



Laughton Community Primary School

Inspiring Learning for Life

Behaviour and Discipline Policy

I 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 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. This 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. An engaging curriculum plays a strong role in behaviour management. Teachers will establish routines and set clear boundaries for pupils, both within the classroom and the whole school environment and have high expectations

1.2 The aim of our Behaviour Policy is to encourage the pupils to follow the Golden Rules. (Appendix A)

1.3 We treat all children fairly and apply this behaviour policy in a consistent way, although we adapt the policy and use additional strategies to help pupils who may have particular behaviour issues.

1.4 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.5 We are a telling school; we can only act upon issues that we are aware of.

2 Rewards and Sanctions

2.1 We praise and reward children for **good behaviour** in a variety of ways:

- Verbal praise
- As a collaborative reward, teachers give groups or classes Class Points (marbles) and a trophy is awarded to the class who has improved the most during that week. A full marble jar equates to a class reward.
- Pupils are given individual Pupil Points for good behaviour or good work. These are recorded and a badge and certificate are awarded in assembly for every 100 collected. The names of pupils achieving these awards are also included in the school newsletter.
- Across the whole school, thirty minutes Golden Time will be allotted each week, for each child, when children can pursue various planned pre-chosen activities (time will be deducted for individuals who have misbehaved during the week –see sanctions)
- Star of the day / Star of the week are used in some classes as an additional award.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school and these may be celebrated in class or assembly.

2.3 We use classroom management techniques to help pupils follow the Golden Rules. The school also employs sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- 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. A red emergency card is available in every class so additional adults can be notified if teachers need assistance.

- Following a warning for breaking the Golden Rules, pupils will lose minutes from their Golden Time. (see Golden Time guidelines for further information). If a child continues to behave inappropriately they may be sent to another class, taken to the Head Teacher or kept in at breaktime etc.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the issue is investigated and dealt with in line with the school policy. The headteacher keeps a school behaviour log of any incidents that are referred to SLT. 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.

2.4 The class teacher discusses the Golden Rules with each class. 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 during 'circle time'. Teachers will also address behaviour issues as part of their planned teaching in PSHEe and staff will also address specific issues in assembly.

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Parents will be informed if their child is involved in a bullying incident. (Please see Anti bullying Policy)

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Document "The Use of Force to Restrain" Ref – DFE-00295-2013. They would only intervene physically to restrain children or to prevent injury to a child, 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. Some specific staff are trained in positive handling and are called to deal with more serious incidents.

2.7 Responses to unsatisfactory progress and behaviour include;

All staff

- **Communication** quiet word that the behaviour is out of character and disappointing. Targets set with the student and praise offered when they have achieved them – Golden time warning given
- **Repeat of Unsatisfactory Work** – discussions with student and a period of playtime used to redo/complete work, contact home if necessary
- **Consistent disruption in class**- removal of student from the classroom to another class when their behaviour is preventing or disrupting the learning of others. A reflection sheet will be given for the child to complete and a copy sent home.
- **Lunchtime behaviour incident**- time spent with SLT and a reflection sheet will be given for the child to complete and a copy sent home.
- **Appointment with parents/ carers**- to discuss behaviour for learning and set targets for future behaviour and achievement.

The Senior Leadership team

- **Informal Exclusion**- special arrangements for the student to be given an individual programme of work to be completed in isolation, and to be separated from their peers at lunch and playtimes. This will be supervised by an allocated member of staff and be recorded on child's records. Parents informed.
- **External Exclusion, fixed period**- Return to school will be via a reintegration interview with a member of SLT. An appropriate contract will be agreed and signed by all parties. Work will be provided whilst the student is excluded.
- **Permanent Exclusion**- recommended by Headteacher and ratified by a formal meeting of a board of governors.

3 The role of the class teacher and support staff

3.1 It is the responsibility of the class teacher and all adults to ensure the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Matters are dealt with on an individual basis with pupils. At times it may be appropriate to discuss behaviour issues as a whole-class 'circle'

time session. It is also the responsibility of the class teacher to use the rewards and sanctions outlined in this policy. All school staff can give out rewards and sanctions as long as they follow the school policies.

3.2 The class teachers and all adults in our school have high expectations of the children including behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher and all adults treat each child fairly. The teacher and all adults treat all children in their class with respect and understanding. This behaviour is also modelled in the way adults treat each other in and around the school.

3.4 If a child misbehaves repeatedly in class and are frequently moved to another class then a record will be kept in the school behaviour log. 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 senior staff.

3.5 The class teacher liaises with external agencies (EG ESBAS – East Sussex Behaviour and Attendance Service), as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with agencies in liaison with the Head Teacher or Inclusion Manager and parents. It may be necessary to implement alternative and additional behaviour programmes with individual children; for example, some children might require visual representations to support their behaviour. All additional programmes must comply with school policy.

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 (in HT absence Deputy Head)

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 the 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 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. The Chair of Governors is notified of these actions.

4.5 The Headteacher is responsible for ensuring Anti-Bullying week is celebrated to raise awareness with staff, parents and pupils.

5 The Role of Parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the Golden Rules in the school prospectus, and we expect parents to read and sign these and support them. We expect parents to support their child's learning, 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 immediately if we have concerns about their child's welfare or behaviour. All new parents are asked to sign the Home School Agreement.

5.3 If the school has to use reasonable sanctions to punish a child, 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 these discussions cannot

resolve the problem, a formal grievance or appeal process can be implemented (see Concerns and Complaints policy).

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 carrying out these guidelines.

6.2 The headteacher 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 headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the headteacher excludes a pupil, 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 governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

7.5 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.

7.6 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 LEA, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8 Monitoring

8.1 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.

8.2 The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

8.3 It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

9 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 receives recommendations on how the policy might be improved.

Signed:

Date: April 2017

Date of next review: April 2018