


BEHAVIOUR AND DISCIPLINE POLICY FOR POSITIVE BEHAVIOUR

Lakenheath Community Primary School



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| Version Number | 7 |
| Date of Policy | October 2022 |
| Review Date | September 2023 |
| Head Teacher's Signature |  |
| Chair of Governors' Signature |  |

Document Change History

| Version | Date | Change Details |
|---------|----------------|---|
| 1 | July 2016 | N/A |
| 2 | November 2017 | Content review. |
| 3 | December 2018 | Content review and format change. |
| 4 | February 2020 | Content review to reflect changes in processes. |
| 5 | September 2020 | Content reviewed at staff meeting to reflect new processes. |
| 6 | September 2021 | Content reviewed at staff meeting to reflect new processes. |
| 7 | October 2022 | Content reviewed to reflect changes in processes. |

1. Introduction

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 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. We would hope that the values learned here will be carried by our children into their next school and onto adulthood.

1.2 The school has 3 school rules which encompass all behaviours: *To be safe, to be respectful and to be ready to learn*. The primary aim of this policy is not a system to enforce rules; 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. It will not tolerate aggression or violence towards children or adults working in school.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 The policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We expect all members of the school community to respect each other and their property.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of self-worth, kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. This is all based on our school vision

Vision Statement

At Lakenheath Primary School:

- We have a positive and purposeful learning community
- We have an inclusive environment which fosters trust and respect
- We have an engaging and exciting curriculum within which adults and children thrive
- We love limitless learning and always challenge ourselves wherever we are
- We have high aspirations and we feel empowered to have the passion and pride to become life long, independent learners
- Together, in partnership with our community, we are confident, feel safe and valued and have high levels of self-esteem
- We promote our values of respect, resilience, relationships, risk-taking, reflectiveness and resourcefulness
- We encourage all children to SHOP – Sorry (without being asked); Hello (greeting people/salutations); Open Doors (door etiquette) Please and thank you

Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006) this power also applies to all paid staff with responsibility for pupils, such as teaching assistants or Midday Supervisors.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

2. Positive Systems

It is important for all staff and pupils at Lakenheath to have a positive 'plan' for discipline. A plan is a consistent approach through prevention, strategy and support, to minimise unnecessary behaviour disruption and take appropriate 'short' term and 'long' term measures to correct disruptive behaviour patterns.

2.1 IN DEVELOPING A CLASSROOM DISCIPLINE PLAN STAFF SHOULD

- *Share and refer to our 3 rules where possible*
- *Explain/discuss reasons for our 3 rules*
- Discuss related consequences for breaking rules.
- Acknowledge, affirm positive behaviour.

2.2 PROTOCOLS OF DISCIPLINE ARE AS FOLLOWS

When carrying out corrective action, the teacher should:

- be a role model
- try to get to the child's level
- maintain eye contact;
- minimize embarrassment and hostility;
- use respectful but assertive tone of voice;
- acknowledge and pick up on-task behaviour,
- privately encourage positive behaviours;
- positive behaviour publicly recognised;
- respect personal space;
- avoid argument, give clear choice and maximise pupils' responsibility;
- be consistent in follow through;
- utilise wider support. e.g.: Other teachers, TAs, outside agencies

2.3 PREVENTATIVE ACTION (to prevent or minimise unnecessary disruption)

- Have an aesthetically pleasing and functional room.
- Prepare and utilise appropriate materials.
- Arrive in class in time.
- Plan interesting lessons
- Keep children active/busy
- Cater and plan for mixed abilities through quality first teaching and appropriate differentiation
- Plan appropriate seating arrangements.
- Avoid use of confrontational language.
- Make clear routines.
- Have clear, fair, positive rules and know the consequences for significant rule breaking.
- Use phrases like, "I noticed that..." "I can see that..."

2.4 CORRECTIVE ACTION (the actions you take when disruptive behaviour occurs. Least - to most intrusive).

- Tactical ignoring (where appropriate).
- Simple, brief, directions (finish with thanks or please).
- Rule reminders (Simple reminder or re-statement).
- Simple choice ("in bag or on my desk, thanks").
- Casual or direct question (avoid "why", use: what are you doing/what should you be doing...)

- Redirect (instead of arguing).
- Make consequences clear (via choice).
- Direct pupil to work aside from peers (in the same room).
- Calm down time/Take a break/Box time.
- Time out (for dangerous behaviour, or continual disruption, or safety issues)

For serious incidents the SLT /Head Teacher will be informed

2.5 SUPPORTIVE ACTION (action to employ support for teacher and pupil) – post corrective

- Time out – a cooling off period or withdrawal under supervision.
- Contracting/counselling: any process to lead to behaviour agreement.
- Formal support processes: parent conference, behaviour support plan, welfare, psychological service, referral to outside agencies

3. Rewards

If children show specific positive behaviours linked to our school values they are rewarded. Children will be rewarded with:

- Family points for excellent effort in their learning
- Marbles for whole class good behaviour (class rewarded when jar is full)
- Head teachers awards for outstanding effort
- Raffle tickets for children's conduct around school linked to our SHOP expectations

In addition to this, we also:

- nominate a child from each class to be 'star of the week' which links to our 6R values and each of these receives recognition in school assembly;
- we inform parents of good work or behaviour;

4. Sanctions

Unfortunately there are times when agreed rules are not complied with. It is important that children should know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.

