



Behaviour and Discipline Policy

Policy effective from: Autumn 2018

Review due: Summer 2021

1 Introduction

- 1.1 This policy addresses both the promotion of positive behaviour (in accordance with our school's mission and ethos statements) and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.
- 1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Appropriate behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3 Behaviour which in any way disrupts learning is unacceptable in our school, and through the constant promotion and rewarding of positive behaviour, we seek to minimise, if not eliminate any such behaviour. As part of this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional, behavioural and learning difficulties.
- 1.4 We have high expectations of all pupils, including those with Special Educational Needs and Disabilities. We will take into account each individual child's additional needs when applying this policy.

2 Aims and objectives

- 2.1 It is a primary aim of St Leonard's that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels safe and secure.
- 2.2 The school has three basic rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

School Rules

1. Behave safely and sensibly
 2. Keep hands, feet and unkind comments to yourself
 3. Do as an adult tells you the first time
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- 2.3 The school expects every member of the school community to behave in a considerate way towards others. We aspire to promote the "Fruits of the Spirit" as referred to in the Bible. These are *love, joy, peace, patience, kindness, goodness, gentleness, faithfulness and self control*
 - 2.4 We aim to treat all children fairly and to apply this behaviour policy consistently.
 - 2.5 This policy aims to help children become positive, responsible and increasingly independent members of the school and the wider community.
 - 2.6 The school aims to promote and reward good behaviour, as this will develop the school's ethos (see also ethos statement). This policy is designed to promote desired behaviours, rather than merely deter anti-social behaviour.

3 Rewards

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

Staff praise children for considerate, positive behaviour in such a way as to underline its value to our school.

We award "leaves" for our Fruits of the Spirit Tree when children have been recognised as displaying the Fruits of the Spirit (see 2.3). NB: politeness and common courtesies such as

holding doors open and saying, “please” and “thank you” are the minimum expectations of everyone and should not be rewarded. The list of reward criteria is not exhaustive, but the following examples may be considered worthy of reward:

- Sharing
- Helping a child who is hurt or upset
- Mediating (not interfering) with other children
- Offering to help someone (not merely responding to a request)
- Exercising self control
- Asking an adult for help with a “social” problem

At the end of each half term, children who have earned a leaf will have an extra playtime lasting twenty minutes. Any child who receives more than one leaf will receive a short thank you letter which will state the number of leaves which they have earned.

3.2 Each week, we nominate up to two children from each class to be 'Star of the Week'. This award may be given for either work or behaviour.

3.3 Such nominations are recognised with the award of certificates and badges in school assembly.

3.4 House points are to be awarded for work only. The teacher will indicate at the end of the child's work if their work has been rewarded. The following points system is used:



Improvement against a target / effort – 2 house points

Good work – 3 house points

Outstanding work – 5 house points

3.5 The school issues Governors Awards each term to two children from each class who have displayed consistently high standards of behaviour and attitudes to learning

3.6 The school acknowledges all the efforts and achievements of children, both in and out of school. If a parent wishes to inform the school of a child's achievement, they can send an email and the child's achievement will be recorded in the school newsletter .

3.7 Teachers may issue a “Praise slip” instantly acknowledging achievement or effort in classwork which the child can take home to share with family members.

3.8 The rewards ladder is as follows:

1. Spoken praise
2. Written praise (name on the “happy side”) (one tick)
3. Stickers/stamps (after three ticks in one day)

Rec - A reward chart listing all the children's names will be displayed in the classroom, each child having a number card with the numbers 1-10 on. Children will be rewarded a sticker to place on their number card when they consistently follow the school rules, class rules and when they excel at anything in the learning environment. When the children collect 10 stickers on their card they will be able to take it home to show their parents/carers and they will be given another number card for the chart.

KS1 - 10 stickers –bronze certificate , 20 stickers- silver certificate, 30 stickers – gold certificate

KS2 - Eight sided A5 sticker booklet filled (80 stickers) = merit badge
(Year 3 certificate at 40 stickers)

4. Star of the Week
5. Golden Time (20 minutes of planned activities on Friday afternoons)
 - One tick miss 5 minutes
 - Two ticks miss 10 minutes
 - Three ticks miss whole session

Children who miss any part of Golden Time will remaining the hall with HT / DHT

6. House Points – see Section 3.4
7. Sent to Head teacher for good work or behaviour
8. Governors Award

4. Sanctions

Whilst we are an inclusive school, disruption of teaching and learning is not acceptable. The school uses a number of sanctions to apply school rules in order to ensure a safe, positive learning environment. We aim to employ each sanction appropriately to each individual situation based on our understanding of children's individual needs.

