



# Behaviour and Discipline Policy

including Anti Bullying

**Amended Autumn 2018**

## Our School Vision

**'Walking together and learning together through life's adventure.'**

In our forward thinking Christian school we value and nurture all members of our school community and encourage everyone to reach their full potential. Offering a dynamic, challenging, and inspirational curriculum based on Christian values which stimulates curiosity, adventure and risk taking within a safe and secure environment; where children can achieve success today in order to prepare for tomorrow.

## Behaviour Policy

### **AIMS AND EXPECTATIONS:**

At Long Sutton C of E Primary we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have school promises and the staff do not ignore unacceptable behaviour. We have high expectations, believe in being good role models and reward pupils, encouraging and promoting positive behaviour. (See below)

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

### **ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR**

#### **The Headteacher will:**

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to *Governors*, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary

- Be aware of and understand his/her rights and responsibilities (see Appendix II)

The headteacher or a member of the SLT will be on playground duty during lunch break.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

**All Staff will:**

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Reward/praise positive behaviour
- Use the behaviour log when necessary
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Be aware of and understand their rights and responsibilities (see Appendix II)

**Pupils will:**

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of the environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

**Parents, Carers and Families will:**

- Support the school when reasonable sanctions to punish a child have been used

- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the head teacher and then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix II)

#### **The Governing Body will:**

- Support the school in the implementation of the policy
- Give advice, when necessary, to the head teacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

#### **Monitoring and Evaluating**

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of misbehaviour - class behaviour file/sanction book, head teachers records, behaviour logs for specific children, bullying and racist incident records.

### **Encouraging Good Behaviour in Positive Ways**

Good discipline is essential in school if children are to be happy, to feel secure and to benefit from their education. At Long Sutton we aim for children to develop responsible attitudes and self discipline. We expect children to learn to behave well in class and at play and to behave well for all adults working with them in school.

This policy explains what we expect from children, the ways in which we work to achieve this and the liaison needed between home and school so that children can succeed.

#### **Social and Emotional Learning**

Through our Worship, PSHE and the school ethos we focus on the social and emotional aspects of learning along side our focus on Christian values these underpin our behaviour management. Through our teaching we focus on developing the children's self-awareness, mindset, empathy, social skills and help them managing feelings.

## **Restorative Justice**

Mrs Reynolds, Mrs Brading and Mrs Wall are trained in Restorative Justice and all staff are trained to use this approach to deal with conflict. Pupils are aware of the processes involved. When discussing incidents that have occurred staff use the Restorative Justice key questions.

- What happened?
- What were people thinking?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

## **Prevention & strategies to reinforce understanding of Anti- bullying:**

- Anti bullying week
- Internet Safety Day
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying.
- Children participate in role play work in class as part of PSHE and SEAL
- Making use of curriculum opportunities to raise pupil awareness eg through RE, cross curricula themes, drama, story writing and literature
- A whole school reward system
- Good quality role models  
Adult modelling of appropriate response to a wide range of scenarios
- Children & parents have a good knowledge of the procedure/policy
- Children have a clear understanding of their rights & responsibilities
- E-safety frequently discussed and taught
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.

## **Rules or Promises**

We have some simple school promises that make clear the expectation of everyone; adults and children. The promises have been written by the children as a reminder of what they should do, in a form that can be easily remembered and understood. As well as having school rules that can be easily understood, we also give children the chance to air their views about school matters and to be involved in the decisions made, especially those made about play times. This is done in class and through our School Council. Our promises are shown below:

## School Promises

Always try our best  
Be polite and well mannered  
To be kind and caring  
Play together nicely and fairly  
Treat everyone and everything with respect  
To keep each other safe

All incidents of breaking the promises are dealt with by all staff through restorative discussions using the key questions.

## **ABC: Actions Bring Consequences (A Consistent Code of Conduct)**

### **Rewards**

We encourage good behaviour in a positive and constructive way. We feel that by highlighting and rewarding such behaviour, the children will be encouraged to adopt it - and most do! Children are praised in front of their peers, by their own teacher and by other staff.

We aim to help children adopt a positive attitude towards each other and to their work, to be helpful, polite and to feel proud of themselves for good behaviour.

