



Leckhampton  
C of E Primary School

# Behaviour and Discipline Policy

November 2016  
To be reviewed November 2017



# open hearts open minds open doors

## Our Values

At Leckhampton C of E Primary School, we strive to be the best we can be and aim to help all children develop a love of lifelong learning in a warm, vibrant and caring environment. At the heart of our Leckhampton family are our core values:

**Respect**

**Compassion**

**Responsibility**

**Perseverance**

We aim to achieve these through developing:

- Excellence and effort
- Inclusion and diversity
- Fairness and equality
- Supportive parent partnerships
- Community and Church partnerships
- Our well-resourced and exciting learning environment
- Our commitment to safeguarding children
- Our dedicated team of staff and governors



**Open Hearts** is about being kind and including everyone, **Open Minds** is to do with being adventurous and thinking outside the box. **Open Doors** lets you know that everybody is welcomed into our family.

Catherine, Mattheus & James (Year 4)

## Aims and expectations

This policy is based upon the Governors' Statement of Principles.

Good behaviour is necessary for the safety, well being and learning opportunities of everyone in school. Promoting positive behaviour is the responsibility of all of the staff.

The aims of this policy are to ensure that every member of the school community;

- promote good behaviour, self-discipline, trust and mutual respect both in and out of school;
- prevent bullying;
- ensure that pupils complete work to the best of their ability;
- positively manage the behaviour of pupils.
- Promote a happy, safe and secure environment where everyone is treated fairly and well.

## Equality of Opportunity

As an inclusive school, pupils at Leckhampton C of E Primary School have an equal right to enjoy school and an equal opportunity to achieve their potential irrespective of race, culture, class, gender, need or ability. Equality of opportunity underpins the school curriculum and the work of the school. Children at Leckhampton are valued as individuals. The Behaviour Policy acknowledges the school's legal duties under the [Equality Act 2010](#), including in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

We will endeavour to ensure each child will have access to an education, in an environment, which will enable him / her to meet these aims. We will encourage and educate children to be aware of how and why equality of opportunity should be an automatic right in society.

## Safeguarding

The Governors of Leckhampton C of E Primary School are committed to ensuring that all children in our school feel safe and are free from harm. As part of Leckhampton C of E Primary School's ongoing safeguarding and child protection duties, we are duty bound to support the Government's Prevent Strategy. From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty for Schools.

At Leckhampton, we build pupils' resilience to radicalisation by promoting fundamental British Values and enabling our pupils to challenge extremist views. You can read about what we do to promote British Values in the section "About our School" on our website. This policy should be read in conjunction with our Safeguarding and Child Protection Policy and Anti Bullying Policy.

## The Importance of Good Role Models

The idea of what is appropriate school behaviour is not automatically learned and is developed through good role models and positive methods. All adults, who work in school (teachers, support staff and volunteers) and older pupils need to be conscious that we act as role models in developing good behaviour.

We may use some of the following strategies:-

### **Be aware of body language**

facial expression, eye contact, body stance;

### **Voice**

try to keep pitch low, tone calm,  
give yourself time to think before speaking;

### **Breathing**

try to keep it measured,  
take slow deep breaths if you are upset;

### **Mood**

Your mood will affect how you react - the children will witness this;

<b>Smile</b>	A powerful way of influencing behaviour, as we all respond to warmth and friendliness;
<b>Use of humour</b>	Nodding and smiling are all ways we can praise and encourage a child;
<b>Self-esteem</b>	Your words maintain and improve self-esteem.
<b>Fairness</b>	Fairness is very important to children. Remember not to accuse or sanction the whole class.

## **School Rules**

Our School Rules are set within the context of our School Motto; “Open Hearts, Open Minds, Open Doors”

These guiding principles apply to everyone and are as follows;

***Be kind***  
***Be respectful***  
***Be the best you can be***

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and may be displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that is expected in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The School's Rules and Behaviour Policy apply to pupils outside of the school gates when the pupil is:

- taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## **Rewards and Sanctions**

Here at Leckhampton, we look for the behaviours we want to see. We have set in place a number of “principles” which all staff have agreed to adopt;

- Fight fire with water
- Calm when the children get it wrong; happy when they get it right.
- Analyse, don't personalise.
- Predict to prevent.
- The problem is the problem, not the child.
- Behavioural mistakes are learning opportunities.
- Consistent in approach, flexible in our practice.

**Hopefully this guidance will help in ensuring that we recognise the behaviours we want to see and are able to deal with the ones we don't want to see effectively and swiftly.**

### **Recognising the behaviours we want to see**

#### **Key Stage 1**

Children are learning about what the expectations are and are rewarded for meeting them.

##### **Rewards include;**

- Smiles
- Words of encouragement
- Stickers
- Certificate of achievement
- Extra responsibility

Pupils in Years 1 and 2 earn house points for meeting the expectations. They are awarded coloured stars which represent their house. These are displayed in class on a chart. Pupils from each class, who earn the most stars each week, are displayed at the top of the tree. Reception pupils join the rest of Key Stage 1 in January.

#### **Key Stage 2**

Children know and understand the expectations and are rewarded for giving "Above and Beyond" what is expected.