These are the guidelines that will be followed at Lakenheath Community Primary School:

At the time, adults will help children to modify their behaviour with a look, a non-verbal reminder or possibly a simple instruction linked to our 3 rules. Where this does not have the required outcome or if the behaviour has continued for a while, or if the behaviours have been corrected on a number of occasions previously then the following occurs:

- 1 A verbal warning will make it clear to the child what aspect of behaviour or work is not acceptable and this will be given before any sanction. A second verbal warning will make clear that the unacceptable behaviour is being repeated and that a third occurrence will not be tolerated. Warnings and their frequency may be discreetly noted within the class room or on a record sheet.
- 2 Should the behaviour continue after two verbal warnings, the child may receive a 'time out' during a break time or lunch time to reflect on and discuss their behavior restoratively. The teacher may ask the child to move to a different part of the classroom for a 'time out' within the lesson. All 'time out' episodes will be logged on our CPOMS system, for SLT to be informed.
- 3 A time out period should be the first sanction if the behaviour is at an unacceptable level (e.g. swearing, physical aggression) and this will be passed on to the SLT immediately and parents will be informed
- 4 Once the time out has been completed, the pupil has reflected and restored justice, they will return to usual classroom activities

5 In the event of poor behaviour at playtimes or lunchtimes, time out will be issued from the break time. MDSAs will share information with class staff at handover times through the communication book.

It is the class teacher's responsibility to inform parent/carers about any time outs they have implemented. Initially such contact will be verbal but may extend to a letter home. The SLT and/or SENDCO will liaise with all parent/carers and discuss any additional support measures that may be required (e.g. a Behavioural Support Plan) or referral to outside agencies.

A record will be kept of how frequently a child has 'Time Out' on CPOMs. If a child has 'Time Out' too frequently a meeting will be arranged with parents/carers to discuss a route forward to avoid further incidents.

5. Play and Lunch Times

As a means of monitoring playtime behaviour, any incidents of misconduct resulting in 'Time Out' will be noted on CPOMs. If a child has seriously breached the code of conduct they may be sent in and the incident will be dealt with by a member of the Senior Leadership Team.

Repeated or serious incidents of unacceptable play time behaviour may lead to loss of outdoor play for whole lunch session(s).

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

A 5 minute warning is given to children who find it difficult to come in at the end of break and lunchtime.

6. Dealing with Serious Misconduct(see appendix 2)

Serious misconduct includes stealing, hurting other children, repetitive or excessive swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism and bullying, aggression, threats or violence.

Once calm and appropriate, staff will follow the principles of Restorative Justice to investigate incidents. They will ask:

- What's happened?
- Who was involved/affected?
- What needs to happen to put it right?

This information is then recorded on CPOMS and shared with the Headteacher, Deputy Headteacher and/or SLT.

Incidents will be recorded on CPOMS and investigated by a member of the leadership team. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent on the nature of misconduct.

7. Parents will be Informed

When there is repeated or serious behavior parents will be informed in writing or verbally. Parents will be informed if repeatedly behavior could result in suspension or permanent exclusion.

Repeated incidents of behaviour which contravene the code may mean that the school seeks advice from external agencies, such as the Educational Psychologist, First Base, CISS and a behaviour or pastoral support programme will be drawn up.

Serious one off breaches or repeated breaches of the School Rules can lead to suspensions or permanent exclusions.

If property has been damaged, then the school may ask parents to provide replacements, or pay for repairs.

Children who persistently breach the school rules will have individual behaviour plans drawn up and may follow different steps of intervention and sanctions.

8. Time Out (for Behavioural Reflection)

The school has the right to use Time Out as a consequence of poor behaviour. This includes children missing their breaktime or lunchtime and providing the child the opportunity to restore justice by:

- Catching up on missed work/incomplete work
- Reflecting on their behaviour
- Helping around school

The 3 school rules will be referred to consistently across so all children know the standard of behaviour that we expect in our school.

