



# Ashleigh Primary School

## Policy for Behaviour and Discipline

Review by staff: July 2022

Review Date: July 2023



## British Values

Through its curriculum, extra-curricular activities, teaching and learning this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

This policy is to be read in conjunction with the following policies:

- *Safeguarding Policy;*
- *Intimate Care;*
- *PREVENT Risk Assessment and Action Plan;*
- *Anti-Bullying Policy;*
- *Positive Handling Policy;*
- *Health and Safety Policy;*
- *Code of Conduct for Staff;*
- *E-Safety and ICT acceptable use;*
- *Managing allegations against staff;*
- *Equality Policy;*
- *Whistleblowing.*

## Behaviour and Discipline Policy 2022-23

### 1 Aims and expectations

- 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 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 where everyone feels happy, safe and secure.
- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. 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. Citizenship plays an important role in our approach to developing this understanding. Ashleigh Primary School's 6 Golden Rules support and underpin all aspects of an awareness of the personal, social, emotional, spiritual development of our pupils and this is reinforced through assemblies and Circle Time.



- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to 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 co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## 2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour, hard work and personal achievements in a variety of ways:
- teachers congratulate children;
  - teachers give children stickers and stampers;
  - each week we nominate two children from each class for a shine certificate, either for learner of the week, or star of the week;
  - each winner receives a shine certificate and is able to wear a special golden jumper the following week;
  - all pupils have an opportunity to show examples of their best work, either in assembly or in the Shine assembly;
  - a Courtesy Award shield is presented to a nominated pupil from both KS1 and KS2 at the end of each year;
  - we distribute points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school, these points are collected using the Class Dojo system so that children can see how many they have earned in any given week.
- 2.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to respect all adults in our school and there is no distinction in how pupils respond to adults depending on their role or responsibilities. If this occurs, we will challenge it on every occasion by reminding the pupil of our expectations.
  - We expect children to listen carefully to instructions at all times. If they do not do so, we ask them either to move to a place nearer the teacher, support staff or lunchtime assistant depending on the situation, or to sit on their own.
  - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
  - There are systems in place in each class, eg, frogs, which give pupils the opportunity to avoid moving to the next step when behaving inappropriately.



- If a child is disruptive in class, the dining room or playground, the teacher, support staff or lunchtime assistant reminds him or her of the expected behaviour and the misdemeanour is noted in the Class Behaviour Book or Lunchtime Behaviour Book, depending on the situation.
- If a child's inappropriate behaviour continues and is recorded in the Class or Lunchtime Behaviour Book on three successive occasions, we isolate the child from the rest of the pupils until s/he calms down, this maybe in another classroom. This is a time-out for the pupil to think about his/her next actions in order to be in a position to work or play sensibly again with others.
- Time-Out should not be longer than twenty minutes.
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- Unfortunately, there may be occasions when more serious breaches of the Behaviour and Discipline Policy occur.
- The safety of the children is paramount in all situations, therefore if a child's behaviour endangers the safety of others, the teacher, support staff or lunchtime assistant stops the activity and prevents the child from taking part for the rest of that session.
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- If a child threatens, hurts or bullies another pupil, the teacher, support staff or lunchtime assistant records the incident in CPOMS and the child is spoken to. We isolate the child from the rest of the pupils until s/he calms down. This is a time-out for the pupil to think about their inappropriate behaviour and to consider his/her next actions in order to be in a position to work or play sensibly again with others.
- Time-out should not be longer than twenty minutes.
- If a child repeatedly acts in a way that severely disrupts, hurts or upsets others, they will be referred to the Deputy Headteacher or Headteacher who will log it. If this happens more than twice within a term, their parents will be informed.
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- Very rarely, major breaches of discipline, such as deliberate physical assault or damage to property, leaving the school premises without permission, verbal abuse and aggressive threatening behaviour, may occur and it is the responsibility of the Headteacher to deal with it following a set pattern.
- Failure to improve leads automatically to the next stage, and each stage is recorded.
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- A Headteacher serious incident log is completed and the Headteacher contacts the child's parents immediately to seek an appointment in order to discuss the situation, with a warning given about the next stage unless there is improvement in the behaviour of the child.
- If there is no improvement in the behaviour of the child, parents may be asked to remove their child from the premises for a fixed period, usually up to five days.
- If the problem continues or becomes more persistent, then fixed-term exclusion procedures are implemented after consultation with the Governing Body.
- A case conference involving parents and support agencies is the next step and a Behaviour Support Plan will be drawn up which will introduce SMART targets and may include social services, psychological service etc.
- If the implementation and monitoring of the Behaviour Support Plan is not effective then the final stage is actioned.
- Permanent exclusion after consultation with the Governing Body and the LEA. Parents have the right to appeal to the Governing Body against any decision to exclude



