

# Behaviour and Discipline Policy

Written by: Ms Howard

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*Building Community, Enriching Lives*

At Longney C of E Primary Academy, children and adults are part of a community built on respect and trust underpinned by our Christian Distinctiveness as a Church of England school. This policy is underpinned by our Living Values: Respect, Courage, Perseverance, Friendship (our core values), Forgiveness, Compassion, Trust, Truthfulness, Thankfulness, Joy, Hope, Generosity, Service, Justice and Love and our Vision statement: **“Building Community, Enriching Lives”** The whole school works together to create a positive atmosphere, a sense of community and shared values. Our motto is: *Love your neighbour as yourself and treat others as you wish to be treated.*

Behaviour Management is seen as an integral part of the curriculum that teaches social skills to all children. Every child is made to feel that they have a vitally important role to play in the life of the Academy where their achievements are recognised and acknowledged. We use the three words **“Ready, Respectful, Safe”** to underpin our behaviour expectations.

## Aims and objectives

- To encourage mutual respect between both pupils, their peers and adults.
- To ensure all members of the Academy community feel valued.
- To build a relationship of trust between staff and adults.
- To teach pupils to have self-control and take responsibility for their actions.
- To teach pupils that actions and choices have consequences.
- To build a shared responsibility between parents/carers, children, staff and governors to work in partnership.
- To allow each pupil to develop and demonstrate positive abilities and attitudes.
- To enable all children to feel safe and secure.
- To ensure all children can enjoy and achieve at school.

Our staff aim to use ‘five pillars of practice’ \* which are:

- Consistent, calm adult behaviour
- React to pupils behaviour first with positive attention
- Consistent routines
- Scripting difficult interventions
- Restorative follow up

Our school provides an environment in which pupils are encouraged to:

- Show self-discipline and self-control.
- Develop strong self-esteem.
- Take ownership and accountability for their behaviour.
- Have the right to learn.
- Be independent
- Co-operate in learning.
- Be honest.
- Recognise, share and celebrate their own achievements and those of others.
- Be confident to talk to an adult about any concerns.

## Rights and Responsibilities

READY, RESPECTFUL, SAFE	
<b>Rights</b> I have a right to learn. I have a right to be respected. I have a right to be safe.	<b>Responsibilities</b> I have a responsibility for my learning and for others. I have a responsibility to respect other. I have a responsibility for my safety and others.

### **Non-negotiable behaviour expectations: Ready, Respectful, Safe**

These are not rules as such but agreed expectations. It is the responsibility of all staff members to ensure children adhere to these expectations at all times.

#### **Moving Around:**

- Pupils are required to walk at all times in an orderly and quiet fashion..

#### **In the Classroom**

- Children must ask permission to leave the classroom.
- Children should give attention to the member of staff when they are talking.
- Children may get a drink or use the toilet only when the teacher is not talking/teaching.
- Children should not disturb others.
- Children should respect equipment and keep the classroom tidy and safe.
- There should be an appropriate working tone in the classrooms.

#### **Lunchtime /Breaktime**

- Children are expected to be outside unless they have a genuine reason to be in the building.  
Children are expected to conduct themselves in an orderly manner whilst at lunch.

#### **Generally**

- Children should not involve themselves in or interrupt adult conversations
- Children should not comment on decisions made by staff/other adults

#### **Behaviour Management Strategies**

Positive behaviour is recognised through reward, positive speech and noting effort, Staff aim to show “ I care about you. I care about this lesson. I am not going anywhere.” may include::

- Each class has a a Recognition Board which will show a target for that week. Pupils names or pictures will be added to the board when they show the behaviour on the target card.
- Praising the children when they have behaved well or set a good example to others.
- Letting parents know how well they are doing.
- Awarding stickers, smiley faces, certificates, house points and other classroom-based incentives.
- Giving the children responsible and interesting jobs around school.
- Sharing their achievements with the school community and parents in weekly Celebration Worship
- Class time rewards
- ‘Hot chocolate Friday’ for a group of pupils who continually work hard, show respect and do their best.