### **ABC Code: Rewards:**

In addition to verbal and/or written praise, stickers/stars and displaying pupils' work etc. the following rewards are appropriate to pupils of all ages. It is expected that individual class reward systems will be subsumed within the ABC Code.

All members of staff keep an up-to-date record of all formal rewards which are issued to pupils.

<b>Actions</b>	<b>Bring</b>	<b>Consequences</b>
Consistent good work* 1) (within one week)		House Points or Golden Ticket, Class or whole school cup
Consistent improved work*1) (within one week)		House Points or Golden Ticket, Class or whole school cup, individual feedback to parents
Individual piece of good work		House Point, individual praise and feedback
Individual piece of improved work		House Point, visit the head, individual feedback to parents

Outstanding piece of work for that child (Pupil sent to HT)		Visit the head, Golden ticket, Class or whole school cup
Consistent outstanding effort for that pupil (within one week)		Visit the head, Golden ticket Class or whole school cup
Consistent outstanding work or effort for that pupil over half a term.		Post card sent home to parents.
Contribution to school community		House point, lunchtime certificate, Class or whole school cup, a behaviour ticket, promise post card
Acts of kindness, courtesy, politeness and helpfulness etc (1)		House Point, lunchtime certificates, a behaviour ticket, promise post card
Half termly house points collation to decide which house has achieved the reward		Reward is a non- uniform day for the house

1. Individual pupils who fail to meet expectations will be denied these rewards. House points cannot be taken away.

Any member of staff can suggest a child for a golden ticket, give house points, put a child forward for a behaviour certificate, send them to the head teacher for outstanding hard work or achievement or behaviour.

### **Golden Tickets:**

These are about the children's learning and can be given for:

- Trying really hard over time (a week for few days) in a special subject or overall
- Achieving something new
- Showing an improved growth mindset
- Using Learning Muscles effectively to improve their learning
- Producing improved or really good work (a personal best/improvement)

All children who get golden tickets will go to the head Teacher to share their achievement and be written in the Celebration Book. At Celebration Worship they will share their learning and come up for a sticker.

### **Behaviour Tickets:**

These are given for consistent good behavior, special acts of kindness or helpfulness. These are to reward children who are always doing the correct thing or who have improved their behavior. These children are invited to tea with the Head Teacher and also come up to the front of Celebration Worship to share this publically.

### **Promise Postcards:**

These are to be chosen by the class for children who keep the school promises. The children can nominate someone via the Promise box in the classroom, and the teacher chooses one. These are placed in a golden envelope and opened at Celebration Worship.

### **Postcards Home:**

These are for the children who always try their best or always do excellent work over a long period e.g. half a term. These will be sent home to parents at the end of each half term.

### **House Points:**

These are given to all children for trying hard, being kind polite, helpful or good work. The children will be given a token which will go towards the House total.

## Discipline Policy

Although most children at our school respond to praise and positive encouragement sometimes children find it difficult to behave appropriately. We have a clear framework of sanctions used consistently throughout the school.

### ABC Code: Sanctions

It is important to make clear that poor behaviour is unacceptable and will be dealt with appropriately. Rules of behaviour should be constructed in such a way as to ensure that pupils learn to expect fair and consistently applied consequences when merited. Such sanctions should be designed to promote good behaviour and should make apparent the distinction between serious and minor offences.

Occasional instances of inappropriate behaviour will be dealt with informally by staff talking to the pupil without recourse to the ABC code (e.g. running in school) or 'making the punishment fit the crime' (e.g. picking up litter if litter has been dropped). (\* = class teacher responsibility)

Stage	Actions	bring	Consequences	comments
1	Swinging on chair Interrupting/calling out Losing concentration Running inside the school building Being in the wrong place at the wrong time. Ignoring instructions Silly noises Pushing in line Using equipment disrespectfully Running on playrun or in & out of school		Quiet reminder  Non-verbal signals (e.g. Eye contact, pointing)  Change of seating	Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving.

