



## Behaviour and Discipline Policy

Children thrive and learn most effectively if they are in an environment in which they feel safe and secure. They need to have high self-esteem and should fully understand the importance of self-discipline, self-respect and respect for others. Children are still learning these values and may occasionally fail to behave in the way expected of them. The role of all staff in school, in partnership with parents and carers, is to support the children in understanding the expected norms of behaviour and taking responsibility for their actions, both positive and negative.

### **1 Aims and objectives**

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'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.

1.2 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.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

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

1.5 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.

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

1.7 We recognise that rewards (or positive reinforcements) are likely to encourage children to repeat the desired behaviour. Rewards should



outweigh sanctions - as sanctions set the limits of acceptable behaviour and do not promote positive behaviour.

## **2 Rewards and punishments**

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

- All staff congratulate and praise children.
- Teachers and teaching assistants give children Teds and stickers.
- The Ted reward is cumulative. Each Ted cycle begins in the September of each academic year and continues until July of the same academic year.

A Bronze Ted is awarded when a child has earned 20 Teds.

A child can be awarded a maximum of 3 Bronze Teds.

A Silver Ted is awarded once a child has earned 3 Bronze Teds plus 20 Teds.

A child can be awarded a maximum of 3 Silver Teds.

A Gold Ted is awarded once a child has earned 3 Silver Teds plus 20 Teds.

Parents are invited to our Friday Assembly when their child is presented with Bronze, Silver or Gold Teds.

- All classrooms have a Leconfield School Values area. Here the school values are displayed and promoted and Teds earned by children are recorded. A standard format for recording Teds is in place across the whole school.
- 'Buttons of Joy' can be awarded by any member of school staff to children who do something to show they are upholding the school values of Respect, Honesty and Kindness. A whole class treat can be earned by accumulating Buttons of Joy.
- Certificates are awarded to children during our Friday Assembly to celebrate effort, attitude, kindness, achievement and progress. Parents are welcome to attend this assembly and are informed in advance if their child is receiving a certificate or Teddy.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to support the Leconfield Primary School Code of Conduct and to ensure a safe and positive learning environment. We expect children to listen carefully, follow instructions and try their best at all times. We employ each sanction consistently and appropriately to each individual situation.



- If a child disrupts learning a verbal warning is given.
- If disruptive behaviour continues the child's name is placed on the board.
- If a child's name is on the board 3 times during one session the child will miss some of their playtime.
- If the disruptive behaviour continues during the same session the Senior Management Team are informed and the child may be asked to work in an alternative location in school.
- If a child regularly disrupts learning or is on the board 3 times during one session on 3 or more occasions in a half term parents are informed.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down and is able to work sensibly again with others.
- 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.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the Senior Management Team is informed. Sanctions including the loss of playtime may be used. 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.
- If a child's behaviour is a major cause for concern or severely disrupts learning an Individual Behaviour Plan will be used to support the child. In the Behaviour Plan behaviour targets, sanctions, rewards and support will be identified as appropriate. Also, support from external agencies such as Behaviour Support and Educational Psychology may be utilised. The child's parents are regularly invited to discuss their child's Individual Behaviour Plan and are informed about their child's progress. Individual Behaviour Plans are discussed with the child. Class teachers may be asked to keep a log of behaviour using either a Behaviour Log Timetable or an ABC Chart.

2.4 The class teacher discusses the Leconfield Primary School Code of Conduct 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.

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.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff may intervene physically to prevent children hurting/injuring another person or themselves. The actions that we take are in line with government guidelines on the restraint of children.

### ***3 The role of the class teacher***

3.1 It is the responsibility of class teachers to ensure that the Leconfield Primary School Code of Conduct is enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 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.

3.3 The class teacher treats each child fairly, and enforces the Leconfield Primary School Code of Conduct consistently. The teachers treat all children in their classes with respect and understanding.

3.4 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 normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

3.5 The class teacher liaises with the Senior Management Team, SENCO and 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 education social worker or the Local Authority's behaviour support service.