- 4.1 We expect children to be focused on their learning in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
- 4.2 We expect children to try their best in all activities. If they do not do so, we may tell them to repeat a task or activity during a break time. Children will never miss their lunchtime meal.
- 4.3 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 lesson and prevents the child from taking part until the teacher is confident that the threat to safety no longer exists.
- 4.4 If a child threatens or hurts another child, the class teacher decides whether the matter can be settled informally and swiftly (particularly in Early Years) or whether they need to report the incident, using their professional judgement as to who they need to report it to (see also 5.4).
- 4.5 Children may be issued with sanctions such as a loss of playtime or part of lunchtime if the matter can be easily resolved. Children with positions of responsibility, such as school councillors, team captains, house captains or monitors may lose their position. This decision will be made by a member of the school's leadership team.
- 4.6 Where mediation is required, St Leonard's operates within the spirit of restorative justice – namely, that the child(ren) concerned will be given dedicated adult time in order that they may understand the consequences of their actions until they are resolved to make appropriate reparation.
- 4.7 For children who persistently display unacceptable behaviour, we may provide a different, carefully structured playtime period from that of the other children, where we teach and encourage the required behaviours in small groups.
- 4.8 Children may be required to complete their work in another designated area under supervision.
- 4.9 The school also implements legal guidance with reference to fixed and permanent exclusions of individual pupils. This guidance may be applied based on behaviour in class as well as education off site, such as school trips (see also 6.4 and section 9).
- 4.10 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 and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class. Each teacher keeps an incident log for logging significant incidents.
- 4.11 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 try and stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear of any kind from others.
- 4.12 All members of staff are aware of the regulations regarding the use of force by staff, as set out in the non-statutory advice issued by the Department for Education in May 2012 entitled, *Physical Restraint and the Use of Reasonable Force*. Adults in our school do not use any kind of physical force as punishment. They will only intervene physically to restrain children in the following circumstances:

- in order to prevent injury to a child or adult
- to prevent a child in danger of hurting him/herself
- to prevent a child damaging property or causing disorder.

The restraining actions that we take are in line with government guidelines on the restraint of children. If restraint has been used, parents will be informed.

4.13 The sanctions ladder is as follows:

Early Years / KS1

1. Verbal warning
 2. One coded warning against their name on the class behaviour record
 3. Two coded warnings - Miss 5 minutes play
 4. Three coded warnings - Sent to Deputy Head / Inclusion Team. Class Teacher to contact parents/carers
 5. Sent to Head teacher* – (Four coded warnings) Head teacher will make immediate contact with parents/carers
- *or in the absence of the headteacher, the most senior member of staff available

KS2

1. Verbal warning
2. One coded warning against their name on the class behaviour record
3. Two coded warnings - Miss 5 minutes play
4. Three coded warnings – Lunchtime Detention (*Detentions carried out on a Wednesday and Friday*). Sent to Deputy Head / Inclusion Team. Class Teacher to contact parents/carers
5. If a pupil receives 4 detentions in one term, the Head teacher will involve the inclusion team and the child's parents in drawing up agreed targets for the pupil concerned.
If a pupil receives 5 detentions in one term the situation may be considered using the procedures regarding fixed term exclusions.

Coded Warnings:

T – persistent talking at inappropriate times

A – Aggressive behaviour

V – verbally abusive

U – unfinished work due to lack of effort or concentration

O – other (please specify)

4.14 Behaviour logs will be reviewed each half term by the Headteacher. Parents of children who are among the 5% of pupils who receive the most coded warnings will be contacted in writing and in person in order to arrange support for improved behaviour with their child (see also *Appendix 1*)

5 The role of staff

The Class Teacher

- 5.1 It is the responsibility of class teachers to set clear and high expectations at the beginning of each school year and ensure that the school rules are modelled and enforced in their class, and that their class behave in a responsible manner.
- 5.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- 5.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their class with respect and understanding, taking into account individual needs.

- 5.4 If a child misbehaves repeatedly in class and the teacher has applied sanctions as outlined in section 4 of this policy, they should make contact with the child's parents at the end of the school day. They may also seek help and advice from members of the inclusion team and senior leaders.
- 5.5 Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child.
- 5.6 The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the welfare of a child.

Teaching Assistants / Lunchtime Supervisors

- 5.7.1 Teaching Assistants and Lunchtime supervisors may give out leaves for the tree in line with section 3.1 of this policy.
- 5.7.2 When teaching withdrawn groups, Teaching Assistants may issue house points in accordance with section 3.4 of this policy.
- 5.7.3 When supporting in class, they may report on the level of effort and attainment of a pupil following group work to the class teacher, but it is for the class teacher to award house points.
- 5.7.4 In relation to lesson time behaviour, all incidents of undesired behaviours must be reported to the class teacher. The class teacher will decide in consultation with the Teaching Assistant on the appropriate sanction.
- 5.7.5 At lunchtimes, behaviour incidents should be reported to the lead midday supervisor, who will decide on the appropriate action and whether to report it further or not. In the event of a child refusing to comply, a member of the inclusion or senior leadership team will be called.

