



Eccleston C.E. Primary School
"Let Your Light Shine" - Matthew 5:16

Behaviour and Discipline Policy

Pupil Welfare, Community and Safeguarding Committee

Reviewed: Summer 2021

Approved by

Approved by Full Governing Board: Summer 2021

Signed by Chair of Governors:

Review Date: Summer 2024

ECCLESTON C.E. PRIMARY SCHOOL

Our Vision Statement

At Eccleston C of E Primary School we are united in our vision to prepare our children for life in the modern world.

We will do this by instilling a lifelong love of learning and embedding Christian values that reflect the example Jesus has set.

We strive for excellence in all we do, enabling all members of our school to flourish.

Behaviour and Discipline Policy

"Ready, Respectful, Safe"

The behaviour and discipline policy reflects the Christian family ethos of the school.

Eccleston Church of England Primary School recognises that good behaviour and discipline are the result of a partnership between all staff, the Governing Board, parents and children. The aim of this partnership is to offer the children the opportunity to develop self-discipline and to have a high regard for themselves and others. All staff are responsible for encouraging good behaviour. As role models it is essential that staff set high standards of personal behaviour.

Jesus was clear in his instructions: '*Love thy neighbour as yourself*' - Matthew 22.39.

We have many networks of relationships within our school community and our pastoral work will strive to meet the constant challenge to create and maintain these networks in ways which reflect the Gospel. Christian love will pervade all aspects of life at our school.

The single biggest resource for ensuring appropriate behaviour is the adults within school. If we are understanding, full of fun, optimistic and caring, then this is the role model taken by our children. The way in which the staff treat each other and the way in which we treat other members of the school community is also crucial.

- ***Self-Respect***

Children at Eccleston Church of England Primary School should:

- know that they are valued;
- be treated as individuals.

- ***Self-Discipline***

Children at Eccleston Church of England Primary School should:

- be encouraged to take increasing responsibility for their own actions;
- be clear about staff expectations;
- be aware of how members of staff can help them.

- ***Concern for Others***

Children at Eccleston Church of England Primary School should:

- be encouraged to respect others;
- value each others contribution;
- be encouraged to listen to the views of others;
- be encouraged to develop positive feelings towards others;
- receive and give support.

- ***Honesty and Fairness***

Children at Eccleston Church of England Primary School should:

- be encouraged to value the truth;
- develop a respect for the opinion and ideas of others;
- be involved in the development of rules for good behaviour and discipline within the class.

- ***Politeness***

Children at Eccleston Church of England Primary School should:

- be spoken to in a polite manner and learn to speak to others in a positive and polite manner.

This policy is intended to be a balanced and sensitive document, taking into account the Christian ethos of our school as well as having regard to the practical difficulties of staff roles in school.

We strive to ensure that our staff as a whole are supportive and that our school discipline is consistent throughout. In this way, we hope to put forward a set of values and beliefs which are consistent with our vision statement and enable staff and children to flourish and to experience the abundant life that Jesus offers.

1. Aims and objectives

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. Eccleston C.E.Primary 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 Eccleston C.E.Primary School has three 'Golden rules' (*see Appendix 1*) 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. If children show unwillingness to follow the rules that are set in place to achieve our common purpose, they will experience the procedure of specific sanctions against them (*See Appendix 2*).

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.

2. Rewards and Sanctions

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

- Teachers congratulate children regularly
- Stickers may be awarded for good work or good behaviour
- Each week, we nominate a child from each class to be 'Star of the Week'
- Each 'Star of the Week' receives a certificate in the school Let Your Light Shine Worship
- We distribute stamps weekly to children, either for consistent good work, or to acknowledge outstanding effort
- Stamps can be collected in order to gain Bronze, Silver, Gold or Platinum Awards throughout the year. Again, these are presented during our weekly Let Your Light Shine Worship

- The Headteacher's Award is awarded at the Headteacher's discretion for outstanding work or citizenship

2.2 Eccleston C.E. Primary School employs a number of sanctions to enforce the 'Golden 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 different place, 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 warns him or her that if the disruption continues they will be asked to move their name onto the behaviour sheets, which are displayed in each classroom. Each child begins every day on the Ready To Learn section. Children can then move downwards or upwards throughout the day, according to their behaviour. We aim to recognise good behaviour as well as that which is not so good. If a child misbehaves repeatedly, we may choose to isolate the child from the rest of the class until he/she calms down, and is able to work sensibly again with others. If a child is asked to leave the class, they will go into a neighbouring class with an egg timer which measures an appropriate time for their age. Every day, each child will start the day 'fresh' on the Ready to Learn area. Forgiveness is one of our key Christian values that are promoted in school.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.