If a child chooses not to follow our behaviour policy, the following sanctions may take place the child will receive a warning for behaviour that disrupts the class and that there may be a further consequence to their action. This may include:

- Moving place in the classroom.
- Being given time out of class with another member of staff using the phrase “I am asking you to go to ... until I have time to come and speak to you.”
- Missing part of break or lunch time.
- If child hasn’t done work, by choice, they should take it home with a note saying how much to be done, by when and signed. Use sparingly and communicate with parents. Not being able to represent the school in matches or special events.
- Restorative meetings

Staff will follow the outline of a script (see appendix 1) when dealing with situations involving poor behaviour choices.

**Parents will be contacted when there is:**

- More serious physical contact/injury to another person.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling.
- Backchat or rudeness to a member of staff
- Racism (in line with local authority guidelines)
- Serious intentional vandalism
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Any other serious incident that causes upset or distress to others as deemed appropriate by the headteacher.
- Sexual harassment such as sexual comments, remarks, jokes, online harassment.

There is zero tolerance to sexual harassment and comments will not be passed off as banter, just having a laugh etc. in line with guidance from KCSiE September 2021.

If these behaviours occur to another pupil, a courtesy call will be made to the parents of the injured or insulted child. A phone call will also be made to inform the parents of the child that carried out the misbehaviour to inform them of the seriousness of the incident and to request their support. If they would like to have a meeting about this, this should be facilitated. This phone call can be made by the class teacher or head teacher. These behaviours will be recorded on the in school electronic system, 'My Concern'.

**Health and Hygiene**

- All pupils will be reminded regularly about how to keep themselves safe by using tissues if they need to sneeze, coughing into a tissue or their elbow and then putting tissues in the bin and immediately washing their hands or use hand sanitizer. (catch it, bin it, kill it)
- All pupils must tell a grown up if they are feeling poorly, especially if they have any symptoms of coronavirus.
- No pupil must cough or spit at anyone within the school community. This will be treated as a physical assault.

**Lunchtimes**

The same rules and expectations apply at lunchtime.

To assist the Midday Supervisors in promoting and recognising good behaviour at lunchtimes we have developed the Values Award Scheme. This involves the presentation of stickers in the Celebration Worship every Friday to children who demonstrate our Living Values through their behaviour at lunchtime or around school.

**Outside of School**

In line with the Education and Inspections Act 2006, the same sanctions will apply outside the school gates for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school;

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

We investigate incidents of misbehaviour thoroughly. We treat all children fairly, following the consequences logically, and take account of individual children's needs acting in accordance with our Equality Policy. We identify vulnerable children in advance and use SEND processes to identify barriers that may make it difficult for them to follow and understand particular school rules. We plan how to overcome these barriers working with all staff and the parents of the child.

## **Exclusions**

### **Internal exclusions**

When a child repeatedly disrupts the learning and teaching in their classroom, having been given warnings and the consequences, they may be given an internal suspension. This is where the child will be removed to a another member of staff or the head teacher, away from their peers, and work for a fixed period of time. This could include missing break or lunchtime play, or any special activity that their class teacher may have arranged.

### **Formal fixed-term and permanent exclusions**

At Longney C of E Primary Academy we believe that teachers have the right to teach and that children have the right to learn. If a child seriously breaches the behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others, the head teacher may take the decision to put in place a suspension for a fixed period. If this decision is taken, work may be set for the pupil to complete at home. Following suspension, if appropriate, an individual Behaviour Management Plan or a Pastoral Support Plan (PSP) may be drawn up for the pupil. The pupil may also be referred to the school counsellor or advice sought from another outside agency. For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process of permanent exclusion.

Further DCFS guidance on fixed and permanent exclusion can be found on [www.teachernet.gov.uk](http://www.teachernet.gov.uk).

