

Park Primary School

Expectations Policy (Incorporating Behaviour and Discipline)

Version 7.0

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Park Primary School

We have two very simple school rules:

Respect everyone and everything

Take responsibility for your thoughts, words and actions.

These rules are reinforced in class, through assemblies and around school.

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 engages positively with all aspects of school life. We are a caring community, whose values are built on mutual trust and respect for all. This 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 two basic school rules, but the primary aim of this policy is not a system to enforce rules. It is a means of nurturing 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 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.
- 1.7** The class teacher discusses the school expectations with each class. In addition to these expectations, each year group also creates their own class systems which have been agreed by the children and are displayed on the wall of the classroom. In UKS2 the system has been developed slightly to help prepare the children for the transition to secondary school and to reflect the higher expectations we have of the older children (see appendix) . Again, the children have played a part in creating and agreeing the expectations. 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 may discuss these with the whole class during PHSE/Circle Time.

2 Rewards and sanctions

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

All staff praise and congratulate children on an ad-hoc basis. The school has house teams of which all pupils are part of. All pupils and staff are placed in one of six houses that all represent the 6 key areas of our R.O.A.A.R.R. curriculum: Resilience, Opportunity, Aspiration, Achievement, Respect and Responsibility. All staff and pupils can earn house points for demonstrating the R.O.A.A.R.R. skills and can earn them individually and as part of team throughout the week. All team points are collected weekly and the winning team is announced during celebration assembly. Each term the winning team will receive an extra reward.

Attendance certificates are given out termly to reward good attendance.

Children have the opportunity to show good work or talk about their achievements in class assemblies. Super Star of the Week certificates are awarded to one child per class each week which goes home with the child. Children can earn R.O.A.A.R.R. Awards (wristband) these are awarded for exceptional work/behaviour etc. and are awarded by staff. Individual classes have additional incentives such as 'worker of the day' 'rainbow points', 'Best Seats in the House'. Achievements by pupils outside of school will be recognised in celebration assembly on Fridays. Home/school learning will be recognised in assembly by certificate.

2.3 The school employs a number of rewards and sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ these sanctions fairly and consistently.

Negative behaviours

In the first instance of a rule break the child will be asked to correct their behaviour.

If this persists the child will be given a verbal warning and will have to move their name down a point.

If the child continues to break the rules whilst on this point, they will move down further onto the bottom point. They can, at any point during a session, redeem themselves and move their names back up on the display.

If a child remains on the lowest point at the end of a session, they will lose five minutes of their playtime.

If a child continues to display negative behaviours, loss of playtime to be extended to a maximum of 15 minutes and they should be sent to another class with some work for further time out but must be escorted by an adult. The amount of time spent in another class to be decided by both members of staff. Arrangements for this should have been made between the two teachers in question before this happens.

Positive behaviours:

If a child demonstrates to a high standard exceptional behaviour within lessons linked to the six key skills; Resilience, Opportunity, Aspiration, Achievement, Respect, Responsibility then they move up a point.

If a child continues to demonstrate to a high standard exceptional behaviour consistently during more than one session and is applying themselves over and above what is expected, then they will move to the top point.

Recognition of their achievements will be made at the end of the day. 2 house points will be earned along with one **R.O.A.A.R.R.** point if they are on the top point for all of the day. 1 house point will be earned if they remain on the next to the top point by the end of the day. NB. House points can and should be issued throughout the day for ongoing positive behavioural choices, engagement in their learning and demonstration of **R.O.A.A.R.R.** skills.

Once a pupil has earned enough points then they can choose to “buy” something from the “bonus board”. Children can also choose to save them up for a better bonus if they wish.

At the beginning of each session every child will have a fresh start and their name will be placed back on the golden sun.

If a child persistently loses playtime, the HT/Pastoral Team in partnership with the class teacher will consider contacting parents/carers by letter asking them to meet with us to discuss their child’s behavior (see appendix)

Certain behaviours will result in an immediate loss of 5 minutes playtime.

Such behaviours might be:

- Fighting with another pupil
- Inadvertent aggression towards another pupil, member of staff or school property
- Deliberate vandalism towards school property
- Deliberate verbal abuse towards another pupil or member of staff
- Leaving a lesson and refusing to come back after being given a chance to calm down and return
- Leaving the premises

This is not an exhaustive list.

If a child is taken to a member of the SLT for any of the above, it is important that 5 minutes playtime is always removed (unless personal behaviour plans require otherwise).

If misbehaviour is persistent, or if it was of a severe nature * in the first instance, the pupil’s parents will be informed and invited into school to discuss their child’s behaviour with the class teacher and / or a member of the Senior Leadership Team. This discussion

will determine what further actions need to be taken to resolve any issues and hopefully improve the child's behaviour.

* Severe or extreme behaviour would be:

- Deliberate and extreme violence towards another pupil, member of staff or school property
- Persistent bullying
- Extreme, deliberate or persistent verbal abuse or threatening behaviour or language towards a pupil or member of staff

This is not an exhaustive list.

Exclusion

Unfortunately, at times it may be necessary for a fixed term or a permanent exclusion to be issued after **all other** procedures have been followed and the child has been provided with all possible support and guidance.

Any child receiving fifteen or more days fixed term exclusion in one term will be called to a disciplinary meeting with governors and the child will be at risk of receiving a permanent exclusion.

For extreme behaviour e.g. use of knives or extreme violence, permanent exclusion will be immediate.

We acknowledge that for some children with diagnosed specific needs, the above steps may not be appropriate and 1:1 support will be utilised.

2.4 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 completely, we do everything in our power to ensure that all children attend school free from fear.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE 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 to prevent injury to an adult, 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 school rules are enforced in their class, that their class behaves in a responsible manner during lesson time and when moving around the school building.

- 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 school rules and their classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4** The class teacher liaises with the SENCO and 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 PLC support service.
- 3.5** 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.
- 3.6** It is the class teacher's responsibility to record any incidents on CPOMS (Child Protection Online Management System) and notify any other staff member if required.

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 the implementation of the policy.
- 4.3** The headteacher monitors records of all reported serious incidents of misbehaviour (these are recorded on CPOMS) and will contact parents to discuss the problem.
- 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, in consultation with the governing body may permanently exclude a child.

5 The role of parents

- 5.1** The school works collaboratively with parents, with the aim that children receive consistent messages about positive behaviour.

- 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 for 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 or headteacher. 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

- 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. The headteacher may also exclude pupils at lunchtimes for fixed periods. The current DfE guidance is followed in relation to all exclusions.
- 7.2** If the headteacher excludes a pupil, s/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.
- 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 an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, 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.

8 Monitoring

- 8.1** The headteacher and SLT monitor 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.
- 8.2** The schools record of incidents of misbehaviour is kept on CPOMS and regularly monitored by the headteacher, SLT and Pastoral team. The class teacher records minor classroom incidents. The class teacher should record incidents where a child is sent to the head teacher on account of bad behaviour.
- 8.3** The admin team on behalf of the headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4** 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.

9 Monitoring and Review

- 9.1** The staff and governing body will review 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.