##### **Rewards include;**

- Smiles
- Words of encouragement
- Sticker
- Certificate of achievement
- Extra responsibility

Pupils earn one house point for behaviour and achievement which is above and beyond. This includes actions which clearly demonstrate the school rules, values and motto. A maximum of two house points are awarded for exceptional behaviour or achievement. This will hopefully encourage both staff and pupils to value the house point system.

There will be visual display of the house point progress and weekly points will be collected by the House Captains and Vice Captains. These will be shared each week in celebration assembly. The house cup will be awarded every half term. Once awarded, house points cannot be removed.

**Sometimes things don't always go so well and we must put sanctions in place. These will ensure a consistent approach to dealing with the behaviours we don't want to see.**

## **The Safety of Pupils**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens or hurts another person, the class teacher will respond to the incident and the child is then sanctioned. Parents of both pupils will be informed at the end of the school day and the class teacher may chose to start a log of events to track patterns of behaviour. If a pupil is collected by someone other than their parent, the class teacher will attempt to contact the parent

Behaviour Level	Examples of types of behaviour	Person responsible for dealing with behaviour	Sanction
Serious Incident	<ul style="list-style-type: none"> <li>• Physical harm to another individual</li> <li>• Bullying</li> <li>• Using offensive language</li> </ul>	Headteacher	<ul style="list-style-type: none"> <li>• Formal record made and placed on pupil file.</li> <li>• Pupil may be placed on Report Card</li> <li>• Parents informed through final written warning.</li> <li>• Possible exclusion.</li> </ul>
Mid-level	<ul style="list-style-type: none"> <li>• Aggressive behaviour</li> <li>• Damaging school property</li> <li>• Repeated low level behaviour</li> </ul>	Assistant Headteacher	<ul style="list-style-type: none"> <li>• Formal record made in Mid-level behaviour log.</li> <li>• Parents informed through Assistant Headteacher letter.</li> <li>• Loss of playtime and privileges.</li> <li>• Pupil may be placed on Report Card</li> </ul>
Low level	<ul style="list-style-type: none"> <li>• Repeated entry level behaviour</li> </ul>	Class teacher	<ul style="list-style-type: none"> <li>• Repeated reminder of expected behaviour and warning. Loss of playtime.</li> <li>• Parents informed.</li> </ul>
Entry level	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Swinging on chairs</li> <li>• Answering back</li> <li>• Not following an instruction</li> </ul>	All members of staff	<ul style="list-style-type: none"> <li>• Reminder of expected behaviour</li> </ul>

by telephone on the same day. Should the class teacher be unavailable to speak with the parent for whatever reason, an appropriate member of staff will be asked to pass this information on.

## **Anti Bullying**

As a school we work to prevent bullying by the nature of our behaviour policy. Staff are vigilant to the signs of bullying and work to ensure that instances of bullying are resolved as quickly as possible whilst offering support to those involved.

All forms of bullying are equally unacceptable in school. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour through our Anti Bullying Policy.

## **Involvement of Multi Agencies**

Pupils, who continuously display challenging behaviour, may be referred to outside agencies for assessment or for additional support. In this instance, parents of the pupil involved will be informed and may need to give consent for some agency involvement.

## **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of Misbehaviour and logs these in the Serious Incident Log book kept in the Headteachers office. Please see Appendix 1.

The Headteacher has the responsibility for giving fixed-term suspensions 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.

These actions are taken only after the school governors have been notified.

## **The Role of School Staff**

School staff are expected to follow the Behaviour Policy when dealing with pupils at the School and need to be conscious that they act as role models in developing good behaviour. There is a Code of Conduct which all staff in school are expected to adhere to.

**Staff have the right to undertake their duties free from verbal or physical harm.**

**Governors expect pupils and parents to treat staff with courtesy and respect at all times and vice versa.**

In the event of an accusation of misconduct against a staff member, the advice in the Department of Education Guidance: Dealing with Allegations of Abuse against Teachers and Other Staff would be followed. In the event that a malicious accusation was made against a member of school staff the Behaviour Policy would be followed when managing the pupil involved.

## **The Role of Parents**

Parents are expected to support their child's learning and behaviour in accordance with this policy, and to cooperate 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.

We expect parents to support the actions of the school. Staff have the right to undertake their duties free from verbal or physical harm. Governors expect parents to treat staff with courtesy and respect at all times. If parents have any concerns about their child, they should initially contact the class teacher and arrange a mutually convenient time to meet. If the concern remains, they should contact the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The Role of governors**

The governing body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness in accordance with the Education and Inspections Act 2006. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

## **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion. We refer to this and Local Authority guidance in any decision to exclude a child from school.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child

permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, 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.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body would form a discipline committee as required, which would be made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **Searching**

School staff can search a pupil for any item if the pupil agrees. However, the ability to give consent may be influenced by the child's age or other factors

### **Guidance on searching**

Prior to searching a pupil, staff must ensure that they comply with the latest advice and guidance issued with the DFE

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279245/searching\\_screening\\_confiscation\\_advice\\_feb14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf)

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items in school 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 personal injury to, or damage to the property of, any person (including the pupil).

