

Leominster Primary School

Behaviour and Discipline Policy Statement Of Behaviour Principles



CORE PROFESSIONAL PURPOSE

To invest together in a happy and safe community, creating a calm, purposeful learning environment that motivates and challenges everyone. To provide good role models and develop citizens who have a strong sense of right and wrong. Supporting pupils to develop effective behavior in order to achieve high standards and reach their potential.

CORE PRINCIPLES

Every member of our school community

- Values and respects themselves and each other
- Works co-operatively and wants the best for everyone
- Plays their own unique part
- Actively learns for life
- Celebrates success and achievement:
 - To encourage a calm, purposeful, safe and happy atmosphere and environment
 - To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour
 - To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
 - To have a consistent approach to behaviour expectations throughout the school, understood by all members of the school community
 - To establish clear boundaries of appropriate and acceptable behaviour and to ensure effective health and safety for all
 - To ensure everyone is clear on what is considered unacceptable behaviour and is aware of the sanctions that will be applied
 - To ensure all children reach their learning potential by developing effective learning behaviour

- To provide guidance for all members of the school community

PARTNERSHIP WITH PARENTS

We believe that parents are children's first and most important teachers and role models. Building a strong partnership with parents is crucial to the success of our behaviour policy. It is important that parents and staff work in partnership, sharing clear expectations and providing a consistent framework in which children develop caring, responsible and self-disciplined behaviour.

We believe it is important that staff in school listen to the views of parents and carers.

We hold regular meetings and ensure behaviour policy is known to parents. Views are sought through meetings, questionnaires and surveys.

We employ a Family Support Officer who works closely with parents to support them with strategies and signposts appropriate agencies.

All parents sign a Home School Agreement when their child is admitted to the school. Parents are informed of incidents involving their child.

CURRICULUM

The curriculum on offer plays a crucial part in developing effective behaviour for learning. As a school, we believe that we have a responsibility to prepare our pupils for life beyond school.

We work hard to encourage curriculum access for all pupils.

We include PSED (Personal, Social, and Emotional Aspects of Learning) in our regular curriculum in all areas.

We provide engaging, well planned differentiated lessons. Children are encouraged to see mistakes as a learning opportunity.

We teach RE and include aspects of SMSC (Spiritual, Moral, Social and Cultural) education in our lessons, assemblies, extracurricular and enrichment activities.

WHOLE SCHOOL BEHAVIOUR MANAGEMENT SYSTEM

A positive approach underlies the whole school behaviour management strategy. The approach is explained to all pupils and there are detailed guidelines for all staff to ensure a consistency of approach.

Every class has two 'visuals' for recording behaviour (an individual format and a whole class format).

The individual format records up to 30 stickers for each pupil. Pupils receive a star sticker when they have behaved well (e.g. really good sitting and listening, effort with work). When a child receives 30 stickers they can choose a prize from the learning mentor as recognition of their positive behaviour.

The whole class visual is for targeting whole class issues such as transitions between activities. When the visual is completed it leads to a whole class reward e.g. 30 minutes choosing time.

SANCTIONS

Alongside this positive strategy runs a sanctions strategy. Sanctions would be given for any behaviour which is detrimental to the learning of the individual or others in the class, for example, inappropriate talking, distracting, shouting out etc. Each class will display the agreed phase rules and warnings and 'steps' are all recorded on a Behaviour Chart. These are collected in on a Friday and monitored by the Deputy / Assistant Head teacher for the phase. Concerns arising from this are discussed with the Learning Mentor who will work with the class teacher, Deputy Head and SENCO to develop an individual behaviour

support plan for the child. Class teachers or Assistant Heads will contact the parents to work in partnership to support the child.

OUR SCHOOL RULES

We have rules to make our school a happy and safe place for everyone. We display these rules around the school and in the school prospectus to ensure all pupils, parents and visitors are aware of them

These rules have been formulated with the children and are revised annually and with the school council.