### **Raising Self-esteem**

At Longney C of E Primary Academy we realise the part that self-esteem plays in the child's health and well-being. The staff, therefore, undertake activities which enable children to recognise their successes in whatever part of the curriculum they occur. All contributions to the life of the class and school are recognised. Children are encouraged to take on responsibilities and to look after and consider the needs of younger children. The Year 6 children in particular are encouraged to undertake more responsibility by applying for jobs within the school environment

Children are encouraged to listen to and consider the views of others by taking part in Class Council sessions, Circle Time and Reflection time in Class Worship. The School Council and Collective Worship team aim to increase children's self-esteem and confidence by debate and action. They also assist in promoting positive behaviour, as well as encouraging mutual respect and concern for one another. The councils allow the children to begin to understand the process of democracy and gives them the opportunity to be involved in decisions about the future of Longney C of E Primary Academy and the wider community.

Year 6 pupils buddy with a pupil in Reception to help foster responsibility and care towards others. Through our Positive Playtime and Sports Leaders projects, Year 6 pupils organise activities at lunchtime which encourages teamwork, the ability to listen to the views of others, responsibility and organisational skills as well as providing a range of activities for younger pupils.

All children are in one of four houses, with team captains/ sports captains chosen annually from Year 6. Brothers and sisters are always placed in the same house. This reinforces the sense of 'family' and 'belonging'. Children are very loyal to their team and avidly count the team points before the ribbon is awarded and placed on the house Cup every half term. The gaining of team points is an important part of school life and provides excellent motivation to work hard and behave well.

### **The use of reasonable force to restrain pupils**

Staff at the school should only use physical contact with pupils in emergency situations. Those emergency situations are when a pupil has to be prevented from or stopped from continuing the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in any behaviour prejudiced to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Even in these cases, unless there is the possibility of injury, the member of staff should try to calm the situation by talking to the pupil as well as sending for the Headteacher. Other pupils should be moved from the area or classroom.

In attempting to calm the situation, the teacher should continue to talk to the pupil, try to get them to stop what they are doing, tell them what will happen if they do not stop. If a child is being restrained, the teacher should make it clear that this will stop as soon as it ceases to be necessary.

Every adult in the school has a right to defend themselves against attacks or in an emergency situation where injury might occur. Only the teaching staff and classroom support staff are authorised to restrain pupils in other situations. No authorised member of staff should take any action if they believe that this will put their own safety at risk.

## Appendix 1

### Sentence stems

1. You need to... (speak to me on the other side of the room/outside).
2. I need to see you... (following the agreed routine).
3. I expect... (to see your table immaculately tidy in the next two minutes).
4. I know you will... (help Kyra clean the pen off her face).
5. Thank you for... (letting go of her hair, lets walk and talk).
6. I have heard what you said, now you must... (collect your things calmly and move to the thinking spot).
7. We will... (have a better day tomorrow)!

### Scripts

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic, and this will happen... If you choose not to do the work, then this will happen... I'll leave you to make the decision.
2. Do you remember yesterday when you helped me tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
3. I don't like your behaviour. Your behaviour is disrupting, damaging and dangerous. I don't like your behaviour, but I believe you can be a success.
4. I am not leaving; I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Darrell, its not like you to... (kick doors, shout out etc.)

### Cards prompts for restorative meetings

1. What happened?	2. What were you thinking at the time?	3. What have you thought since?	4. How did this make people feel?
5. Who has been affected?	6. How have they been affected?	7. What should we do to put things right?	8. How can we do things differently in the future?

## **Appendix 2**

### **Consequences of disruptive or disrespectful behaviour:**

If a pupil displays disruptive behaviour that interrupts the learning of their peers or is disrespectful to staff, the following consequences will be put in place following a verbal warning:

- 5 minutes in another class
- Work that is not finished due to disruptive behaviour will be completed at break or lunch time
- If behaviour continues, further time out in another class until a member of class collects the pupil and speaks to them about their choice of behaviour.
- Pupil may miss part of break time or lunchtime.
- Pupil may be excluded from an activity such as representing the school at a sports match.

Parents will be contacted: if there is to disrespectful behaviour to an adult; poor language choices to peers or adult; physical harm to another pupil or adult. This may result in a suspension.