2	<p>Persistent stage 1 behaviour  Rudeness  Affecting other pupil's learning  Inappropriate remark to other pupils  Minor challenge to authority Play fighting with contact  Arguing with an adult</p>		<ol style="list-style-type: none"> <li>1. Warning 1 (Yellow) (brief time out if appropriate e.g. on fence at playtime)</li> <li>2. Warning 2 (Orange)</li> <li>3. Lose appropriate time for age at break/ go to another class for an age appropriate amount of time.</li> </ol>	<p>Diversion techniques to be used.  Incidents to be recorded in class/ lunchtime sanction book  Weekly the headteacher checks the books and sees any child whose name appears regularly. If necessary speak to child - HT  If 4 warnings in a week or two speak to parents - CT  Note in book that this has been done.</p>
3	<p>Persistent disruption in class *  Persistent refusal to follow promises.</p>		<p>As above but also:</p> <ol style="list-style-type: none"> <li>1. Warning 3 (red) and sent to Head Teacher</li> <li>2. Lose appropriate time for age at break/lunch or work in Head Teachers office: HT</li> <li>3. Parents informed (spoken to or letter send or handed to parents)</li> </ol>	<p>The warnings are per day. Children start a fresh each day. Staff log warnings and these are monitored by HT. Log of all children sent to Head with 3 warnings kept.</p>
	<p>Verbal 'abuse' of pupils (first incident) *</p>		<ol style="list-style-type: none"> <li>1. Warning 1 or 2.</li> <li>2. Referral to class teacher/RJ with 'victim' at the time/Lose 10 mins. lunch play</li> </ol>	

	Physical 'abuse' of pupils /fighting (first incident) *		1. Warning 2 2. Referral to class teacher/RJ with 'victim' at the time/Lose all lunch play	
	Swearing, offensive language and other associated language (age dependent) (* if considered very serious or repeated)		1. Warning 2 2. Referral to HT and letter/phone call to parents 3. (*meeting with parents)	Discussion about appropriateness
	Repeated verbal or physical 'abuse' of pupils, bullying or any form of 'dangerous behaviour'. (* if considered very serious or regular)		1. Warning 3 2. Referral to HT 3. Speak to parents 4. *Fixed term exclusion	
	Verbal 'abuse' of staff  Very serious challenge to authority		1. Referral to HT 2. Internal exclusion or Fixed term exclusion 3. Speak to Parents 4. Meeting: HT	
	Physical 'abuse' of staff		1. Referral to HT 2. Parents Meeting: HT 3. (Fixed Term) Exclusion	
	Stealing or damage to property (first incident)		1. Warning 1/2	Discussions/SEAL/Social Stories

	Repeated stealing, damage to property or bringing a weapon into school		<ol style="list-style-type: none"> <li>1. Warning 3</li> <li>Referral to HT</li> <li>2. Parents Meeting</li> <li>3. Fixed term exclusion</li> </ol>	
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**Consequences for getting warnings:**

Warning 1 - noted down in class log, brief time out if appropriate e.g. on fence at playtime

Warning 2 - Lose appropriate time for age at break/ go to another class for an age appropriate amount of time.

Warning 3 - Sent to Head Teacher, lose appropriate time for age at break/lunch or work in Head Teachers office, parents contacted

The warning logs are monitored regularly by staff and the Head. If children are regularly getting 1 or 2 warnings parents will be contacted, initially by the class teacher to discuss this. If this continues the Head will contact the parent and meet with the parent and child.

The warning system starts from 0 warning for each child each day.  
All warnings are logged by staff.

**The Head Teacher may over-ride the warning system in particular circumstances, or if they feel the incident warrants it.**

## **'Individual Behaviour Logs' - pupils with recurring behaviour issues**

In certain circumstances there may be the need for a record of on going behaviour to be kept on an individual pupil by the class teacher. Parents will be informed if the class teacher feels that a child requires this monitoring and will liaise with the parents about the next steps that child needs to take in order to improve their behaviour. If after a period of monitoring there is still little or no improvement, further steps will be set in place with parental involvement. If this is unsuccessful after a reasonable period of implementation, the pupil will be discussed at the next consultation meeting.

In a very small number of cases, individual pupils may continue to use unacceptable behaviour despite a number of sanctions being imposed upon him/her. At this point an Individual Behaviour Support plan will be put in place and shared with all adults.

If there continue to be issues then the Head will request involvement from the Behaviour Support Team. This will usually involve a member of the team visiting the school and observing and/or working on a one to one basis with the pupil. Permission from the pupil's parents will be requested before this intervention.

### **School Behaviour Log**

The school keeps a behaviour log on of incidents that need following up. This log is kept in the Headteacher's office.

