



Behaviour and Discipline Policy (including Anti-Bullying)

Agreed at FGB October 2022

Our school is an integral part of our village and everyone within this community is valued and nurtured as part of our school family and God's family. Christian teaching and values are at the heart of all we do, to ensure that we develop well-motivated, independent, happy children who aspire to achieve their best in all they do, respecting and valuing themselves and others.

'Love your neighbour as you love yourself' Matthew 22:39

Behaviour Policy

AIMS AND EXPECTATIONS

At Long Sutton C of E Primary School, we strive to provide a caring ethos where everyone in the school community feels loved, safe, confident, valued and respected by promoting an environment where everyone can live and work together in a supportive way to develop self-motivation, enabling them to be the best they can emotionally, socially and intellectually achieving all they want to in life.

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 and believe in being good role models who encourage and promote positive behaviour through individual feedback and praise.

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

We understand that all behaviour is a form of communication and we endeavour to support children to find more effective ways to communicate and support them to be positive about themselves.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Head Teacher 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)

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Head Teacher 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
- Give individual feedback to encourage positive behaviour
- Record concerns about behaviour, incidents that occur or changes in behaviour
- Ensure the pupils in their class know the class and school promises
- 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)

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Keep the school promises
- 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)
- 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 wellbeing
- Be aware of and understand their rights and responsibilities (see Appendix)

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 Teacher's 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 Primary School we aim for children to develop responsible attitudes, self-motivation and self-discipline whilst learning to love and respect all those around them. We expect children to learn to behave well in class and at play and to behave well for all adults working with them.

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, circle time and the school ethos we focus on the social and emotional aspects of learning through our Christian vision and values and this underpins our behaviour management. Through our teaching we focus on developing the children's self-awareness, self-value, mindset, empathy, social skills and help them with managing feelings.

Restorative Practice

Mrs Reynolds and Mrs Brading are trained in Restorative Justice and all staff are trained in the use of Restorative Practice to develop relationships and where necessary 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 Practice 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 Day
- 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 cyber-bullying
- Children participate in role-play work in class as part of PSHE
- Our focus on the core Christian values through Worship and the curriculum
- Making use of curriculum opportunities to raise pupil awareness, eg through RE, cross- curricular themes, drama, story-writing and literature
- Adult modelling of appropriate response to a wide range of scenarios
- Children and parents have a good knowledge of the procedure/policy
- Children have a clear understanding of their rights and responsibilities
- E-safety frequently discussed and taught
- Adults to deal with a situation, even if minor: talking to the children may prevent the situation from escalating
- Circle time

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, circle time and Well Being Ambassadors. Our promises are shown below:

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)

Supporting our vision and values

We encourage good behaviour in a positive and constructive way. We feel that by highlighting and giving individual feedback for such behaviour, the children will be encouraged to adopt it - and most do!

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 and to value themselves as a person. We believe that if you are able to love yourself, you will be able to love and respect others and be a positive part of a community. We believe that intrinsic rewards e.g. praise, feeling proud of yourself, others saying how you have achieved, result in improved self-motivation and self-esteem. This is backed up by research completed by Shirley Clarke.

We will give children personal feedback and praise and treat each one as an individual, celebrating their own achievements. This will encourage them to take pride in themselves, their work and community and develop their self-motivation and want to share these achievements with others.

Each class will encourage children to share what they are proud of through Wow boards, photos, sharing successes and work or discussions, modeling how to share successes and positive behaviour with each other.

Children will be encouraged to suggest others or themselves to share good behaviour or achievements with the Head Teacher, recognising these for themselves with teachers supporting them in this. Some success will be shared with parents by email, at the school gate or by photocopies of work being sent home.

Discipline Policy

Although most children at our school respond to positive encouragement and feedback, sometimes children find it difficult to behave appropriately. We have a clear framework of sanctions used consistently throughout the school. It is essential that boundaries are clear and consistent for all children.

Actions have consequences - 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).

We have a three warnings system as set out below:

Warning 1: an oral warning to stop doing something that is break a school promise, disrupting learning or against our school ethos. This may result in time out in class. This is noted in the class Behaviour Log.

Warning 2: If the child continues with the behaviour, then they will be sent for time out in another class, miss part of playtime or stand by the fence at playtime for suitable amount of time for their age. This is noted in the class Behaviour Log.

Warning 3: If the behaviour continues after the children has had time out, they are sent to the Head Teacher and have time out with them (this is dependent on age and action). Parents will be notified of this by letter at the end of the day.