Bullying:

The school deems bullying as repeated and intentional behaviour choices that physically or emotionally hurts someone. This includes cyber-bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. School will do everything in our power to ensure that all children attend school free from fear. [See the school's Anti-Bullying Policy]

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils and DfE Behaviour and Discipline in schools- Advice for headteachers and school staff January 2016.*

Staff only intervene physically to prevent injury to a child, or if a child is in danger or hurting him/herself. The actions that we take are in line with guidance. Staff members have had training through Bells Croft, and understand how to safely hold, restrain children and understand to only use reasonable force if it is necessary, proportionate and as a last resort.

Withdrawal to another room will only be used as a last resort if it is felt that a child's behaviour is putting their or other's safety at risk and they need a safe space to calm down. Adults will support the child with positive reinforcement. Children are able to leave this space to go outside, for calming activity time, if it is safe to do so.

9. Confiscation, Banned Items and Searching

All staff have the right to confiscate any item from a pupil which is deemed to be inappropriate to be in school. The confiscated items will go to the school office and may be collected by parents/carers at the end of the school day.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation.

Items on the banned list include:

- Alcohol
- Drugs
- Stolen items
- Knives
- Cigarettes
- Weapons
- Pornographic material
- Anything else perceived to pose a threat to pupils at a school

If a child brings any of these items, it may result in an instant suspension.

The Head Teacher, Class Teachers and members of the Senior Leadership Team have the right to search any pupil or pupil's belongings if they believe they are hiding any items which should be confiscated or are on the banned list. *Two members of staff will be present when searching pupil's possessions.*

10. The Power to Discipline Beyond the School Gate

Where the situation arises of poor pupil behaviour beyond the school gate, the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- Continued bullying of pupil outside of school
- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of the school day when pupils are in school uniform

11. The Role of the Pupils (see home school agreement)

- The pupils will discuss school and class rules within their class.
- Pupils will vote for members of their class to represent them on the school council.
- Pupils will stick to the school's rules.

12. The Role of the School Staff

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner throughout the school day.
- All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treat each child fairly and enforces the classroom rules consistently. All staff treat all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SENCO or SLT.
- Staff, including class teachers, will liaise 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 School Nurse or LA behaviour support service.
- 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.

13. The Role of the Headteacher

- It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head Teacher will monitor records of all reported serious incidents of misbehaviour.

- The Head Teacher has the responsibility for giving suspension 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 and may involve police.

14. The Role of the Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning and behaviour, and to co-operate 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 appropriately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions as per the policy, parents should support the actions of the school. If parents have any concern 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. If their concern still remains, they should contact the Chair of Governors.

15. The Role of the Governors

- 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 carrying out these guidelines.
- The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

16. Suspensions and Permanent Exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to suspend/ exclude a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

Exclusions can be given for serious breaches of this 'Promoting Positive Behaviour Policy'. They will also be given if allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If the Head Teacher suspends/ excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the suspension period made by the Head Teacher.

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.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeal panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

17. Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

18. Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body received recommendations on how the policy might be improved.

Appendix 2: Examples (but not exclusively) of behaviour and relevant sanctions

| Warning | Examples of behaviours that breach the rules: Safe, respectful and ready to learn | Sanctions |
|------------------------|---|---|
| 1 | <ul style="list-style-type: none"> Talking over an adult Off task Swinging on a chair Preventing others from learning Mis-use of resources Not following instructions Calling out Wandering around the classroom Back chatting Laughing and encouraging silly behaviour in others Not walking inside the building Talking in assembly | Verbal warning |
| 2 | Sustained / repeated behaviour from examples above: | 2 nd verbal warning |
| 3 | Sustained inappropriate behaviour from above and: <ul style="list-style-type: none"> Foul language / swearing Threatening or aggressive behaviour Deliberate injury to others Defiance Damaging school property through poor behaviour choices | Time out from class, break or lunch Reflection time - restorative conversations. If time outs are occurring in break or lunch then possible exclusion from playground/ dining hall for period of time depending on severity of incident. |
| Suspension / Exclusion | <ul style="list-style-type: none"> Intentional/ premeditated, unprovoked injury to a member of staff or child Proven bullying Serious incidents of cyber-bullying Child on child abuse (e.g. physical / sexual) Deliberate destruction of school property Repeated threats Aggression or violence towards a member of staff | Suspension for a fixed term Possible permanent exclusion may be considered |

Appendix 3

Lakenheath Primary School - Behaviour Incident Report if CPOMS not available

| | | | |
|-----------------------|--|-----------------------------|--|
| Child's Name | | Year group | |
| Date | | Other children involved | |
| Staff Involved | | Place | |
| Type of Incident | | | |
| Hurting others | | | |
| Attention seeking | | | |
| Defiant behaviour | | | |
| Violent behaviour | | | |
| Offensive language | | | |
| Out of control | | | |
| Damaging property | | | |
| Refusal to co-operate | | | |
| Other | | | |
| | | What was done by an adult | |
| | | | |
| | | Resolution and consequence | |
| | | | |
| | | Future plan (if applicable) | |
| | | | |