WHOLE SCHOOL RULES

- Always do your best and be ready to learn
- Respect yourself and others
- Be polite and use good manners
- Take care of our environment
- Be safe and sensible in your play
- Never hurt anyone with words or actions
- Move around the school quietly and considerately
- Make sure your teacher always knows where you are
- Follow the school uniform policy
- Never bring expensive or dangerous things to school

KS2 Classroom Rules

- 1 Respect everyone and everything
- 2 Listen attentively
- 3 Put your hand up when answering questions
- 4 Follow instructions carefully
- 5 Always try your best

KS1 AND EARLY YEARS - Classroom Rules

- 1 Be polite, kind and friendly.
- 2 Be a good listener.
- 3 Remember to use your classroom voice.
- 4 Do as adults ask straight away.
- 5 Care for our classroom and each other.

IN ADDITION THE FOLLOWING RULES HAVE BEEN AGREED

- Leave phones, expensive items in the office
- Do not ride bikes/scooters in the playground
- No jewellery except watches and stud earrings
- Leave sweets, money, toys at home unless your teacher has given you special permission
- Keep to the left on the stairs
- Do not touch property belonging to others

CONDUCT AROUND THE SCHOOL

We expect children to conduct themselves calmly and sensibly around the school.

Sanctions

Poor conduct around the school will be sanctioned. Individuals or groups will miss a morning playtime or 15 minutes off their lunchtime. The decision will be taken by the Assistant Head if the behaviour is such that it warrants a longer sanction.

<u>Rewards that may be received</u>	<u>Sanctions that may be expected</u>
<ul style="list-style-type: none">-Praise-Individual star charts and prizes-Well done notes-A variety of stickers-Class reward times e.g. choosing time, extra playtime.- House points-Helping in another class-Special responsibilities	<ul style="list-style-type: none">-Steps on behaviour management system-Time out/thinking time-Sent to a member of the SLT-Letters home/parents meeting-Loss of playtime or privileges-Time out of class or playground-Bills to pay for damage-Jobs/community service-Confiscation of items

EXCLUSIONS

Exclusions may be fixed, permanent or lunchtime. In addition the school will carry out internal exclusions where a child may not be taught within his/her class for a day or more. A serious breach of the behaviour policy may lead to a permanent exclusion. A serious breach may include any of the behaviours listed below. The list is not exhaustive, but indicative of the type of behaviour that is not acceptable. (cross reference: Exclusions procedures/policy)

Behaviour that warrants exclusion

- Behaviour that compromises the safety of pupils, themselves, visitors or staff
- Persistent bullying
- Persistent racism
- Persistent challenging of school rules
- Physical assault on an adult or child
- Verbal assault on an adult or child
- Willful damage to property
- Sexual misconduct
- Drug or alcohol related incidents
- Theft
- Persistent disruptive behaviour
- Repeated failure to follow adult instructions

The type of sanction or exclusion will be based on the individual circumstances. At the discretion of the Head teacher, an Internal Exclusion may be deemed preferable.

CONDUCT BEYOND THE SCHOOL GATE

Children are expected to behave politely and sensibly both inside the school and outside in the vicinity of the school. Pride in the school and wearing their uniform must be encouraged. Children must be reminded that in the local community they are acting as ambassadors for the school.

Before any trip/visit pupils will be reminded about the code of conduct and expected behaviour. Children will walk in twos near the wall, ensuring they are polite and respectful to members of the public. They will never leave the group. On coaches, children will be expected to wear seatbelts, use quiet voices, refrain from eating, remain seated until told and ensure there is not any litter left when they leave.

The school is aware that its safeguarding responsibilities include supporting pupils with behaviour outside the school gate.

The school reserves the right to sanction pupils for poor conduct outside the school. In all circumstances

the Head teacher will also consider whether it is appropriate to notify the police. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should follow the safeguarding policy.

The school will always work with parents regarding incidents between pupils outside school, for example, children who have been fighting, stealing, damaging property, using social networking inappropriately. If we are informed of an incident outside school, parents will be called to discuss appropriate action and sanctions unless the school has been advised not to do so.

EQUALITY

We must promote tolerance and respect for all, foster this in our pupils and practice it ourselves.

The emphasis in our school must be on knowing each child as an individual. We must avoid making invalid assumptions about the characteristics and behaviour of groups of pupils.

We believe that discrimination is damaging to any individual and can lead to low self-esteem, serious under achievement and its possible consequent behaviour.

All staff should be knowledgeable and sensitive towards individual difference. They must be aware of the 'protected characteristics' as set out in the equality policy and of their duty to make reasonable adjustments.