### **Exclusion**

If unacceptable incidents still occur, then the Headteacher has the authority to decide whether a fixed term or permanent exclusion is warranted. If the decision is made to exclude the pupil from the school, the Headteacher will seek advice from Pupil Services at County Hall and follow the advice given in the 'Guidance for Schools - Volume 3' manual.

Teachers should only ever restrain children if they believe:

- the child poses a potential risk to the teacher or other children, or
- the child poses a potential physical risk to him/herself and

should therefore be prevented from possibly hurting him/herself  
(See Physical Intervention Policy)

## **Bullying**

Bullying may be distinguished from other unacceptable forms of aggression in that it

- involves dominance of one pupil by another, or a group of others
- is pre-meditated
- usually forms a pattern of behaviour rather than an isolated incident

### **Long Sutton C of E Primary School's definition of bullying is:**

**Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.**

The staff at Long Sutton C of E Primary School endeavour to be alert to the signs of bullying and always act promptly and firmly against it if allegations of bullying are substantiated.

If staff are alerted to bullying taking place either by seeing signs within an individual or by being told by an individual, group or parent, the following course of action takes place:

- 1 The class teacher talks sensitively to both the victim and the aggressor(s) separately, listening to both sides of the story using Restorative Justice procedures. This should be done at a convenient time but as quickly as possible after being made aware of it. Notes of what each party says will be recorded and kept in the school's Incident Log.
- 2 If the allegations of bullying are substantiated, then the aggressor(s) should be sent to the Head who will deal in accordance with this policy's ABC code and inform the parents where

appropriate. Agreements will be between the children and will be written together and signed by them.

- 3 If the allegations of bullying cannot be proven and need further investigation then both the victim and the aggressor(s) should be sent to the Head who will then endeavour to investigate the matter further. If the allegations are found to be true then the matter will be dealt with as in 2) above. If following further investigation the matter can still not be resolved, then the Head will inform the class teacher and both will monitor the situation for a period of time. Parents will once again be informed.
- 4 If the allegations are found to be untrue then the class teacher will:
  - a. investigate further why the allegations were made as the child may have other problems or concerns which need to be sorted out.
  - b. inform the Head of the incident so that she/he is aware of it too.

If the incidents persist and are causing a health and safety issue then the Head Teacher could instigate exclusion procedures (see above)

Failure to respond to allegations of bullying may be interpreted as condoning the behaviour. As with bullying, any form of racial or sexual harassment is totally unacceptable at Long Sutton C of E Primary School and will be treated very seriously and dealt with firmly. If staff are made aware of any racial or prejudicial harassment then they follow the same course of action as for bullying.

### **Conclusion**

The success of the implementation of our policy is seen to be deeply rooted in the quality of the relationships we have in the school between children, staff and parents. We recognise that membership of our community confers duties, responsibilities and rights upon all of us who work together in the school. Restorative Justice procedures support our approach to maintaining positive behaviour and there is great emphasis placed on the schools reward system.

By following the guidance set out in this policy we can be consistent in our approach to discipline and behaviour and continue the promotion of all the good qualities we have at Long Sutton C of E Primary School.

### **Support for Children in Need (level 3 CLP)**

Children with special educational needs may need individual provision that may not be detailed in this policy. Children with such needs will have their own individual education plan or behaviour plan.

If a child's behaviour gives cause for serious concern, we can give additional support in school to help put this right. Many strategies are used in school to assess and manage behaviour such as ABC charts etc. If teachers and parents working together have not been able to solve a problem, the school can, but only with the agreement of parents, seek the assistance of others outside the school including educational psychologists, to help plan how to improve the situation.

### **Home School Partnership Agreement**

All parents have a right to expect good discipline in school and good standards of behaviour for the sake of the children. We know that consistency of expectations and consistency in putting our behaviour policy into practice is crucial. We believe that we will only be truly successful in achieving good behaviour in school, if we work in partnership with parents.

Therefore, we ask all parents and children **from Year 1- Year 6** to read our 'Behaviour Policy' and to sign our 'Home School Partnership Agreement' and return the copy to school. This shows they are in agreement to following this policy and agreement.

## APPENDIX - Rights and Responsibilities

### Staff

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches

### Pupils

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

## Parents/Carers

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To share concerns constructively