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 head teacher**

4.1 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 policies and procedures are in place regarding the health, safety and welfare of all children in the school.

4.2 The head teacher, supported by the SLT, supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 The head teacher and SLT keep records of all reported serious incidents of misbehaviour.

4.4 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Headteacher follows the Statutory Guidance for Schools, Academies and Pupil Referral Units in England January 2015. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

#### **5 The role of parents**

5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

5.2 We expect parents to support their child's learning, and to cooperate 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.

5.3 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher then the headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### **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 adhering to these guidelines.



6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher 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 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 (DfE, January 2015). We refer to this guidance in any decision to exclude a child from school.

7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher 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 headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.3 If the headteacher excludes a child, s/he informs 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.

7.4 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.

7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

7.6 The governing body has a discipline committee which is made up of at least three members. This committee considers any exclusion appeals on behalf of the governors.

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

7.8 Following an exclusion the head teacher may invite the pupil and his parents or carers to a reintegration meeting at school.

7.9 Following a significant incident that may have led to withdrawal from the classroom the head teacher may invite the pupil and parents/carers to a reintegration meeting.



## **8 Drug- and alcohol-related incidents**

8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need 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.

8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse may be punished by a fixed-term exclusion. If the offence is repeated, the child may be permanently excluded, and the police and social services will be informed.

8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary 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 headteacher.

8.5 If the offence is repeated, the child may be permanently excluded.

8.6 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 may be permanently excluded from the school. The police and social services will also be informed.

## **9 Monitoring and review**

9.1 The headteacher 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.

9.2 The school keeps a variety of records concerning incidents of misbehaviour.

9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

9.5 The governing body reviews this policy in line with local and national developments. The governing body may, however, review the policy earlier than this if it receives recommendations on how the policy might be improved.

## 10 Review of the policy.

This policy was reviewed

Autumn 2008, September 2014, June 2014, September 2015, September 2018, September 2019

It will be reviewed again September 2020 or sooner if guidance or legislation changes.





## ANTI-BULLYING POLICY

(To be read in conjunction with Behaviour & Discipline Policy)

### **Rationale**

Everyone at Leconfield Primary has the right to feel welcome, secure and happy. Only if this is the case, will all members of the school community be able to achieve to their maximum potential. Bullying of any sorts prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in school.

### **Definitions of Bullying**

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

### **Actions to tackle Bullying**

Prevention is better than cure so at Leconfield we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying type behaviour.

The school is aware of e-safety and within the annual E-Safety event highlight the topic of Cyber bullying.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members.

A record will be kept of incidents. The Class teacher of the victim will be responsible for this and will record the incident on an appropriate form and be required to give a copy of report and the action taken to the Headteacher. Older pupils may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate coordinated action, all proven incidences of bullying should be reported to the Senior Management Team, Head or SENCo. If bullying includes racist abuse then it should be reported to the Headteacher to be recorded on a Racial Incident Form.



Upon discovery of an incident of bullying, we will discuss with the children the issues

appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time.

If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Work covered will also provide children with the opportunity to discuss difficult situations and this affects them. It will also give them practical strategies to understand and cope with their feelings.

Victims who are worried about openly discussing an incident when the aggressors are

present (eg taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying. Setting up a buddy system, or peer counselling possibly with pupils who already hold a position of responsibility, such as School Council members and 'Headers' can also be beneficial.

### **Parental Involvement**

The parents of bullies and their victims will be informed of an incident and the action that has been taken. They will be asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. A monitoring system may also be used, usually incorporating a reward for achieving desired behaviours.

Parents will work in partnership with the school to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help the problem to be solved, and will prolong the period a victim had to suffer. Whilst there is little history of bullying at Leconfield, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we will call on outside resources such as the Behaviour Support Service, to support our actions. This policy is seen as an integral part of our Behaviour Policy.



### **Review of the Policy**

This policy was reviewed; November 2015, September 2018, September 2019  
It will be reviewed again September 2020 or sooner if guidance or legislation changes.