



Penn Fields School Behaviour & Discipline Policy

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STATEMENT OF INTENT

Penn Fields School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviours.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and addressing unacceptable behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers/guardians.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the Penn Fields School policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can feel safe, valued and able to achieve to the best of their ability.

1 Aims and expectations

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, inclusive 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.

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.

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.

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.

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

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

- Staff reward pupils with Dojo's
- Staff praise children for good behaviour and manners.
- Staff give children stickers
- Individual class groups have visual behaviour charts appropriate to the needs of the children
- Children take good work to show other members of staff.
- The school informs parents of excellent work and behaviour through postcards or phone calls home and through the use of Class Dojo where this is being trialled in class.
- We hold weekly 'Good Work' assemblies where children's work and behaviour is recognised. We have certificates for 'Worker' and 'Star Dojo' of the week and their name is recorded in the 'Golden Book'. At the end of every term the star Dojo and 'worker of the term in upper and lower school are rewarded with a gift voucher.

The school acknowledges all the efforts and achievements of children, both in and out of school. We record information regarding pupil achievement in and out of school, for example, attendance, sports, music or swimming certificates etc.

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.

- 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 he/she 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, or hurts another pupil, the class teacher informs the Headteacher and the school welfare officer records the incident and the child receives an appropriate sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses appropriate behaviour with each class. Class groups have a 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. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class or they may be addressed in assembly time.

The school does not tolerate bullying of any kind. If we discover that an act of 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. (Please see separate Anti – Bullying Policy)

Teachers in our school do not hit, push or slap children. The Deputy Headteacher and School Welfare Officer are Team Teach trained. They only intervene physically to restrain a child to prevent injury to others, 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 Key roles and responsibilities

The governing body has overall responsibility for the implementation of this Behaviour Policy and the procedures of (insert name of school/academy).

The governing body has overall responsibility for ensuring that this Behaviour Policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body has responsibility for handling complaints regarding this policy, as outlined in the [school/academy's] Complaints Policy.

The headteacher will be responsible for the day-to-day implementation and management of this Behaviour Policy and the procedures of Penn Fields School Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so as well. They will also be responsible for ensuring the policy is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy.

Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside of school.

Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Pupils are responsible for their own behaviour both inside school and out in the wider community.

3.1 The role of the class teacher and support staff

It is the responsibility of the class teacher to ensure that appropriate rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. 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. The class teacher and support staff treat each child fairly and enforces the classroom code consistently. Staff treat all children in their class with respect and understanding. 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 in the normal manner. They follow the school policy giving a child an appropriate warning. If behaviour does not improve the Phase Manager or member of the SLT are sent for.

All incidents are recorded on the 'Welfare' section of OneNote

The school welfare officer liaises with external agencies, as necessary, to support and guide the progress of each child. She may, for example, discuss the needs of a child with the education social worker or LA behaviour support service. Class teachers are kept fully informed of any action taken. The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The Headteacher or school welfare officer may contact a parent if there are concerns about the behaviour or welfare of a child.

3.2 The role of the Headteacher

It is the responsibility of the Headteacher, 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.

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

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. Both these actions are only taken after the Chair of Governors has been notified.

3.3 The role of governors

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. 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.

3.4 The role of parents/Carers

The school works collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at school. We explain

the school requirements in the school prospectus, and we expect parents to read these and support them. 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 immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence of a child's behaviour, 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 Headteacher or school welfare officer. 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. (See Complaints Policy)

Items banned from school premises

1.1. Fire lighting equipment:

- Matches, lighters, etc.

1.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

1.3. Weapons and other dangerous implements or substances such as:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray.

4 Fixed-term and permanent exclusions

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.

If the Headteacher excludes a pupil, they inform the parents/carers 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/carers how to make any such appeal. 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.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider 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. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

5 Monitoring

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

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents on OneNote. The Headteacher and school welfare officer records those incidents where a child is sent on account of bad behaviour. We also keep a comprehensive record of any incidents that occur at break or lunchtimes: the senior lunchtime supervisor gives details of any incident to the school welfare officer who records them in an incidents book that is kept in her office. If a child receives an injury a letter is sent home.

The School Welfare Officer keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. The Headteacher informs the governors of any exclusions in her report to governors. 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.

6 Review

The governing body reviews this policy every three 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.

Written September 2014 R Roalfe

Updated January 2016 R Roalfe