



Behaviour and Discipline Policy Alegra School

This policy applies to the whole school, including the EYFS

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Definitions:

“DfE”	Department for Education
“LEA”	Local Education Authority
“SENCO”	Special Educational Needs Co-ordinator
“SMSC”	Spiritual, Moral, Social and Cultural education
“SMT”	Senior Management Team



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 that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our 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. We aim to promote an environment where everyone feels happy, safe and secure. In order to maintain the atmosphere of friendship, freedom, trust and care for the little things that exist in the school, responsibility and respect are an essential ingredient to all relationships in the Alegra community.
- 1.2. This policy takes into account the guidance provided by the DfE publication '*Behaviour and discipline in school's*' (January 2016).
- 1.3. Our school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. We use a restorative approach as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports our school community in aiming to allow everyone to work together with and spirit of service.
- 1.4. Our school expects every member of the school community to behave in a considerate way towards others.
- 1.5. We treat all our pupils fairly and apply this behaviour policy in a consistent way. We pay due regard to the protected characteristics of the Equality Act (2010) and La Ley de igualdad, cuyo título verdadero es Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres, fue aprobada por las [Cortes Generales de España](#), y publicada en el BOE n.º 71 de 23/3/2007¹, and in line with the ethos of our school, we do not tolerate discrimination of any kind. Reasonable adjustments are considered for pupils with special educational needs or learning difficulties.
- 1.6. This policy aims to help our pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.
- 1.7. Our school rewards good behaviour, as we believe that this will help to develop an ethos of friendship, charity, kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.8. We attach importance to all the virtues that underpin good behaviour and discipline such as courtesy, integrity, manners and good discipline which are taught through the school's Character Development programme, which is integral to our school's provision of SMSC. We seek to develop qualities which enhance individual well-being as well as the life of the community. Parents have a right to expect that our pupils will take a full part in the activities of the school, attend each school day, be punctual, work hard, be well behaved and comply with school rules. We expect the support of parents in promoting our high standards in all aspects of our school, including that of good behaviour.
- 1.9. Our Head and coordinators are responsible for all behaviour management issues, including the Early Years.

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- 2.2 Our 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 (also see the Anti-bullying Policy).
- 2.3 All members of our staff are aware of the regulations regarding the use of force by teachers, as set out by the DfE in *'Use of reasonable force' July 2013*. Staff in our school do not hit, push or slap our pupils. They only intervene physically to restrain a pupil if they are trying to prevent injury to a pupil, if they are in danger of hurting themselves, where action is necessary in self-defence or because there is an imminent risk of injury or significant damage to property. The actions taken are in line with government guidelines on the restraint of pupils. Any such incidences are recorded in the Incidents log book in the Head's office. Parents of Early Years pupils will be informed on the same day, or as soon as reasonably practicable.
- 2.4 Staff in our school do not ask a child to stand at the back of the class or send them out of the class if they are misbehaving. This action only separates the child and makes them feel ashamed and embarrassed, it is then more difficult to have an honest conversation with the child about their behaviour.
- 2.5 Staff in our school do not use behaviour charts or traffic light systems that are visible for the whole class to see, this includes online point systems such as Class Dojo.
- 2.6 Corporal punishment is prohibited during any activity (whether or not within school premises). This applies to all members of staff, including volunteers. 'Physical intervention' may only be used in exceptional circumstances as outlined above.
- 2.7 Disciplinary action will be taken against any pupil who is found to have made a malicious accusation against a member of our staff.

2.9 **Aggression in children**

1. In cases of aggressive children, the first step is for the teacher to be aware of triggers and anticipate when they could occur and try to take preventative measures.
2. Then a record should be kept of all incidents of this nature in class. Records must include; date, time, staff present, what happened, place and how the incident was handled by the member of staff.
3. These records should be reported to the SEN department on a weekly basis.
4. SENCo will then observe the student in the class and provide guidance to the teachers.
5. In case of a severe tantrum,



5.1 If there is no physical aggression, remove the attention from the child. Don't speak to the child, don't look at them or give in to demands. When the child has calmed down, start to give praise to them for overcoming the situation, getting down to their level and offering a hug. Once the child has calmed down and you have their attention you can start a dialogue with them. Begin with recognising and labelling their emotions, show empathy towards their feelings and then remind them of the rules and routines in the class. It is important that the teacher shows calmness towards the child and not lose composure during the episode.

5.2 If the child begins to damage objects around them, hurts himself or others, the first thing to do is to remove him from the class without speaking to him with the exception of telling him where they are going i.e. We are going to the little room to calm down. Once in the room, he must stay inside until the process of 5.1 has been completed. When opening a dialogue, explain the next steps to the child so they know your expectations.

5.3 When the aggression is an act of defiance to a member of staff, the child should be taken to the coordinator of the building who will speak to the child and take age appropriate steps such as the document below:

Reflect and reset

Name: _____ Date: _____

What happened?

I felt

They felt

What will I do to fix this?

