



## Long Lawford Primary School

### Discipline and Behaviour for learning Policy

**Date of policy:** January 2012

**Date adopted by Governing Body:** January 18<sup>th</sup> 2012

**Reviewed and updated:** February 15<sup>th</sup> 2017

#### Statement of belief

At Long Lawford Primary School we aim to have the highest possible quality of teaching and learning to enable all children to achieve their full potential. Together we are an Achieve, Care, Enjoy School (ACE).

We believe that good behaviour and effective discipline are essential to the smooth running of our school. By all working together we can ensure that we are promoting a productive, happy, caring and secure learning environment. We also maintain that effective learning can only take place in a calm and orderly environment where there is mutual respect between all members of our school community.

As a learning community we promote a set of key values with all the children. Our key values are:

- To take pride in your school and community
- To do your BEST.
- To be honest.
- Respect yourself and others.
- To show good manners.
- To care for others.

It is in the context of our key values that this policy should be read. It should also be read in line with the Governing Body's written statement of behaviour principles.

Our policy is based upon the belief that consistency will ensure the success of this policy.

### **Development:**

This policy was updated in February 2017. Because we are always responding to the ever changing needs of our children, this policy will be reviewed every three years.

The purpose of the policy:

- To promote equal opportunities and ensure all children are treated fairly and consistently;
- To encourage the development of self-discipline;
- To establish clearly defined and agreed behaviour expectations;
- To have clear rewards and sanctions system;
- To establish good communication between everyone in our school community.

In drawing up this policy reference has been made to the following documents:

- **DfE Behaviour and Discipline in Schools. Guidance for head teachers and school staff 2016**
- **DfE Ensuring Good Behaviour in Schools. A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils 2011**
- **Getting the simple things right: Charlie Taylor's behaviour checklists**
- **Learning Behaviour - the report of the practitioners' group on school behaviour and discipline 2005.**
- **DfE Screening, searching and confiscation. Advice for head teachers, staff and governing bodies, 2014.**

### **Guidelines:**

Our procedures are consistent throughout the school and apply the principles of rewarding the positive but making it clear that negative behaviour is unacceptable. There will always be a consequence or sanction for negative behaviour. Our behaviour rewards and sanctions go in progressive stages.

### **The Positive; Rewards.**

- The teacher will give praise the reason why the learning or behaviour is good. (verbal praise);
- Children will stay on Green using our 'Good to be Green' system.

Good learning and behaviour is rewarded in our Star Awards Assembly on Friday which allows us to reflect and celebrate the week. Children are also given certificates at Awards assemblies in recognition of the merits they have earned for good learning and behaviour.

### The Negative; Sanctions

- A verbal warning from teacher;
- A move to yellow on 'Good to be Green' system
- In FS and KS 1 the child will then have a time out within the class
- In KS 2 the child will lose their break
- A move to red on 'Good to be Green' system
- FS and KS 1 the child will be sent to another class and given a time out and parents informed
- In KS 2 the child will be given a time out in another class, lose their breaks (am and lunch) and parents informed
- Next a member of Senior leadership team is sent for
- Time for reflection about actions;
- Ultimately a fixed term exclusion if all the above are unsuccessful.

Putting these guidelines into practice requires all adults to be consistent, firm and fair. This is how we put these sanctions into practice;

- A verbal warning from our teacher;  
*We always explain to the children that the negative behaviour is unacceptable and this warning is stage 1. We ask them not to do it again.*
- A move to Yellow on the Good to be Green system.  
*The Good to be Green board is a visual tool to illustrate to children that behaviour has rewards and consequences. It has three colour zones: red, yellow and green. All the children start in green zone each day and the aim is to stay there all day. If they demonstrate bad behaviour they move down a zone. If at any time they are in red zone they will be given a time out.*
- The Head Teacher or Deputy Head Teacher is sent for or child sent to.  
*The senior member(s) of staff will be firm and assertive and make it absolutely clear that they are on the final stage. They will be taken away. Spoken to about their actions and given time to reflect. When the child is calm and ready they may rejoin the group or be given an activity to do away from the classroom. In this instance spending time with a senior member of staff is not a treat.*
- Ultimately a fixed term exclusion if all of the above are unsuccessful.  
*If the child is not compliant and is demonstrating behaviour that is a danger to themselves or others and will not calm down after the 3 stages have been applied then a fixed term exclusion will be applied.*

*A decision to exclude is not taken lightly but it is important to send the message that bad behaviour is not tolerated in our school.*

## **Equal Opportunities**

All children's needs must be addressed irrespective of their social or cultural background. Behaviours of a sexist or racial nature will not be tolerated. However, there needs to be an acknowledgement of the individual, their level of social maturity or Special Education Need, and actions must reflect some degree of flexibility to successfully address the needs of all involved.

## **Bullying** (Please refer to the school's Anti-bullying Policy)

Bullying can be defined as an abuse of power by one or more people through repeated hurtful or aggressive behaviour with the intention to cause emotional or physical harm to another person.

It can be:

**Physical** - hitting, kicking, stealing or hiding belongings, sexual assault.

**Verbal** - name calling, insults, offensive or sexual remarks, threatening language.

**Relational** - social exclusion, spreading rumours or stories, graffiti, defacing property, displaying literature or materials of a racist, sexist or pornographic nature

**Indirect** - defacing property, displaying literature or materials of a racist, sexist or pornographic nature.

**Cyber bullying** - can include offensive or abusive text or Internet messages.

**Bullying** can be racist, homophobic or sexual in nature.

**Bullying**, in any form, will not be tolerated at our school. This includes any member of the school community (staff, students, parents or governors.) As a "listening and telling" school we are committed to the creation of positive and safe learning environments for all.

