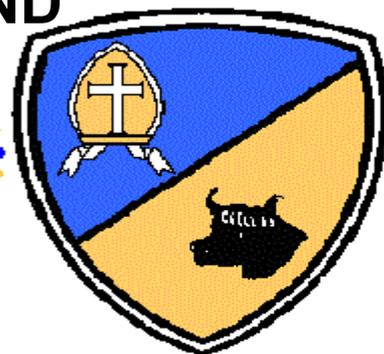


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Behaviour and Discipline Policy

Date of Policy: 2018

Review Date: 2021

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. 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.
- 1.2 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 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 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.
- 1.6 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.

2 Rewards and consequences

- 2.1 Each class uses some of the following to reward good behaviour and good work;
 - All teachers praise children.
 - School uses positive behaviour management strategies including SUMO.
 - The school uses the class DOJO behaviour management strategy combined with the SEAL behaviour management strategy (See appendix 1).
 - Each week we nominate children from each class for good work. Each nominated child receives a Headteacher's sticker in the celebration assembly.
 - We distribute Headteacher stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

- Teachers give children various rewards including class DOJO points, stars, raffle tickets, marbles to put in a jar, stickers, points and mini certificates
- All classes have an opportunity to lead an assembly where they are able to show examples of their best work.
- Teachers may write children's names on the board under happy or sad faces.
- All children are entitled to 'Wednesday Wicked time' or 'Fantastic Friday Freetime' this allocated time can be reduced for poor behaviour.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school, at the weekly celebration assembly.

Superstar assemblies are held at the end of each half term.

2.3 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 s/he calms down and is able 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 child, the class teacher records the incident. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child and an Individual Behaviour Plan (IBP) may be given.
- If a child misbehaves repeatedly, this may result in the loss of breaktime or exclusion from after school activities.

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 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 during circle time.

2.5 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. (See Anti-bullying Policy)

2.6 Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The teacher may discipline a pupil for any misbehaviour when the child is: taking part in any school-organised or school-related activity; travelling to or from school wearing the school uniform or in some other way identifiable as a pupil at the school. Misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school; poses a threat to another pupil or member of the public or could adversely affect the reputation of the school is also dealt with.

2.7 All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). Staff will be updated of any changes made by the government relating to the Use of Force. Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person, or from causing disorder. Teachers will physically separate pupils found fighting and if a pupil refuses to leave a room when instructed to do so they will be physically removed. The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Force. Under no circumstances will physical force or restraint be used as a form of punishment. Staff are trained in the use of positive handling and physical intervention by the LA 'Teamteach'.

3 The role of the class teacher

- 3.1** It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2** The class teachers in our school have high expectations of the children with regard to behaviour. They strive to ensure that all children work to the best of their ability and show consideration towards the other members of the class.
- 3.3** The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4** 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 him/herself in the appropriate manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Key Stage Leader, Deputy Headteacher or Headteacher.
- 3.5** 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 Inclusion Leader or LA Behaviour Support Service (TESS).
- 3.6** 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 Headteacher

- 4.1** 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 in the school.
- 4.2** 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.
- 4.3** The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** 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. These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We expect parents to support the school rules.
- 5.3 We expect parents to support their child's learning and to cooperate 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.
- 5.4 If the school has to use reasonable sanctions with 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 their class teacher. If the concern remains, they should contact the Headteacher then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1 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 adhering to these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Exclusion from maintained schools, academies and pupil referral units in England* (DFE, February 2015). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf
- 7.2 Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the Headteacher excludes a child, s/he informs the parents 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 how to make any such appeal.
- 7.4 The school expects parents to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days. Failure to attend may make it more likely that the court will impose a parenting order if the school or Local Authority apply for one.
- 7.5 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.

- 7.6** The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.7** 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.
- 7.8** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.9** If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1** 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 can request school to administer the medication by completing and signing the appropriate forms or attend school at the appropriate time to administer the medication. If a child requires regular life saving drugs the parent or guardian should contact the Headteacher to arrange for a health care plan to be drawn up.
- 8.2** 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. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3** 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.
- 8.4** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be given a temporary 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.
- 8.5** If the offence is repeated the child will be permanently excluded.
- 8.6** 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.
A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

9 Monitoring and review

- 9.1** The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2** The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records major incidents where a child is sent to him/her on account of bad behaviour.
- 9.3** The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

10.4 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

10.5 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

Class DOJO Behaviour Management System

School always employs a positive approach to behaviour management.

Each class uses the class DOJO system for rewards and sanctions.

DOJO system:

Each class teacher has positive and negative ‘behaviours’ on the system which are appropriate to the age of the children in the class. Children can earn positive DOJOs for good behaviour and good work. Children may lose DOJOs if the behaviour is not acceptable. There are more opportunities to earn positive DOJO points.

Parents can access the system and as a result are informed immediately of any rewards or sanctions and the reasons for them.

At the end of each week, the child with the most DOJOs is rewarded. Children who have consistently lost DOJOs throughout a week may miss some of their Friday free time.

Children start each week with zero DOJO points. However, the system keeps a record of each child’s reward and sanctions throughout the year.

- If a child breaks a rule then they will lose points according to the behaviour. Five points are deducted for use of inappropriate language and aggressive behaviour.
- At the end of the week children that are on minus five points will lose half of their Friday fun time. Parents are also informed.
- At the end of the week children that are on minus six points will lose all of their Friday fun time and will be spoken to by the Key Stage Leader. Parents are informed and may be invited into school to discuss their child’s behaviour.
- At the end of the week children that are on minus ten points will be spoken to the Headteacher and parents will be invited to a meeting. An Individual Behaviour Plan may be put into place to support the child’s behaviour at this stage.