2. Pupils' conduct outside the school gates

2.1. Subject to the Behaviour & Discipline Policy, staff may discipline pupils for:

- misbehavior when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school



- or misbehavior at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school

3.2 In all cases of misbehaviour staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

3. Confiscation of inappropriate items

- 3.1. Staff members have the power to confiscate or retain a pupils' property as a punishment, so long as it is reasonable in the circumstances. The confiscated item may be returned to the pupil or directly to their parents.
- 3.2. The power to search without consent for prohibited items include things such as knives and weapons, alcohol, illegal drugs, stolen items, fireworks and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

4. Role of parents

- 4.1. Our school collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at school.
- 4.2. We expect parents to support their child's learning, and to cooperate with the school, as set out in the terms & conditions of the Parent Contract. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 4.3. If we have to use reasonable sanctions to punish a pupil, we expect parents to support our actions. 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. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

5. Role of class teacher

- 5.1. Our class teachers are responsible for ensuring that our school rules are enforced in their classes, and that pupils behave in a responsible manner during lesson time.
- 5.2. Our class teachers have high expectations for their pupils with regard to standards of behaviour, and they strive to ensure that all pupils work to the best of their ability.
- 5.3. Our class teachers treat each pupil fairly, and enforce their class rules consistently. Our teachers treat all their pupils with respect and understanding.
- 5.4. If a pupil misbehaves repeatedly in class, in the first instance the class teacher deals with incidents themselves in the normal way. However, if misbehaviour continues, our class teachers seek help and advice from our Coordinators or Head.



- 5.5. Reasonable adjustments are made for any pupil with a special educational need or learning difficulty / disability. In such cases our class teachers will liaise with our SENCO who, if necessary, will support and guide the progress of each pupil. Each case will be considered on its own merits.
- 5.6. Our school also considers whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, our staff will follow the school's 'Child Protection & Safeguarding Policy' and liaise with our DSL and/or SENCO as appropriate. Staff will consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and whether a multi-agency assessment is necessary (including social workers, behavior support services or other agencies).
- 5.7. Our class teachers report to parents about the progress of each pupil in their class, in line with our whole-school policy. Our class teachers may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

6. Role of Head

- 6.1. Our Head is responsible for implementing the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. Our Head is also responsible for ensuring the health, safety and welfare of all pupils in our school.
- 6.2. Our Head supports staff by discussing key features of this policy during INSETs and/or staff meetings, involving external specialists when appropriate.
- 6.3. Our Head keeps a central record of all reported serious incidents of misbehaviour.
- 6.4. Our Head is responsible for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, our Head may exclude a pupil (either temporarily or permanently), after our school governors have been notified.

7. Role of SMT

- 7.1. The SMT is responsible for setting out these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. Our SMT supports our Head in adhering to these guidelines.
- 7.2. Our Head has the day-to-day authority for the implementation of this policy on behaviour and discipline. However governors may give advice to our Head about particular disciplinary issues, and any such advice must be taken into account when making decisions about matters of behaviour.

8. Fixed-term and permanent exclusions



- 8.1. We do not wish to exclude any pupil from school, but sometimes this may be necessary. If required.
 - 8.2. Only our SMT has the power to exclude a pupil from school, which may be for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances our SMT can exclude a pupil permanently. It is also possible for a fixed-term exclusion to be converted into a permanent exclusion, if the circumstances warrant this.
 - 8.3. If our Head excludes a pupil, the parents will be informed immediately together with reasons for the exclusion. At the same time, our Head will advise the parents that they have the right to appeal against the decision to the governing body, and how to make any such appeal.
 - 8.4. In the event of an appeal, our SMT will appoint an appeals panel made up of between three and five members. This panel will consider any exclusion appeal on behalf of our consejo.
 - 8.5. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, together with any representation by parents and whether the pupil should be reinstated.
 - 8.6. If the appeals panel decides that a pupil should be reinstated, our SMT must comply with this ruling.
 - 8.7. In the event of an exclusion, we will provide support for that pupil to transfer to a more appropriate setting.
- 9. Drug and alcohol-related incidents**
- 9.1. It is our school policy that no pupil or adult should bring any drug, legal or illegal, into our school. If a pupil needs to take medication during the school day, the parent or guardian should ask for appropriate permission. Any such medication should be taken directly to our school office/nurse's room for safekeeping. Any such medication must be taken by the pupil under the supervision of a member of staff.
- 10. Monitoring and review**
- 10.1. Our Head monitors the effectiveness of this policy on a regular basis, reporting appropriately to our SMT and, if necessary, making recommendations for any improvements to this policy.
 - 10.2. Our school keeps a variety of records concerning incidents of continual misbehaviour. A register of sanctions imposed for serious misbehavior is kept, even if there are no entries.
 - 10.3. Our SMT keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
 - 10.4. This policy is reviewed annually, however it may be amended earlier if legislation or our school procedures change.



Signed: V Muller / M Kemp

This policy is reviewed annually	
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Version	1
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This policy should be read in conjunction with the following related policies:

Anti-Bullying; Equal Opportunities



Appendixes

Incidents - Behaviour Chart

Date Fecha	Student Full Name Nombre completo	Descripción Description	Action Taken Acción	Signature Firma



Appendix 2: Classroom Behaviour Rules



Appendix 3: