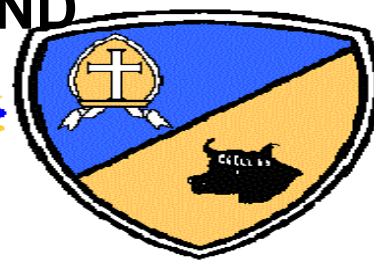


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Behaviour and Discipline Policy

Date of Policy: 2019

Review Date: 2021

St Luke's is built on a core set of Christian values, where children feel happy and cared for. Here they find, love, joy, hope and peace.

John 13: 34-35 says, 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

So at St Luke's we aim to be disciples by:

Following in God's way

Learning day by day

Working with one another

Caring for each other.

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. The school's behaviour expectations are underpinned by the school's Christian values.
- 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.
- 1.7 This policy promotes a positive school ethos and promotes positive behaviour management strategies.
- 1.8 This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). [Keeping Children Safe in Education 2018]

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 (**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.
 - At the end of each half term we celebrate positive behaviour by rewarding the children with a stamp on their individual 'superstars' certificate.
- 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. This may

be used as an intervention where pupils access the reflection area for some reflection time.

- 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.
- We expect all pupils to comply with the school uniform policy (see Uniform Policy). Pupils may be sent home in order to make their hairstyle acceptable.
- We expect children to follow the school playtime and lunchtime rules. Non compliance may result in the loss of lunchtime privileges (start with 5 mins lost then 10 mins etc). Pupils who find it difficult to self-regulate their behaviour will only be allowed take part in supervised activities.

Support For Pupils Whose Behaviour Indicates Significant Problems (**See Appendix 1**)
School uses a graduated approach:

- Quality First Teaching
- Small group support
- 1:1 interventions
- Support from outside agencies:
 - Targeted Education Support Service
 - Educational Psychology Service
 - Targeted Services
 - Start Well Services
 - Engagement Centre
 - LLG Huddle
- Behaviour Support Plans:
 - Individual Behaviour Plan (IBP)
 - Pastoral Support Programme (PSP)
 - Early Help (EH)
- Following support it may be necessary to consider other approaches such as:
 - Education, Health and Care Plan (EHCP)
 - Exclusion (fixed and permanent),
 - Part time timetable as an action of PSP/EH when all other steps have been investigated
 - Alternative providers

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 Some children have particular emotional and behavioural needs that require special assessment and programmes. In these cases we follow the LA's

Code of Practice. We receive support from outside agencies, e.g. Targeted Educational Support Service (TESS) and an Educational Psychologist and when appropriate.

(See also SEND policy and Local Offer)

3 Beyond The School Gate

- 3.1** 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."
- 3.2** 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. This includes the acceptable use of the internet, digital recording devices and mobile phones. 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.

4 Use of Reasonable Force

- 4.1** 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.
- 4.2** The actions of staff will always be in the best interest of the child and are in line with government and Wigan LA guidelines on the Use of Reasonable 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'.

5 The role of the class teacher

- 5.1** 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.
- 5.2** 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.
- 5.3** 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.
- 5.4** 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.

5.5 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).

5.6 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.

6 Dealing with allegations of abuse against teachers and other staff

6.1 Whilst all allegations of abuse **must** be taken seriously, the quick resolution of that allegation will be a clear priority to the benefit of all concerned.

6.2 In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative.

6.3 Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated are unfounded or malicious will not be referred to in employer references.

6.4 Pupils that are found to have made malicious allegations are likely to have breached the school Behaviour and Discipline Policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). Repeated and unfounded malicious allegations could result in temporary or permanent exclusion.

(See also the LA and schools 'Procedure for Dealing with Allegations of Abuse against Adults who work with Children')

7 The role of the Headteacher

7.1 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.

7.2 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.

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

7.4 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.

8 The role of parents

8.1 The school collaborates actively with parents so that children receive consistent messages about how to behave at home and at school.

8.2 We expect parents to support the school rules.

8.3 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.

8.4 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.

9 The role of governors

9.1 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.

9.2 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.

10 Fixed-term and permanent exclusions

10.1 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, September 2017). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

10.2 Only the Headteacher (or the acting Headteacher or someone to whom the Headteacher has delegated permission to) 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.

10.3 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 of how to make any such appeal.

10.4 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.

10.5 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.

10.6 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

10.7 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.

- 10.8** 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.
- 10.9** If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

11 Drug- and alcohol-related incidents

- 11.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs 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.
- 11.2** 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.
- 11.3** 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.
- 11.4** 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.
- 11.5** If the offence is repeated, the child will be permanently excluded.
- 11.6** 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.
- 11.7** A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

12 Monitoring and review

- 12.1** 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.
- 12.2** 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 poor behaviour.
- 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 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.

- 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.

This policy has been produced in line with the following policies:

- Anti-bullying
- PREVENT
- Safeguarding, Child Protection and Early Help
- Attendance
- Mental Health
- SEND and Local Offer
- Inclusion
- Parental Involvement
- Equality and Accessibility Plan
- Learning and Teaching
- Intimate Care
- Curriculum
- Uniform
- Procedure for Dealing with Allegations of Abuse against Adults who work with Children

13 COVID-19

- 13.1** In light of the current changes to school due to Covid-19, there will be a need for children to behave differently when they return to school. There will be new expectations of behaviour and attitude. Children will be expected to:

- follow any altered routines for arrival or departure;
- follow school instructions on hygiene, such as handwashing and sanitising;
- follow instructions on who pupils can socialise with at school;
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing);
- follow school instructions about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching mouth, nose and eyes with hands;
- tell an adult if they are experiencing symptoms of coronavirus;
- follow school rules about not sharing any equipment or other items, including drinking bottles;
- follow school instructions about play times and lunch times, including where the children may or may not play;
- follow the school instructions about use of toilets;
- **avoid, at all times**, coughing or spitting at or towards any other person.

- 13.2** Children who ignore the expectations and instructions and are therefore risking the safety of themselves, other children and staff, will be removed from their group. Parents will be contacted and the child will be sent home.

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 fantastic 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.

- 1 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.
- 2 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.
- 3 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.
- 4 At the end of the week children that are on minus ten points will be spoken to by the Headteacher and parents will be invited to a meeting. An Individual Behaviour Plan (IBP) may be put into place to support the child's behaviour at this stage.
- 5 Children who persistently miss part/all of Friday fun time due to negative DOJO points will be spoken to by the Headteacher and parents will be invited to a meeting. An Individual Behaviour Plan (IBP) may be put into place to support the child's behaviour at this stage.
- 6 A Pastoral Support Plan (PSP) may be put in place if, there is no improvement in the behaviour at this stage.
- 7 Fixed term and permanent exclusion as outlined in section 10 of the policy may be necessary at this stage.



SCHOOL
MEMBER