6 The role of the headteacher

- 6.1 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 and staff in the school.
- 6.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 6.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 6.4 The headteacher has the responsibility for giving fixed-term exclusions 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. These actions are taken only after the school governors have been notified (see also Section 9).

7 The role of parents and carers

- 7.1 In the interests of everyone, parents and carers need to work in partnership with the school in order to promote the desired behaviours which will maximise achievement and progress. Parents need to reinforce the school rules and to support the school when sanctions need to be used with their child, taking responsibility for their child and accepting that all children make mistakes on occasions.
- 7.2 We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 7.3 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact a member of the school's leadership team before speaking with the headteacher to discuss the issues involved. If parents or carers

wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

8 The role of governors

- 8.1 The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 8.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may speak with the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

9 Fixed-term and permanent exclusions

- 9.1 We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.
- 9.2 The school follows the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the DFE Statutory Guidance on School Exclusions 2012. (See 9.3 for brief outline)

9.3 The head teacher's power to exclude

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour policy.

The head teacher may withdraw an exclusion that has not been reviewed by the governing body.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.

Head teachers must take account of their legal duty of care when sending a pupil home following an exclusion.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

- 9.4 If the headteacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

- 9.5 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.
- 9.6 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 9.7 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.

10 Drug, alcohol and offensive weapon related incidents

- 10.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee.
- 10.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 10.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 10.4 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.
- 10.5 Any child in possession of an offensive weapon may be permanently excluded

11 Suspected abuse carried out by children

- 11.1 The school will report to and cooperate with all relevant agencies, including the police when alleged abuse has been brought to our attention.
- 11.2 The school will take advice from the Local Authority and relevant agencies before reporting issues to parents

12 Monitoring and review

- 12.1 The headteacher 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.
- 12.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records more serious incidents which have resulted in his involvement. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office.
- 12.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 12.4 It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools* (published by The Commission for Racial Equality), and that no child is treated unfairly because of race or ethnic background.
- 12.5 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.

Appendix 1

2015

Dear **xxxxxxxxxx**,

We aim for our pupils to achieve the highest standards of behaviour. In a recent review, I was pleased to note that more than **xxx** of our children have behaved consistently within the expectations of this policy and have no recorded incidents of unacceptable behaviour against them.

Another purpose of the review was to identify those children who most commonly had recorded incidents of displaying behaviour that we wish to discourage and reduce in frequency. **X** is one of the 5% of children who is in need of the most support and encouragement to improve **his / her** behaviour.

The school recognises that since each child is unique, different strategies may be required in order to achieve the desired result. As such, I would welcome your involvement in monitoring, challenging and supporting your child's school behaviour.

With this objective in mind, the following options are available to you. You may wish to speak with me directly; or if you prefer, you can meet with Mr Jones (our Special Needs Coordinator) or Mr Rey (our Family Support Worker). Whichever option you choose, please contact one of us quickly so that we can work together to achieve a positive strategy for improvement when we return after the break.

I am sure that you understand that poor behaviour impacts negatively both on the individual displaying it as well as on the welfare and education of others. Please be assured that our only aim is to work with you in order to secure an improvement in **X's** behaviour.

I understand that you may be disappointed and upset to receive this letter. As such, I would like to make it clear that the process we wish to embark on is about securing change rather than apportioning blame.

Kind regards,

Mr Simon Jackson

Headteacher

Appendix 2



ST LEONARD'S C.E. PRIMARY SCHOOL

Use of Force to Control or Restrain Pupils: Incident Record

Details of pupil or pupils on whom force was used by a member of staff	Name(s):		Class(es):
	Date:		Time:
Location of incident			
Names of staff involved (directly or as witnesses)			
Details of other pupils involved (directly or as witnesses) <i>Indicate pupils vulnerable for SEN, disability, medical or social reasons</i>			
Description of incident by staff involved. <i>Include attempts to de-escalate and warnings given that force might be used.</i>			
Reason for using force and description of force used			
Any injury suffered by staff or pupils and any first aid and/or medical attention required			
Reasons for making a record of the incident			
Follow-up, including post-incident support and any disciplinary action against pupils			
Any information about the incident shared with staff not involved in it and external agencies			
When and how those with parental responsibility were informed about the incident and any views they have expressed			
Has any complaint been lodged? <i>(Details should not be recorded here)</i>			
Report compiled by: Role: Signature: Date:		Report countersigned by: Role: Signature: Date:	