2.3 The class teacher discusses the school's 'Golden Rules' with each class and these are displayed in prominent parts of the school for children to see. In addition to the 'Golden Rules', each class also has its own classroom rules, which are 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 as and when necessary.

2.4 Eccleston C.E. Primary 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. We do everything in our power to ensure that all children attend school free from fear

and children are encouraged to tell a member of staff or another trusted adult if they experience such intimidation.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10198, relating to section 550A of the Education Act 1998: The Use of Force to Control or Restrain Pupils. Teachers in Eccleston C.E. Primary 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 the class teacher to ensure that the 'Golden Rules' are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in Eccleston C.E. Primary 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 and 'Golden Rules' consistently. The teachers treat all children in their classes with respect and understanding.

3.4 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.

3.5 The class teacher liaises with the school's SEND coordinator - and following that, with external agencies, as necessary - to support and guide the progress of the child/children in question. The class teacher and SEND coordinator may then need to discuss the needs of a child with 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 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 their implementation of the policy.

4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

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. These actions are taken only after the school governors have been notified. In the event of exclusion, arrangements would be made for the child's education through liaison with the Local Authority.

5. The role of parents

5.1 Eccleston C.E. Primary School collaborates actively with parents, so that 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 cooperate 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.

5.3 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 Headteacher in the second instance and if they are not satisfied then the school governors should be contacted. 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 Board 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 adhering to these guidelines.

6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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 has the power to exclude a child from school. The Headteacher 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 headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the Headteacher excludes a child, he/she 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 Board. The school informs the parents how to make any such appeal.

7.3 The Headteacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

7.5 The Governing Board has an Appeals Panel 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 under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

7.7 If the *Governors' Appeals Panel* decides that a child should be reinstated, the Headteacher must comply with this ruling.

8. Monitoring and Review

8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the *Governing Board* on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher 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 an incident book.

8.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

8.4 It is the responsibility of the *Governing Board* to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The *Governing Board* 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.

Appendix to Behaviour and Discipline Policy

Outdoor Play - Playground Rules

1. A.M. and lunchtimes: KS2 only allowed on large equipment. KS 1 only allowed on small equipment. All children allowed on circuit.
2. P.M.: Class 2 only allowed on large equipment.
3. Children must ask member of staff on duty if they need to go into school for any reason during breaktime. Children in school during lunch or breaktimes will be challenged.
4. Use of garden only when two or more staff on duty. To be used as a quiet area - not for games such as hide and seek.

5. Football - can only be played on the bottom playground and at the discretion of the teacher on duty. Football should not be played before school starts in the morning.
6. No children are to be allowed in the hedge or behind the trees in the corner of the playground at any time.
7. For serious injuries only, first aid trained staff to administer first aid. The member of staff outside will ideally have a first aid bag with them. No children to administer first aid if a blood injury has occurred, but can assist children who have fallen over to wipe or clean off dirt. Children must not administer medi-wipes or plasters.
8. Army or fighting games are discouraged- including using sticks and playground equipment inappropriately.

Lunch Time Rules

All children to:

1. Use a knife and fork when eating a school lunch.
2. Sit appropriately at the table and stay in place.
3. Demonstrate good manners whilst eating.
4. Refrain from shouting across tables.
5. Pick up food or other items when dropped.
6. Be responsible for tidying their own area after eating.

Moving from Playground to School

1. All children to walk from playground to their lines quietly and sensibly.
2. At end of break the teacher on duty will sound a whistle to signal the end of playtime.
3. Children will be asked to enter school in a quiet and orderly fashion.

ECCLESTON C.E. PRIMARY SCHOOL "GOLDEN RULES"

Ready, respectful, safe.