The Behaviour Logs are monitored regularly by staff and the Head Teacher. If children are regularly getting one or two warnings parents will be contacted (initially by the class teacher) to discuss this. If this continues the Head Teacher will contact the parents and meet with the parents and child.

The warning system starts from zero warnings for each child each day.

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

At times a child may be given time out to remove them from the situation or enable them to have time to calm down (no warning may be given, it is up to the teacher's discretion).

Some children will need their own Emotional Support Plan to support their specific needs, this will be written in conjunction with the SENCO.

Stage	Actions	Consequences	Comments
1	Swinging on chair Interrupting/calling out Losing concentration Running inside the school building	1. Quiet reminder 2. Non-verbal signals (e.g. eye contact, pointing) 3. 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

Stage	Actions	Consequences	Comments
	Being in the wrong place at the wrong time Ignoring instructions Silly noises Pushing in line Using equipment disrespectfully Running on playrun or in and out of school		
2	Persistent Stage 1 behaviour Rudeness Affecting other pupils' learning Inappropriate remark to other pupils Minor challenge to authority Play fighting with contact Arguing with an adult	1. Warning 1 (Yellow) - brief time out if appropriate, e.g. on fence at playtime 2. Warning 2 (Orange) 3. Lose appropriate time for age at break/go to another class for an age-appropriate amount of time	Diversion techniques to be used Incidents to be recorded in class/lunchtime sanction book Weekly Head Teacher check of the books to see if any child's name appears regularly - if necessary, speak to child If four warnings in a week or two, speak to parents - CT note in book that this has been done
3	Persistent disruption in class Persistent refusal to follow promises	As above but also: 1. Warning 3 (Red) and sent to Head Teacher 2. Lose appropriate time for age at break/lunch or work in Head Teacher's office 3. Parents informed (verbally or letter sent/handed to parents)	The warnings are per day, children start afresh each day; staff log warnings and these are monitored by the Head Teacher Log of all children sent to Head Teacher with three warnings kept
	Verbal 'abuse' of pupils	1. Warning 1 or 2 2. Referral to class teacher/ Restorative Justice with 'victim' at the time/lose 10 minutes' lunch play	
	Physical 'abuse' of pupils/ fighting	1. Warning 2 2. Referral to class teacher/ Restorative Justice with 'victim' at the time/lose all lunch play 3. If serious referral to the Head and discussion with parents	

Stage	Actions	Consequences	Comments
	Swearing, offensive language and other associated language (age dependent)	1. Warning 2 2. Referral to Head Teacher and letter/phone call to parents 3. Meeting with parents (if considered very serious or repeated)	Discussion about appropriateness
	Repeated verbal or physical 'abuse' of pupils, bullying or any form of 'dangerous behaviour'	1. Warning 3 2. Referral to Head Teacher 3. Speak to parents 4. Fixed-term exclusion (if considered very serious or regular)	
	Verbal 'abuse' of staff Very serious challenge to authority	1. Referral to Head Teacher 2. Internal exclusion or fixed-term exclusion 3. Speak to parents 4. Parent/Head Teacher meeting	
	Physical 'abuse' of staff	1. Referral to Head Teacher 2. Parent/Head Teacher meeting 3. Fixed-term exclusion	
	Stealing or damage to property (first incident)	Warning 1/2	Discussions/Social Stories
	Repeated stealing, damage to property or bringing a weapon into school	1. Warning 3 2. Referral to Head Teacher 3. Parent/Head Teacher meeting 4. Fixed-term exclusion	

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 may 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, where needed. 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 EP consultation meeting or with the

SEMH team. Permission from the pupil's parents will be requested before this intervention. An individual Emotional Support Plan will be put in place and shared with all staff as well as other support for the child.

School Behaviour Log

The school keeps a Behaviour Log on incidents that need following up. This log is kept in the Head Teacher's office.

Each class has a behaviour log to record minor incidents and warnings so that these can be monitored regularly.

Serious behaviour incidents or those that are a safeguarding concern are also recorded on myconcern.

Exclusion

If unacceptable incidents still occur then the Head Teacher 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 Head Teacher will seek advice from Pupil Services at County Hall and follow the advice given in the 'Guidance for Schools - Volume 3' manual.

Restraint

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

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.

Child on Child abuse – see Safeguarding Policy and KCSIE.

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 Teacher 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 Teacher 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 still cannot be resolved, then the Head Teacher 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 Teacher 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 self-regulation.

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.

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 to read our Behaviour Policy and to sign our Home School Partnership Agreement and return the copy to school. This shows that they are in agreement with following this policy.

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

Rights	Responsibilities
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