

LANGDON PRIMARY SCHOOL

Behaviour and Discipline Policy

Reviewed Spring 2020

Agreed by the Curriculum Team of the Governing Body 4.2.20

Due for review Spring 2022

Policy on Behaviour and Discipline

1 Principles and Responsibilities

- 1.1 Every child has the right to feel safe and to learn but no child has the right to disrupt the safety or learning of others.
- 1.2 All members of the school community have a responsibility to uphold the school behaviour policy and to safeguard the reputation of the school.

2 Aims and objectives

- 2.1 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 in which everyone feels happy, safe and secure and where every child is able to effectively learn.
- 2.2 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.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others.
- 2.4 Staff, Governing Body members, visitors and volunteers are expected to treat all children fairly and apply this behaviour policy in a consistent way.
- 2.5 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.
- 2.6 The school rewards good behaviour, as it believes that this will foster an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3 Rules

- 3.1 The school has an agreed set of rules that are relevant to all learning and social situations within the school environment. The rules are as follows:
 - Think before you act, count to ten.
 - Learn as much as you can and let others do the same.
 - Care for everyone and everything.
- 3.2 The class teacher discusses the school rules with each class at the beginning of the school year and throughout the year as appropriate. In addition to the school rules, each class may also have its own classroom code, which will be 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 poor or anti-social behaviour, the class teacher discusses these with the whole class.

4 Rewards and Sanctions

- 4.1 Rewards should be plentiful and focused on the positive behaviours that we wish to see in school, including for example, polite manners, taking pride in a piece of work or putting in especial effort to learn well. They should be used for all children equitably. However, at times children who are finding managing positive behaviour challenging may need additional reinforcement in the form of rewards. This remains an equitable system in that by offering additional rewards the opportunity for equitable safety and learning for all is more likely to exist.

Rewards can include:

- Praise
 - Stickers
 - Certificates or notes home to inform parents and carers of good work/behaviour
 - Individual additional free choice time eg. play time/computer time/time with an adult
 - Class rewards such as balloon time/a short DVD
 - Visit to the Head Teacher, name recorded in the Achievements Book
 - A letter sent home by the Head Teacher to congratulate a child on their effort
 - Star Gallery – an opportunity for excellent effort in work or behaviour to be recorded in the Achievement Assembly and displayed in the school hall
- 4.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The Achievement Book contains information regarding children's achievement
- 4.3 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.
- 4.4 There are six sanctions which will be applied in order:

Stage 1: Reminder

A discussion with the child to alert them to the fact that they have broken one of the school rules, an explanation of why and a reminder of what behaviour is expected of them.

Stage 2: Warning

A second reminder that the child's behaviour is unacceptable and that they are continuing to break the rules of the school. A warning is given that subsequent sanctions hold consequences which infringe free time and/or may involve a visit to the Head when the child's behaviour will be discussed.

- Stage 3: Time Out
The child loses some free time eg. break or lunchtime play, in order to make up for the learning time they have lost due to inappropriate behaviour in class.
- Stage 4: Visit to the Head Teacher
The Head Teacher will discuss with the child the behaviour that is preventing learning for themselves and/or other children. They will record this discussion with the child on a 'Think Sheet'. This will enable the child to see what they were doing that is unacceptable and what they should have been doing at the time of breaking the rules and the effect that this will have on their learning. The 'Think Sheet' will be placed in the child's school record file.
- Stage 5: Telephone call home
The Head Teacher will contact the child's parents in order to inform them of their child's inappropriate behaviour. The parent will then be asked to speak to their child to reinforce the school rules and expected standards of behaviour.
- Stage 6: Parent and child interview with the Head Teacher
At this meeting expectations for behaviour will be very clearly outlined as will the consequences and sanctions should these not be met. A Personal Education Plan may be drawn up as an agreement between all parties of expectations, strategies to be employed to support the child in managing their behaviour and of the consequences should the child's behaviour fail to improve. This may include after school or weekend detentions, loss of free time (eg. breaks and lunchtime play) over an extended period of time or fixed term exclusions, although these will only be used as a last resort.

- 4.5 If a child is involved in an act of violence or bullying then Stage 3 or Stage 4 is immediately used, as appropriate to the incident. The Head Teacher may involve parents where such incidents have occurred.
- 4.6 The school maintains an ethos of good behaviour in which all individuals are respected and does not tolerate bullying of any kind, including on-line, virtual or cyber-bullying. Bullying is defined, in line with DfE guidance, as ' . . . behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' Our curriculum and teaching includes many opportunities to discuss and address diversity, inclusion and prejudice. Staff are mindful of signs of bullying including that which is motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, special educational needs or disabilities or because a child is adopted, in care or has caring responsibilities.
- 4.7 If we discover that physical or emotional bullying or intimidation has taken place, we act immediately to support pupils who are being bullied and to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do

everything in our power to ensure that all children learn in a safe and calm environment that is free from fear or disruption and in which education is the primary focus. A range of strategies are used to support children who are bullied to and address the bullying behaviour, including school sanctions, detentions and exclusions, restorative approaches and alternative provision within the school.

