



## Behaviour and Discipline Policy

### Aims and expectations

The principle aims of this policy are to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that all pupils complete assigned work; and
- regulate the conduct of pupils.
- Promote British values.

DfE definition of British Values: “Schools should promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

It is also 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. 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 where everyone feels happy, safe and secure. The Behaviour Policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of Safeguarding and in respect of pupils with special educational needs (SEN).

The school’s Behaviour Policy works alongside and supports the schools Safeguarding responsibilities. Any safeguarding concerns must be reported to the Designated Safeguarding Lead Mr Cox or to the Deputy Safeguarding Leads Mr M Griffiths or Mrs A Herron.

The 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 pupils 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.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way, considering pupils ages and needs. Behaviour will often need to be considered in relations to a pupil’s SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. When a pupil has been identified as having SEND, the graduated approach should be used to assess, plan, deliver and review the impact of any support provided.

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.

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.

## **Rules, Rewards and Sanctions**

### **Rules**

The school rules are:

- a. Work Hard,
- b. Be Kind,
- c. Act Sensibly,
- d. Respect others, their opinions and their belongings.

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants and Mid-day Assistants.

### **Rewards**

We praise and reward children for good behaviour in a variety of ways. Staff may:

- a. congratulate children;
- b. give children merit points;
- c. nominate a child to be praised in assembly, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; give raffle tickets to pupils, particularly for good behaviour.
- d. At other times, other opportunities may occur such as classes having an opportunity to lead an achievement assembly where they are able to show examples of their best work or bespoke rewards within their class, such as show and tell to acknowledge efforts and achievements of all.

### **Sanctions**

The Dingle has adopted sanctions to discourage and punish poor behaviour. We employ each sanction appropriately to each individual situation. These sanctions are listed in Appendix 1. 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. In this way, every child in the school knows the standard of behaviour that we expect in our school.

Class teachers may employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment which are appropriate to the age of their pupils.

- a. We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
- b. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

- c. 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 ensures the behaviour is stopped before continuing.

If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class or groups as necessary.

Paid staff can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction a paid member of staff can impose a punishment on that pupil, which must fall in line with the schools policy.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- a. The decision to sanction a pupil must be made by a paid member of the school staff or a member of staff authorised by the Head Teacher.
- b. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- c. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the Behaviour Policy. Good schools will have a range of disciplinary measures. At the Dingle these will include:

- a. A verbal reprimand.
- b. Being sent to a more senior member of staff
- c. Extra work or repeating unsatisfactory work until it meets the required standard.
- d. Isolation or removal from a class or lesson.
- e. Standing by the wall while outside for a time out.
- f. The setting of tasks as punishments, such as a reflection on their behaviour, its impact and better choices.
- g. Loss of privileges – for instance the loss of a prized responsibility
- h. Missing break time or part of lunchtime. This is referred to as a detention.
- i. School based community service or imposition task when the task is seen as a punishment– such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- j. Being placed “on a behaviour contract” for behaviour monitoring.

- k. In more extreme and/or persistent cases the school may use suspension or permanent exclusion.

## Bullying

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. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

## Child on Child Sexual Harassment and Sexual Abuse

As a school we assume that some pupils experience sexual harassment and/ or sexual abuse while at school. This kind of behaviour is not acceptable and the school adopts a zero tolerance approach. If we discover such incidents have occurred, we will support the victim and apply this policy taking into considerations the expectations of the school's Safeguarding Policy and Keeping Children Safe in Education 2024. Parents are likely to be informed and if appropriate outside agencies contacted, to take advice.

## Use of Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: 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. Most paid staff are trained in the use of force, as appropriately needed. Only those staff trained may constrain or restrain a pupil unless in exceptional circumstances, for example to secure the safety of others.

## The role of staff employed by the school

- a. It is the responsibility of all staff to ensure that the school rules are enforced in classrooms, and that their pupils behave in a responsible manner during lesson time.
- b. All staff 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.
- c. All staff are expected to treat each child fairly, and enforce the school rules consistently. They are also expected to treat all children with respect and understanding.
- d. If a child misbehaves repeatedly in class, the school's sanctions process is followed.
- e. The class teacher, SENCO (Special educational needs officer) and leadership team 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 outside agencies.

- f. The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This may be reinforced by the leadership team.