## **Management**

- The 5 School Rules must be well known to the staff, children and parents.
- The rules must be displayed around the school and referred to regularly.
- A climate where good behaviour is expected at all times, and where it is noticed, appreciated, and rewarded, by all adults in school is encouraged.
- Clear and consistent sanctions for rule breaking and persistent poor behaviour.

- Regular reminders to home of the rules, rewards and sanctions.

### **Organisation and Teaching Strategies**

- Within the classroom teachers and teaching assistants should make their behaviour standards and expectations clear. These expectations should be displayed in a prominent place.
- Teachers should feel secure in their right to teach without being interrupted by pupils behaving inappropriately. However their teaching should be well prepared and stimulating, delivered positively and with differentiation in mind.
- Bad behaviour will be dealt with promptly and appropriately, with it made clear that it is the behaviour that is being addressed, as opposed to the child.

### **Special Needs**

It is inevitable that some children will find it more challenging than others to conform to a behaviour code, therefore some children may have a more personalised support plan (Pastoral Support Plan). This will be created in consultation with the SENDco Mrs Louise Jones or Specialist Teacher Service. Such difficulties may be long or short term, but equally need to be monitored and dealt with consistently and appropriately.

### **Recording and Assessment**

Good behaviour on a daily basis should be valued and praised. Consistently good behaviour should be reflected in the child's end of year report.

### **Rules**

Our 5 school rules have been drawn up by the school council and should be on display in every classroom and around the school site. In addition to this staff may agree on rules for their individual classes and display accordingly.

These 5 School Rules should be fairly and consistently implemented across the school:

1. Be kind and helpful to everyone
2. Listen well
3. Always remember our manners

4. Speak nicely to children and adults
5. Look after our school both inside and outside

## **Exclusion**

Where there has been a serious breach or breaches of the school behaviour policy the Head teacher or Deputy head teachers are sent for. An exclusion can be issued.

In severe cases if fixed term exclusions do not resolve the issues a permanent exclusion can be enforced.

Only the Head teacher or Deputy Head teachers, in their absence, have the power to permanently exclude a pupil from school immediately in exceptional circumstances such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse
- Supplying an illegal drug
- Carrying an offensive weapon.

If the Head teacher or Deputy head teachers exclude a pupil, the school informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school ensures that the letter outlining the reasons for exclusion informs the parents how to make any such appeal.

## **Restraint**

All members of staff have a legal power to use reasonable force. Reasonable adjustments will be made for children with disabilities and special educational needs. Most staff are trained in using 'Team Teach' techniques. De-escalation is the first strategy and handling children is a last resort. Restraint of children is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. Where children have been handled a form is completed and countersigned. The use of restraint may lead to bruising of the child.

Children who demonstrate behaviour that requires or may require restraint will have a risk assessment completed for their behaviour. This risk assessment will then be used to formulate a personal handling plan (PHP). The arrangements in

this plan will be shared with parents and other agencies that may be involved with the child.

### **Screening, searching and confiscation**

Any teacher can search a pupil for any item banned under the school rules, if the pupil agrees. Teachers need to be aware that a child's ability to give consent will depend upon their age and other factors. To gain consent it is enough for the teacher to ask the pupil to turn out their pockets or if they can look in their bag or drawer and for the pupil to agree.

If a pupil refuses the teacher should follow the behaviour policy and apply an appropriate sanction. Ultimately the school reserves the right to withhold entry to the school if a pupil refuses to comply with such a request.

The Head teacher, deputy head teachers and SLT have a statutory power to search pupils or their possessions, without consent, where they suspect a pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause injury to, or damage to the property of, any person (including the pupil).

In deciding whether to carry out such a search the head teacher, deputy heads or SLT should have reasonable grounds for suspecting a pupil has an item from the list above. For example the pupil or pupils may have been overheard talking about such items or may be behaving suspiciously.

In conducting the search the head teacher, deputy head teachers or SLT should ensure that it takes place on school premises or in the case of a trip where the member of staff has lawful or charge of the pupil.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

At Long Lawford Primary School, along with the list above we deem banned items to be:

- Matches or lighters
- medicines (without authorisation)
- mobile phones (without permission)
- game consoles

When a child is searched the teacher must be the same sex as the pupil being searched and another teacher must be present as a witness.

### **Home/ School Agreement**

All parents are expected to read and sign our 'Home/ School Agreement' which supports the ethos of the school.

Behaviour which is deemed unacceptable at Long Lawford Primary School

- preventing others from working and from the lesson proceeding
- defacing own or another child's work
- verbal abuse, answering back and rudeness to adults and peers
- fighting and threatening behaviour both in and out of the classroom
- damage to school or personal property
- physical abuse of another child or adult in school
- Racial abuse of another child or adult in school

### **How Parents can help at home:**

- You could try using the same rewards and sanctions principles as we do at school;
- Always be consistent and follow through what you say with definite actions;
- At school we work on the principle that as adults we are in control and not the children. Children feel secure with clear boundaries;
- Communicate with school if there are any issues at home which may affect children's behaviour in school.

### **Other things we do as a school**

- One of the main things that worry children or constitute negative behaviour is unpleasantness to other children. As a school we have clear stages the children can go through if they are experiencing unpleasant behaviour;
- We offer Nurture and counselling to support children experiencing social and emotional difficulties.
- We liaise very closely with outside agencies such as the language and behaviour support service, educational psychologists and the school nurse;
- We have a clear home school agreement we expect all parents and carers to sign.

We are also working hard on giving children an opportunity to be responsible and accountable for decisions they make in regards to behaviour.

