

Behaviour and Discipline Policy
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1 Aims and expectations

- 1.1** It is a key aim of Brackenagh West Primary 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 everyone. The school behaviour policy is 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** Brackenagh West Primary 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 in a safe and settled environment. This policy supports the school community in aiming to allow everyone to work together in an effective manner.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others. We expect pupils to engage in non-violent, non-aggressive behaviour at all times, and we do not tolerate bullying of any kind. In addition, the use of foul, threatening or abusive language is unacceptable.
- 1.4** We aim to treat all children fairly and apply this behaviour 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 seeks to reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter bad behaviour.
- 1.7** We actively encourage children to take responsibility for their own behaviour.
- 1.8** Visitors often comment on the happy, warm and welcoming atmosphere which they experience when visiting the school. We wish to maintain such an atmosphere and are very clear about our expectations for pupil conduct in and around the school.

2 Rewards and Sanctions

- 2.1** It is generally accepted that in any effective disciplinary system a greater emphasis should be placed on a **positive approach**, focused on encouragement and praise, rather than on criticism and punishment alone. When constructive criticism is necessary it is our policy to focus on giving advice that will help effect improvement.

Praise and encouragement will be given in those instances where teachers may feel it is relevant and appropriate.

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

- A quiet word, encouraging smile or approving look
- A written comment on pupil's work, or in a more detailed way picking out specific points or ideas that merit commendation
- A public word of praise in front of a group, a class or the whole school
- A visit to the Principal for commendation and praise
- 'Pupil of the Week' awards in every classroom.
- Children who work hard and keep the school/class rules are rewarded in various ways within their respective classrooms.
- Children who make an exceptional effort may be given a 'Principal's Award' from Mr Peacock, and their achievement shared on our social media page.
- Team/ individual points and awards
- Golden Time (weekly)
- End of year awards within each classroom

To run alongside this we have various discipline procedures that will be implemented in each classroom if the children misbehave or break school rules. These procedures will vary from class to class, and will be applied according to the situation and its context. Some of our discipline procedures are noted below, to give you some idea of how misbehaviour may be addressed. Please note, the things noted on this list are not in any particular order, nor is it an exhaustive list, which means that staff may employ other measures, as appropriate. Any means of discipline will be administered at the discretion of the teacher, and should be supported by parents as a way of addressing a child's behaviour.

- Gentle reminder to the whole class
- Individual reminder about behaviour
- Verbal warning/reprimand
- Being asked to sit alone for a period of time to complete work
- Speak to pupil, telling them they have lost a 'smiley face' and explain the reason
- Withdrawal of privileges (such as membership of teams, the right to go on trips etc)
- Exclusion from a 'class treat', after-school club or special event
- Removal from an afternoon class to repeat work or undertake extra/other work
- Letter of apology from the pupil (or other suitable task)
- Referral to Vice-Principal / Principal
- Contact parents

* It is important to stress that these steps are a guide only and **other measures may also be used as appropriate, at the discretion of the Principal and/or staff.**

The class teacher will always seek to treat every child fairly and to enforce the discipline procedures consistently.

2.2 The school seeks to acknowledge all of the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding pupil achievement out of school, for example, music or swimming certificates.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We aim to employ each sanctions appropriately to each individual situation.

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- We expect children to listen carefully to instructions in class. If they do not do so, we may ask them 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 repeat a task.
- If a child is disruptive in class, the teacher verbally reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until he/she is in a position to work sensibly again with others. If this doesn't happen extra work may be set. Other sanctions may also be applied, at the teacher's discretion.
- **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 class teacher records the incident and the child is disciplined accordingly. If a child repeatedly acts in a way that disrupts or upsets others the Principal may be involved. If the behaviour persists beyond that, the school will contact the child's parents in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 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.

2.5 The school does not tolerate bullying of any kind. Bullying is defined as persistent verbal or physical assault of one pupil by another. 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 completely eradicate bullying, we do all that we can to ensure that every child can attend school free from fear. Instances of bullying (verbal, physical or emotional) will normally be dealt with initially by the class teacher. However, a child/children may be referred to the Principal if there is repeated misbehaviour or bullying, or if the initial incident is of a more serious nature.

** Please refer to the school's Anti-Bullying Policy for further information on bullying and how we deal with it.*

2.6 We expect children to behave appropriately when travelling on the school bus each morning and afternoon. If there is persistent or serious misbehaviour when on the bus the pupil(s) involved may be disciplined and/or lose the right to travel on the bus.

2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DE Circular. Teachers in our 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 school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

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- 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 will always seek to treat each child fairly and enforce the classroom rules consistently. The teacher will seek to treat all children in his/her class with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher may seek help and advice from the vice-principal and/or the principal.
- 3.5** **It is not school policy to contact parents at the first sign of misbehaviour**, unless it is serious or persistent. We seek to deal with matters in school and give children a chance to improve their behaviour before involving parents. This is a matter which is left to the professional judgement of the class teacher.
- 3.6** The class teacher 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 Educational Psychologist or EA Behaviour Management Team.
- 3.7** 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 Principal

- 4.1** It is the responsibility of the Principal 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 Principal to ensure the health, safety and welfare of all children in the school.
- 4.2** The Principal 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 Principal keeps records of all reported serious incidents of misbehaviour.
- 4.4** The Principal 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 Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The Role of Parents

- 5.1** The 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 on the school website, and we expect parents to read these and support them.

5.3 We greatly value parents being actively supportive of their child's learning, and their co-operation with the school. We try to build a supportive dialogue between the home and the school, and we aim to inform parents if we have serious concerns about their child's welfare or behaviour. However, it is not school policy to contact parents about every incidence of misbehaviour.

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 Principal. If these discussions cannot resolve the problem they should contact the school governors.

5.5 Parents are free to make appointments to see their child's class teacher or the Principal at any time if there are matters which concern them. By keeping close contact like this it is hoped that problems can be addressed and corrected before they develop into major difficulties.

5.6 How Parents Can Help

- * Discourage children from blaming others when they make a mistake
- * Encourage children to take responsibility for their own behaviour
- * Support the school in any sanctions that have to be applied
- * Do not take the word of your child over the information being conveyed by school staff
- * Teach children the importance of honesty, in both speech and action
- * Do not accept angry or aggressive speech
- * Communicate any problems (no matter how small) to the school
- * Remind children about good manners towards others
- * Please monitor time spent on devices and the content/language being consumed
- * Do not allow the use of bad language and set a positive example in this respect
- * Send children in full school uniform
- * Encourage children to help in the home
- * Attend teacher/parent meetings and school events
- * Check and sign homework
- * Teach children to respect other people's property

6 The Role of Governors

6.1 The Board of Governors has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Principal in carrying out these guidelines.

6.2 The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal will take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is

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also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 7.2** If the Principal excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal 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 Principal informs the Education Authority and the Governors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4** The Governors cannot either exclude a pupil or extend the exclusion period made by the Principal.
- 7.5** The Board of Governors 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 Education Authority, and consider whether the pupil should be reinstated.
- 7.7** If the Governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

8 Monitoring

- 8.1** The Principal monitors the effectiveness of this policy on a regular basis. He also reports to the Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements or amendments.
- 8.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents relating to children in his/her care. The Principal records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes.
- 8.3** The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.