## The role of the Head Teacher

- a. 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.
- b. 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.
- c. The Head Teacher keeps records of all reported serious incidents of misbehaviour in behaviour logs. These are held on CPOMs, the online system the school uses for reporting Safeguarding concerns.
- d. The Head Teacher has the responsibility for giving exclusions 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.

## The role of Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

- a. We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- b. We expect parents to support their child's learning, and to cooperate with the school. 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.
- c. 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 Teacher. If these discussions cannot resolve the problem, The Formal Complaints Policy should be followed.

## 6 The role of Governors

As outlined in Section 175 of the Education Act 2002.....

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. 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.

## Suspension and Permanent Exclusions

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. When necessary the school takes guidance from the Local Authority and follows all necessary procedures.

Only the Head Teacher (or the acting Head Teacher) has the power to exclude or suspend a child from school. The Head Teacher may exclude a child for one or more periods. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes or suspends 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.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.

The governing body itself cannot either suspend or exclude a child or extend the suspension period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion or suspension, they consider the circumstances for which the action was taken, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

## Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records concerning incidents of misbehaviour on CPOMs.

The Head Teacher keeps a record of any child who is excluded. This is reported to Governors termly on the Head Teacher's report.

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 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.

Approved By: Mrs R Smith  
Chair of Governors on behalf of the Governing Body

Dated: 14<sup>th</sup> November 2024

To be Reviewed: Autumn 2025

# Appendix 1

## Rewards and Sanctions

### Rewards

At the Dingle, we encourage a positive approach to manage behaviour. To this end, the school uses a variety of different ways to reward pupils to encourage their good behaviour, efforts, kindness, manners and attitudes to their learning. Some of these strategies are used throughout the school, some are bespoke to different classes and some bespoke to the needs of individual children. Examples of strategies used are listed below.

- a. congratulate children;
- b. give a child a sticker
- c. give children merit points or raffle tickets;
- d. Mid-Day Assistants may bring good behaviour to the attention of teaching staff
- e. nominate a child to be praised in assembly, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; give raffle tickets to pupils, particularly for good behaviour.
- f. At other times, other opportunities may occur such as classes having an opportunity to lead an achievement assembly where they are able to show examples of their best work or bespoke rewards within their class, such as show and tell to acknowledge efforts and achievements of all.

### Sanctions

On some occasions where a child does not respond sufficiently to a positive approach, they repeatedly demonstrate undesirable behaviours or their behaviour is such that it needs a response to indicate to them and others that it is not acceptable, then sanctions shall be applied. In most cases the severity of the sanction will increase if when a child does not modify their behaviour to that requested of them. In extreme cases a sanction may be used as a response to the level of behaviour displayed, such as an immediate detention or exclusion. Where sanctions are given, the child will be informed why it has been given, what behaviour is expected and the opportunity to demonstrate an improvement.

The severity of Sanction may follow a route such as that below, but the school may decide that alternative sanctions will be required.

- Up to 2 warnings will be given and the child has the chance to demonstrate an improvement
- A child's name is placed on the board
- The child may be asked to leave the classroom and work in an alternative class or area in the school.
- The child is placed on a 15-minute detention and parents may be informed. The child may be given the chance to earn this back by demonstrating a sustained improvement in their behavior.
- The child has all breaks removed from them for 1 day and parents will be informed.
- For persistent poor behavior the child may be placed on a behavior contract, which is monitored by the class teacher and a member of the SLT. This may last from one day to 1 week.



- For extreme cases and when a child repeatedly fails to adjust their behavior a suspension can be used and ultimately a permanent exclusion

## Managing Behaviour at Lunchtimes.

At lunchtimes children are expected to behave well and follow the instruction of the Mid-Day staff, just as they would a teacher. Lunch time staff are trained and encouraged to speak positively with children, engage in play and demonstrate how to behaviour together. Mid-Day assistants have raffle tickets which they can give to children to recognise and encourage this. However, some children's behaviour can be undesirable and where this continues they will use sanctions to encourage a quick improvement.

- If after 2 warnings a child fails to improve their behaviours then a time out can be given where a child stands beside the wall for 2 -5 minutes to reflect on what they are doing wrong.
- If a child's behaviour does not improve or is such that it requires a significant response, then a member of the teaching staff should be informed and intervene.