The school should take every opportunity to celebrate the rich cultural diversity within the school

(Cross reference: Equality Policy)

CHILD PROTECTION AND SAFEGUARDING

All adults have a duty of care for and to promote the well-being of pupils in the school.

(Cross reference: Safeguarding & Child Protection Policy)

We understand our responsibility to ensure opportunities to increase self-awareness, self-esteem, assertiveness and decision making in children. We acknowledge the need to give children strategies for making choices and making judgments about people, recognizing and expressing their own feelings and dealing with threatening situations.

(Cross reference: SRE and Drug Education Policy)

INDIVIDUAL SUPPORT

(Cross reference: Inclusion and SEN Policy)

Children may present emotional and behaviour difficulties for a number of reasons:-

- difficulties and frustration in learning
- speech, language and communication difficulties
- physical, mental, sensory impairment
- poor working memory, inability to remember instructions
- difficulties in family circumstances or home environment –

These pupil's problems are clearer and greater than sporadic naughtiness or moodiness. With the help of the Inclusion Team, these pupils will be supported through strategies developed in their IEP or an Individual Behaviour Plan. In addition children who just need short term support will be given

an Individual Behaviour Plan developed by the teachers with the support from the Learning Mentor.

WORKING AGAINST BULLYING

We have a comprehensive Anti-Bullying Policy.

WE BELIEVE THAT ALL PUPILS HAVE THE RIGHT TO LEARN IN A SUPPORTIVE, CARING AND SAFE ENVIRONMENT, WITHOUT FEAR OF BEING BULLIED. All schools have some pupils who have the potential to bully others. We will deal with allegations of bullying firmly, fairly and promptly. We will also promote the ethos of a 'telling' school, whereby every child feels safe to report incidents of this nature against themselves or others. (Cross reference: Anti-Bullying Policy)

WORKING AGAINST RACISM

Racist behaviour is unacceptable and will not be tolerated. It must be challenged for the same reasons as bullying. The Governing Body send an annual report to the Lado regarding any racist incidents. These are defined as

- Verbal abuse, racist name calling, insults, racist comments or jokes
- Verbal bullying and threats
- Ridiculing and stereotyping comments, based on culture, religion or ethnicity
- Ostracising and excluding from friendship groups
- Making racist comments on discussion or interaction -Refusing to work or sit next to a pupil -Inciting others to racist behaviour
- Racist graffiti
- Damage to property
- Wearing racist symbols (badges, National Front 'skinhead' culture dress -Showing or distributing racist leaflets, comics or other propaganda
- Attempting to recruit others to racist organisations
- Ridiculing of positive policies
- Physical violence
- Incidents where there was an element of religious hostility

Dealing with Racist Incidents

1. Every incident to be reported to the SLT and recorded in racist incident book held in the Deputy Heads office. The number of incidents will be reported termly to Governors and annually to the Local Authority.
2. The children involved should be brought together and be spoken to and the offender asked to explain why she/he had said or done this.
3. The offender will be asked to apologise to the victim.

4. The victim should be spoken to and reassured that everything was being done to prevent any further incidents.
5. The offender's parents will be contacted and plans to sanction and support the offender will be discussed.
6. Post incident the learning mentor will check with the victim, to ensure there has been no further incident.

ROLES AND RESPONSIBILITIES

We all want Leominster Primary School to be a safe and happy place. We can all make a difference.

ALL STAFF

- to create a calm, purposeful learning environment
 - to establish good relationships with children, parents and colleagues based on honesty, trust and respect.
 - to give clear guidance on what is expected in work and behaviour.
- to use the behaviour system consistently.
 - to give focused praise and encouragement.
- to apply rewards and sanctions consistently
- to be aware of pupils with individual plans and support their needs positively.
- to record incidents and log welfare concerns – promptly informing Learning Mentor, PSA, Welfare staff or CPDO as appropriate.
- to increase levels of supervision as necessary
 - to support other members of staff and understand that behaviour management is a team effort.
- to speak quietly and calmly to pupils
- to ensure supply teachers and visitors are aware of policy.

In addition the responsibilities of teachers are:

- to communicate progress and concerns to parents and to show respect for parents and their concerns.
 - to plan engaging lessons and create an appropriate learning environment.
- to structure the child's work and set achievable goals to ensure progress and raise self-esteem.
- to ensure appropriate seating, pupil groupings, location of resources, provision of support resources to promote co-operation and effective learning.
 - to liaise with appropriate agencies
 - to ensure they are aware of whole school and phase guidelines.
- to support supply teachers and share information and strategies with year group team.