- 4.8 The safety of the children in the school is paramount in all situations. Therefore, if a child's behaviour causes a serious risk to the Health and Safety of others then they may be prevented from participating in or continuing an activity.
- 4.9 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE guidance. Staff (or any individual the Head Teacher has delegated to be temporarily in charge of children such as parent helpers or volunteers) only intervene physically to control or restrain children in order to prevent a child causing disorder, injury to another person, damage to property or equipment 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. Reasonable force will never be used as a means of punishment. Restraint will only be used as a last resort when all other strategies have been attempted.
- 4.10 Parents will always be informed if their child has been restrained. They will be given details about why restraint was used and how the child was held. A written incident report will be placed in the child's school record file by the member of staff who has restrained the child and any other members of staff or visitors to the school who have witnessed the event.
- 4.11 Staff will not automatically be suspended where they are subject to an accusation that use of force has been unreasonable, or if they have been accused of misconduct in relation to this. The Head Teacher and Governing Body will draw upon the procedures set out in the school policy 'Allegations of Abuse against Staff' to investigate the allegation and when setting out the pastoral support staff will receive.

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 and they strive to ensure that all children work 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 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 agreed manner. However, if inappropriate and disruptive or damaging behaviour continues, the class teacher seeks help and advice from the Head Teacher.
- 5.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 5.6 The class teacher reports to parents and carers 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 The role of the Head Teacher

- 6.1 It is the responsibility of the Head Teacher 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

- 6.2 The Head Teacher 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 Head Teacher ensures records of all reported serious incidents of misbehaviour are included in the child's school record file.
- 6.4 The Head Teacher 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 Head Teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

7 The role of parents and carers

- 7.1 The school collaborates actively with parents and carers so that children receive consistent messages about how to behave at home and at school.
- 7.2 We explain the school rules in the School Prospectus and we expect parents and carers to read them and support them.
- 7.3 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.
- 7.4 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 the concern remains, they should contact the head teacher and/or the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (see Complaints Policy).

8 The role of governors

- 8.1 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 Head Teacher in adhering to these guidelines.
- 8.2 The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline but governors may give advice to the Head Teacher about latest guidance and particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

9 Fixed-term and permanent exclusions

- 9.1 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, called Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion (updated September 2017). We recognise the legislative duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- 9.2 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher 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 Head Teacher may exclude a child permanently. It is also

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

- 9.3 If the Head Teacher excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents or carers that they can, if they wish, make representations to or appeal against the decision to the governing body, depending upon the length of the exclusion. The school informs the parents or carers how to make any such representations or appeal.
- 9.4 The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 9.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.
- 9.6 The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.
- 9.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA and consider whether the child should be reinstated.
- 9.8 If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

10 Screening and Searching Pupils

- 10.1 Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

- 10.2 Where a member of staff has reason to believe that an incident of on-line, virtual or cyber-bullying has occurred, they can seize any device that has been brought into school and examine data or files, and delete these where there is good reason to do so. There is no requirement on staff to have parental consent to search through a young person's device, such as a mobile phone. If a member of staff has evidence of, or reason to suspect, that a criminal offence has occurred, they must pass this to the police, without deleting the information, for further investigation.

11 'Prohibited item' incidents

- 11.1 It is the policy of this school that no child should bring any item on the prohibited item list including any drug, legal or illegal, to school.

- 11.2 If a child needs 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 worker and recorded according to school medication and first aid procedures.
- 11.3 The school will take very seriously misuse of any drugs or substances such as glue, other solvents, tobacco or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings items 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 Head Teacher. If the offence is repeated, the child will be permanently excluded and the police and social services will be informed.
- 11.4 If any child is found to be suffering from the effects of alcohol, drugs or other substances, arrangements will be made for that child to be taken home.
- 11.5 Adults who are found to have brought illegal substances into school will be dealt with according to the terms of the Staff Discipline, Conduct and Grievances Policy.
- 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.

12 Power to Discipline Beyond the School Gate

- 12.1 Disciplining beyond the school gate covers our response to all non-criminal bad behaviour and/or bullying that occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school, for example, where the behaviour has 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.
- 12.2 School sanctions will apply where pupils engage in poor or anti-social behaviour that takes place on any school organised activity that occurs off the school premises such as trips and residential visits. Any behaviour which is deemed inappropriate on this sort of activity may well result in pupils being banned from future out of school activities.
- 12.3 Sanctions will also apply to poor or anti-social behaviour that occurs when pupils are travelling to or from school.
- 12.4 In all circumstances the Head Teacher will consider whether to notify the police of actions taken against the pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

13 Monitoring and review

- 13.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 13.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents in which a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.
- 13.3 The Head Teacher keeps a record of any child who is excluded for a fixed-term or who is permanently excluded.

- 13.4 It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the Equality Act 2010 and that no child is treated unfairly.
- 13.5 The governing body reviews this policy every two 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.