school rules, each class also has its own classroom code. 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, 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*. 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. Some staff are trained in "Team Teach". Logs are kept of when a child has needed to be restrained using "Team Teach/Positive Handling" and these incidents are reported to Governors termly.

3 The Role of the Class Teacher and Teaching Assistants

- 3.1 It is the responsibility of the class teacher and teaching assistants to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time, assembly, entry and exit to the hall, yard and school and on visits.
- 3.2 The class teachers and teaching assistants 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. Good behaviour in class is critical to achieve good pupil progress.
- 3.3 The class teacher and teaching assistants treat each child fairly and enforces the classroom code consistently. The teacher and teaching assistants treat all children with respect and understanding.
- 3.4 The class teacher needs to liaise with Support Staff and Supply Teachers to ensure that children's needs are understood and met. Children with I.E.P.'s for behaviour often find it difficult to engage with another adult. This is why good communication is vital in order for the child to feel supported at all times.
- 3.5 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 support from the Care Team.
- 3.6 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The care team also liaise with outside agencies and contribute to meetings regarding the behaviour of individuals. The class teacher and Care team may, for example, discuss the needs of a

child with the education social worker, Parent Support Adviser (PSA). Some children with behavioural difficulties may be on the Special Educational Needs register.

- 3.7 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 Care Team

- 4.1. Easterside Academy still continues to promote the old Every Child Matters Agenda and has built a supportive school support team. This Care team fulfil a crucial role in whole school behaviour management and support the work of the teaching staff. The school has invested considerable resources in order to build a very effective team.
- 4.2. The team consists of two **Pupil Parent Support Officers** (PSA/learning mentor role) and a **Pupil Well-being Leader and Study Support Activity Officer** (learning mentor/ Study Support) The admin team also support this structure by signposting parents.
- 4.3. Parents or carers are informed of these roles on the child's admission to school.
- 4.4 The Pupil Parent Support Officer plays a pivotal role in coordinating parent enquiries, concerns and complaints with regard to a range of issues including behaviour. The Care Team act as advocates for all pupils and provide them with counselling and mentoring on a needs basis. All pupils know who the staff are and what role they play. They keep records in relation to their work. They send out parent and pupil questionnaires on an annual basis and follow up any concerns raised by parents or children. They are responsible for raising awareness of bullying. They keep the Head Teacher informed of current issues and meet regularly with her to ensure effective communication is in place.
- 4.5 The Care Team monitor aspects of the Behaviour Policy in relation to time outs, isolations, internal and external exclusions. They provide supervision for internal exclusions. They play a leading role in developing meaningful IEP's / SEN support Plans with teachers for those children with SEN support for behaviour. They support transition and liaise with secondary school staff to ensure effective communication regarding the child's needs in relation to Key Stage Three. Their key role is to promote inclusion.

5 The Role of the Head Teacher

- 5.1 It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.
- 5.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

- 5.3 The Head Teacher liaises closely with the Care Team and teaching staff regarding all reported serious incidents of misbehaviour.
- 5.4 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. Both these actions are only taken after the school governors have been notified.

6 The Role of Parents/Carers

- 6.1 The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
- 6.2 We explain the school rules on admission, and we expect parents/carers to read these and support them.
- 6.3 We expect parents/carers 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/carers immediately if we have concerns about their child's welfare or behaviour.
- 6.4 If the school has to use reasonable sanctions to punish a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher or care team. If the concern remains, they should contact the Head Teacher. School governors can also be contacted through the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The Role of Governors

- 7.1 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 carrying out these guidelines.
- 7.2 The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

8 Fixed-term and Permanent Exclusions

- 8.1 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 8.2** If the Head Teacher excludes a pupil, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents or carers how to make any such appeal.
- 8.3** The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions.
- 8.4** The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.
- 8.5** The Governing Body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.
- 8.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents or carers and the LA, and consider whether the pupil should be reinstated.
- 8.7** If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

9. Incidents involving weapons

- 9.1** It is the policy of this school that no child should bring any weapon to school.
- 9.2** If a weapon is brought into school and is used, or found, it will be taken immediately to the school office for safekeeping.
- 9.3** The school will take very seriously any incident involving any implement used as a weapon. The police will be informed.
- 9.4** The parents or carers of any child involved will always be notified. Any child who deliberately brings a weapon into school will be punished by a fixed-term exclusion. If the offence is repeated, the child may be permanently excluded, and the police will be informed.

10 Drug- and alcohol-related incidents

- 10.1** 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.
- 10.2** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents/carers 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.

- 10.3 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.
- 10.4 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.
- 10.5 If the offence is repeated, the child will be permanently excluded.
- 10.6 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.

11 Monitoring and Review

- 11.1 The Head Teacher monitors the effectiveness of this policy on a regular basis, liaising closely with teachers and the Care Team. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2 The school keeps a variety of records concerning incidents of misbehaviour. The Care team monitor time outs and isolations, internal and external exclusions and reports regularly to the Head Teacher
- 11.3 The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 11.4 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 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.
- 11.5 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.

Head Teacher: D. Linacre

Lead Governor: D. Foster

Date: Jan 2017

Please see in school the following supporting documentation:

- Behaviour Policy Flow Chart
- TAMHS matrix
- Anti-Bullying Policy
- Equality and Inclusion Policy