



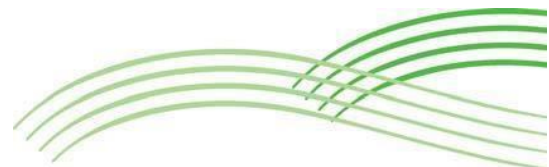
Behaviour and Discipline Policy

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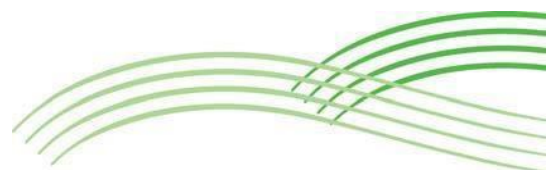


I Aims and expectations

- 1.1** It is a primary aim of our trust 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 trust behaviour policy is therefore designed to support the way in which all members of the schools can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, as we all know that the atmosphere of the trust can have substantial influence on children's behaviour.
- 1.2** Each 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 trust 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. Shaw School recognises that all behaviour is a form of communication. This means that we try first to understand what may be causing a child's poor behaviour. Staff are trained to question if there is an unmet need.
- 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** Each 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 antisocial behaviour.

2 Rewards and sanctions

- 2.1** We praise and reward children for good behaviour in a variety of ways such as:
 - teachers congratulate children;
 - teachers give children success points;
 - sharing good work with other classes/teachers
 - acknowledgement of good behaviour during assembly times;
 - sharing good news with parents.



- 2.2** The schools within the trust employ 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. 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. 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.

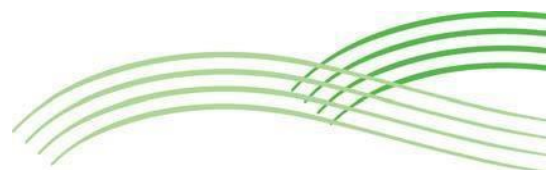
The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the teacher records the incident and the child is punished. 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 teacher discusses the school rules with each class. In addition to the school rules, some classes also have their 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.

- 2.5** The trust and each school within it 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 **Use of reasonable force – advice for headteachers, staff and governing bodies. (Reference: DFE-00295-2013) and the Education Act 1996 (section 550A: The Use of Force to Control or Restrain Pupils)**. 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. This policy should be read in conjunction with the trust policy on physical restraint of pupils.

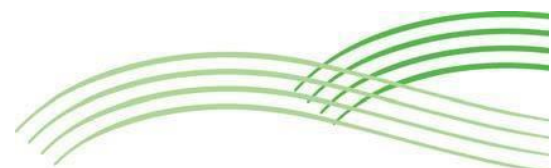


3 The role of the teacher

- 3.1 It is the responsibility of the teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2 The teachers in our schools 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 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 If a child misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher seeks help and advice from the principal.
- 3.5 The teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The teacher may, for example, discuss the needs of a child with the education social worker or the behaviour support service.
- 3.6 The teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the senior leadership team of TWHF and School

- 4.1 It is the responsibility of the Regional Directors supported by the CEO, under the **School Standards and Framework Act 1998 and the behaviour and discipline in schools advice for headteachers and school staff (DFE-00023-2014)** to ensure that the principals and staff 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 principal to ensure the health, safety and welfare of all children in the school.
- 4.2 The principal of each setting supports the staff and the Primary Director by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The principal of each setting keeps records of all reported serious incidents of misbehaviour.
- 4.4 The principal of the school 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, the CEO has the legal authority to permanently exclude a child. Both these actions are only taken after the school governors have been notified.



5 The role of parents

- 5.1** Each school works collaboratively with parents, so 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 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 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.
- 5.4** If the school has to use reasonable sanctions to punish a child, 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

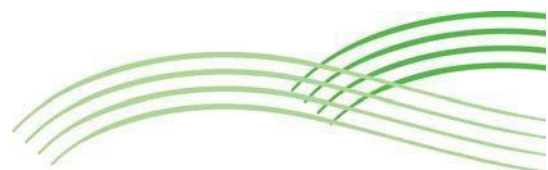
6 The role of governors (Local Board of Governors)

- 6.1** The governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the CEO, Regional Director and principal in carrying out these guidelines.
- 6.2** The principal in each setting has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Primary Director or principal about particular disciplinary issues. The Primary Director and principal must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

(The School must follow the statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' DFE-00184-2017 when considering an exclusion)

- 7.1** Only the CEO has the legal authority to permanently exclude a pupil from school. The CEO delegates authority to the Principal to sign the letter of permanent exclusion. The principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.
- 7.2** If the principal excludes a pupil, s/he informs the parents without delay, giving reasons for the exclusion and the period of a fixed term exclusion or, for a permanent exclusion, the fact it is permanent. At the same time, the principal makes it clear parents' right to make representations about the exclusion to the governing board, how any representations should be made; and where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend the meeting.
- 7.3** The CEO/principal informs the LA and the governing board about any permanent exclusion, fixed-term exclusions beyond five days in any one term and any exclusion which would result in the pupil missing a public examination or national curriculum test.



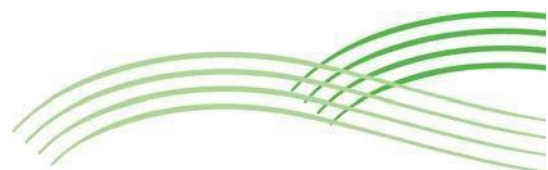
- 7.4** The governing board itself cannot either exclude a pupil or extend the exclusion period made by the CEO or principal.
- 7.5** The governing board has a discipline committee which is made up of between three and five members. This committee considers the reinstatement of an excluded pupil on behalf of the governing board.
- 7.6** When the committee 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 committee decides that a pupil should be reinstated, the principal of that setting must comply with this ruling.

8 Monitoring

- 8.1** The principal and the Primary Directors monitor the effectiveness of this policy on a regular basis. The principal also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2** Each school keeps a variety of records of incidents of misbehaviour. The teacher records minor classroom incidents. The principal records those incidents where 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 on CPOMS.
- 8.3** The principal keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded on CPOMS.
- 8.4** It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1** The senior leadership team of the TWHF will review this policy every two years. They 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.



10 Further Guidance

10.1 This policy takes into account

- a) Equality Act 2010
- b) Education Act 1996, 2011
- c) Behaviour and discipline in schools 2016
- d) Use of Reasonable Force Guidance July 2013 (England)
- e) School Standards and Framework Act 1998

