



Laughton Community Primary School

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. 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. All staff will talk about behaviour using the current terminology underpinned by the therapeutic approach to support behaviour- pro-social, unsocial and anti-social.

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

1.5 Our staff, children, parent/carers and governors work together collaboratively, to support each other positively. Understanding other people's opinions, views and behaviours is essential and this mutual understanding respect is developed, learned and taught through a Thrive therapeutic approach, supported by both the PACE and VRF models (appendix 1 – PACE, appendix 2- VRFs)

1.6 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 pro-social and expected 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 awarded Pupil Points to reward individual achievements linked to our school values and Golden Rules. These are recorded using the class system 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.
- In each class, Golden Time will be allotted each week, for each child, when children can pursue various activities on offer within the classroom (time will be deducted for individuals who have misbehaved during the week –see sanctions).
- Star of the day / Star of the week rewards 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. A red emergency card is available in every class so additional adults can be notified if teachers need assistance
- Following a warning system for breaking the Golden Rules, including a verbal warning, pupils will lose minutes from their Golden Time. (See Golden Time guidelines for further information). If a child continues to behave inappropriately the Executive Head Teacher/ Head of School will be contacted to support with the situation.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident on My Concern and the issue is investigated and dealt with in line with the school policy. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers 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 expected, pro-social 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 Life Skills 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 address the problem. 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/carers will be informed if their child is involved in a bullying incident and concerns raised will be monitored through My Concern. (Please see Anti bullying Policy)

2.6 When children's behaviour becomes unmanageable or dangerous the EHT/H of S must be called for immediately. We strongly advise that staff resist using restraint and endeavour to keep the situation calm. Reasonable force may only be used in extreme circumstances and an Authority incident form filled in immediately after reporting the incident. Written eye witness accounts will be collated to verify the incident afterwards.

Staff follow the draft guidance set out in Section 550A of the Education Act (1996) and subsequent guidance for the use of reasonable force to control or positively handle pupils. (See Local Authority Guidance).

Teachers should always attempt to deal with a situation through other strategies before using any positive handling strategies. Staff should also use the strategies outlined in the guidance when dealing with an incident.

This may only be used in the following situations:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline.

2.7 Responses to unsatisfactory progress and behaviour include;

All staff

- **Communication** a 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 when their behaviour is preventing or disrupting the learning of others.
- **Lunchtime behaviour incident**- time spent with SLT.
- **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 Executive 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 added to My Concern. 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 (E.G 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 Executive Headteacher (and in their absence Head of School)

4.1 It is the responsibility of the Executive 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 Executive 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 Executive Headteacher keeps records of all reported serious incidents of misbehavior through My Concern.

4.4 The Executive 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 Executive Head teacher may permanently exclude a child. The Chair of Governors is notified of these actions.

4.5 The Executive 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 Executive Headteacher or Head of School. 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 Executive Headteacher in carrying out these guidelines.

6.2 The Executive Headteacher and Head of School have 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 Executive Headteacher must take this into account when making decisions about matters of behaviour.

7 Screening and Searching

7.1 Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated, the Headteacher or a member of the Leadership should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for weapons, knives, alcohol, cigarettes, illegal drugs and stolen items (the Government intends to add to this list). If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'. Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.

8 Power to Use Reasonable Force

8.1 The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should make themselves familiar with DFE guidance 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' as well as the school's Policy for the Use of Reasonable Force.

9 Fixed-term and permanent exclusions

9.1 Only the Executive Headteacher (or the Head of School) has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one

school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

9.2 If the Executive 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.

9.3 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

9.4 The governing body has a discipline committee, that meets as required, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

9.5 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.

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

10 Monitoring

10.1 The Executive Headteacher and Head of School 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, makes recommendations for further improvements.

10.2 The Executive Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

10.3 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.

11 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.

Appendix I

PACE

Playfulness

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if you were telling a story, shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light.

It does not mean you do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom.

Acceptance

Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means you and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me",

“I’m stupid”, “I’m bad”, “you hate me”) it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them using curiosity and empathy.

Accepting the child or young person’s feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child’s viewpoint, but for true acceptance to take place, it is important that the child also knows you can see them beyond their behaviour. When a child is very challenging, on a daily basis, this can be hard to do. Try to build in times with colleagues in which you can reflect on the child beyond their behaviour as well as expressing your own feelings about the challenges.

Curiosity

It’s important to be curious about the child’s thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. Don’t feel afraid to share your curiosity with the child by wondering, not telling them. Try to avoid asking “Why?”. Instead you might ask: “Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas.” or “What do you think was going on?”, “What do you think that was about?” or “I wonder what...?” Try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows your interest in understanding it and accepting the feelings that were involved.

Empathy

When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels. Understanding and expressing your own feelings about the child’s experience can often be more effective than reassurance. For example, if a child says “You don’t care”, you can respond by saying “That must be really hard for you. I feel sad that you experience me as not caring”

Acceptance and empathy are your Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal.

Appendix 2

The Vital Relational Functions (VRFs)

In all interactions with pupils, staff endeavour to use the VRFs outlined in the Thrive Approach. These are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child’s emotional, social and neurological development. They are:

- Attunement – demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.
- Validation – demonstrating that their feelings are real and justified.
- Containment – Offering their feelings back to them, named and in small pieces.
- Soothing – Soothing and calming their distress repeatedly.
- Regulation – Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by the adult who is working closely and regularly with the child, is a significant contributing factor to the child’s developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under-recognised and under-used resource so, by using Thrive, this relationship is enhanced. It can help a child get ready to learn and enhance their learning, build positive relationships between a child and their peers and it can improve attainment.

Signed:

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