**NB** A more serious incident may result in the normal procedures being abandoned and a child being removed from school premises immediately.

**2.3** The teacher discusses the school code with each class. In addition to the school code, each class may have its own agreed classroom code, which is understood by the children and displayed on the wall of the classroom. 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 teacher or support staff discusses these with the whole class during Circle Time.

**2.4** The school does not tolerate bullying or peer on peer abuse 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. As part of this we emphasise the importance of speaking out to children. For those children who are worried about doing so, there is a worry box which they have access to which is monitored daily by the Well Being Mentor. (see Anti-bullying policy)

**2.5** There may be times when adults, in the course of their school duties, have to intervene physically in order to prevent children from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given in the Section 93, Education and Inspections Act 2006. The headteacher will require the adult(s) involved in any such incident to report the matter to him or her immediately, and to record it in the Headteacher's log.

**2.6** Teachers in our school do not hit, push or slap children. Staff will only physically restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself or member of staff. Wherever possible other pupils will be removed from the situation and the area made as safe as possible and help sought from the Headteacher or Senior Staff.

**2.7** BEHAVIOUR OUTSIDE SCHOOL (School Trips/Off-Site Activities/Clubs):

We expect all pupils to uphold the high standards of the school when taking part in an off-site activity. These are carefully planned by the staff and will extend the curriculum for the children. We would not wish to exclude any child from such an activity.

However, the welfare and safety of all the children in a group is our prime concern so if a child is not able to demonstrate responsible behaviour in school, it is possible that this could pose a problem for the group as a whole whilst off-site, and the teacher may have to exclude a pupil from a trip if there are problems with general behaviour.

In certain circumstances, it may be possible to include a child if the parent accompanies the child.

For clear guidelines and expectations of behaviour please see the School Trips Policy.



Clubs are extracurricular activities therefore we reserve the right to exclude a child if his/her behaviour disrupts the group as a whole.

### **3 The role of the class teacher, support staff and lunchtime assistants**

- 3.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2** All adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3** The class teacher and support staff treat each child fairly and enforce the classroom code consistently. Adults treat all children in the school with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class, the class teacher or support staff keeps a record of all such incidents in the Class Behaviour Book. 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 Deputy Headteacher or Headteacher. (See Section 2.2)
- 3.5** The class teacher or support staff liaises with 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 LEA 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 or support staff may also inform the Headteacher (or Deputy Headteacher) and contact a parent if there are concerns about the behaviour or welfare of a child.

### **4 The role of the Headteacher**

- 4.1** It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3** The Headteacher keeps records of all reported serious incidents of misbehaviour. (See Section 2)
- 4.4** The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child, after the school's Governing Body have been notified.



## **5 The role of parents**

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 5.3 We expect parents to support their child's learning, and to co-operate 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.
- 5.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, parents can lodge a complaint with the Chair of the Governing Body, c/o of the school.

## **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 carrying out these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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.
- 7.3 The Headteacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.



**7.5** The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

**7.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

**7.7** If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **8 Monitoring**

**8.1** The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**8.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents in the Class Behaviour Book. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break. Lunchtime incidents are recorded in the KS1 and KS2 Lunchtime Behaviour Books.

**8.3** The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

**8.4** It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## **9 Review**

**9.1** The Governing Body reviews this policy annually. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.