GOVERNORS

- to appoint a Safeguarding Governor
- to be aware of school behaviour and discipline policies, rules and guidelines
- to display a statement of principles on the website
- To contribute to annual review of policy
- to monitor the implementation of this policy and standards of behaviour and pastoral care in the school
- to constitute exclusion and appeals panels
- to monitor incident books and exclusions.

CHILDREN

- to work to the best of their ability and to allow others to work to do the same
- to treat others with respect
- to come ready to learn with appropriate equipment and kit
- to conform to the instruction of school staff
- to co-operate with other children and with adults
- to keep out school a safe place for everyone

PARENTS/CARERS

- to make children aware of how to behave appropriately in all situations(e.g. teaching children table manners, importance of taking turns, saying please and thank you etc.) -
- to be good role models for their children
- to show an interest in all that their child does in school
- to make good relationships with the school and to support the school rules and expectations
- to ensure regular attendance and punctuality
- to show respect for all members of the school community
- to ask for advice if experiencing discipline problems at home or have concerns about school issues
- to attend any meetings arranged to discuss your child's behaviour

SCREENING, SEARCHING AND CONFISCATION

The Government advice document states: 'School staff can search a pupil for any item. If the pupil agrees or without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item – extent of the search is clothes, possessions, desks and lockers. Prohibited items are weapons, stolen items, fireworks, and any article that the member of staff reasonably suspects has been or is likely to be used to: commit an offence, to cause personal injury or to damage school property.'

The Governing Body have designated responsibility to Head and SLT (Assistant Heads) to carry out a search. Search would only be carried out in a private place, for example, the Head's office with two

members of staff present (one who is the same gender as the child, unless this is not possible).

School's general power as set out in section 91 of the Education Act 2006, enables a member of staff to confiscate retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so'.

The school will confiscate things that are too expensive, dangerous or anything that should not be in school. Chewing gum and sweets may be disposed of immediately, but other than that, items will be returned to the parent unless they are illegal. Letters will be sent to parents regarding any 'new craze' of toys that the school wishes to include in the list of banned items. Parents will immediately be called in any instance where a prohibited item is found on a child. The incident will also be referred to SLT and the safeguarding lead to determine whether any further action is necessary including referral to outside agencies such as police or social carer.

Banned items (not allowed in school)	Prohibited items (generally illegal for possession by children)
<p>Sweets and chewing gum</p> <p>Expensive or electronic items e.g. i-pads, i- pods, Nintendo etc.</p> <p>Inappropriate literature</p> <p>Toy weapons</p> <p>Jewellery and make-up</p> <p>Hard rubber balls</p>	<p>Weapons, stolen items, fireworks, candles and lighters.</p> <p>Tablets, medicine, drugs and alcohol</p> <p>Any article that could cause personal injury or damage to school property</p>

PHYSICAL RESTRAINT

Please refer to the Physical Restraint Policy

VISITING ADULTS

Supply teachers and volunteers will be inducted to understand the behaviour policy.

Procedures for dealing with incidents involving abusive or threatening behaviour from adults or visitors:-

- The person will be asked to leave or staff remove themselves from the site of threat
- Head, Deputy or member of the SLT will be called and the incident reported
- If there has been a serious verbal threat, physical threat or assault the police will be called
- An incident report will be completed by the member of staff involved and any witnesses.
- The Head teacher will follow up any actions, for example meeting with the adult, ban from site, LA involvement, police involvement, Social Care involvement etc.

ALLEGATIONS OF ABUSE AGAINST STAFF

The Governing Body will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Head teacher will draw on advice in the 'Dealing with Allegations of Abuse against Teachers and other Staff' guidance, when setting out the pastoral support school staff can expect to receive, if they are accused of misusing their powers.

MONITORING AND EVALUATION

The level and type of behaviour incidents are monitored by the Learning Mentor and SLT. This is reported

to the Safeguarding Governor and Governing Body.

REVIEW DATE June 2017

DATE OF NEXT REVIEW June 2018

Ratified by Governors on 11th July 2017