On discovering a prohibited item, the pupil's parent will be informed immediately and other relevant agencies which may include the police.

### **Confiscation**

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

### **Restraining Pupils**

This section should be read alongside the guidance outlined in Use of reasonable force ; Advice for head teachers, staff and governing bodies (DFE 2012)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277894/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_a\\_guide\\_for\\_headteachers\\_and\\_school\\_staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour_and_Discipline_in_Schools_-_a_guide_for_headteachers_and_school_staff.pdf)

Section 93 of the Education and Inspections Act 2006 'The Power of Members of Staff to Use Force' states:

A member of the staff of a school may **use such force as is reasonable** in the circumstances to prevent a pupil from doing, or continuing to do any of the following:-

- committing an offence
- injuring themselves or others, or causing damage to property
- Compromising the good order or discipline of the school.

This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

Examples of situations where the guidance could apply:-

- when a pupil attacks a member of staff;
- when a pupil attacks another pupil;
- when a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism;
- when a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example, on the sports field)
- when a pupil at risk absconds from class or tries to leave the school;
- when a pupil persistently refuses to obey an order to leave a classroom;
- when a pupil is seriously disrupting a lesson.

It is the policy of the school that only in exceptional circumstances may physical restraint be used by an adult working within the school, and that our policy in this regard be made known to staff, governors, parents and pupils and that clear contingencies are known to all.

## **The Application of Force**

When circumstances justify, staff **AS A LAST RESORT**, may:-

- physically interpose between pupils
- block a pupil's path
- hold a pupil in a controlled manner
- use escorting techniques in a controlled manner
- in extreme circumstances, use more restrictive holds.

## **Reasonable Force**

There is no legal definition of 'reasonable force'. It will always depend upon the circumstances of each individual case.

### **THE USE OF ANY DEGREE OF FORCE IS UNLAWFUL IF THE PARTICULAR CIRCUMSTANCES DO NOT WARRANT THE USE OF PHYSICAL FORCE**

The degree of force employed must be in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result.

All staff, having restrained a pupil, must inform the Headteacher and complete a Pupil Restraint Form (Appendix 3).

## **Monitoring and review**

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.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to all matters regarding equal opportunities.

The governing body reviews this policy every two years. 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.

**Appendix 1**

**SERIOUS INCIDENT DETAILS**

PUPIL'S DETAILS	
Name	Class:
	Date of Birth :
	Statement of Special Educational Needs (delete as applicable)  Yes/No/In Progress

**ALLEGED INCIDENT**

Date	Time	Location		Exact Location
		In School	Out of School	
Nature of the incident				
Names of other pupils involved				

**ADULTS PRESENT**

Class Teachers	Supervisors	Other Adults
Injured Persons	Attended By	Further Treatment

Items Confiscated	Confiscated by	Passed to Police by	Returned			
			By	To	Date	Time
Property damaged						

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**Investigation**

Carried out by:			Job Title:		
Staff Interviewed	Job Title	Date	Interviewer	Notes of interview agreed	
				Yes	No

Pupils Interviewed	Date	Interviewer	In the presence of	Notes of interview agreed	
				Yes	No

Other adults consulted (give name and, where applicable job title)
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**Assessment of Evidence**

Is the allegation proven? (delete as applicable)		Yes/No
If yes, then consider:-		
The offence:	Whether the offence broke a school rule:	
The severity of the offence:	Evidence of peer pressure:	
Impact of the offence on:-		
- the class	- the school	
- the staff		
The Pupil:		
- age	- previous record	
- general ability	- any relevant personal or domestic information:	
- health		

**Action Taken**

Carried out by:	Job Title:	Date

**Decision Confirmed in Writing**

Date:	Addressed to:	Copied to:
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**Appendix 2**  
**LECKHAMPTON C.E. PRIMARY SCHOOL**  
**INCIDENT OF PUPIL RESTRAINT**

<b>Pupil's Name:</b>	<b>Class:</b>
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**DETAIL OF INCIDENT**

Date	Time	Location		Exact Location
		In School	Out of School	

**NATURE OF INCIDENT**

Describe exactly what happened to make intervention necessary:

**ACTION TAKEN**

Teacher's Name:	Other teachers present YES/NO	Other Adults present YES/NO
	Name:	Name:
	Name:	Name:
	Action taken if any:	Action taken, if any

**DETAILS OF ACTION TAKEN**

Describe exactly how you became involved and what you did. Include what happened immediately before and after your intervention.

**Appendix 3**

**LECKHAMPTON C.E. PRIMARY SCHOOL**  
**REPORT CARD**

Name of child .....

I have a Report Card so that I can improve my behaviour and work habits around school.

<b><u>MONDAY</u></b>	<b><u>TUESDAY</u></b>	<b><u>WEDNESDAY</u></b>	<b><u>THURSDAY</u></b>	<b><u>FRIDAY</u></b>
<u>Morning</u>	<u>Morning</u>	<u>Morning</u>	<u>Morning</u>	<u>Morning</u>
<u>Dinner Time</u>	<u>Dinner Time</u>	<u>Dinner Time</u>	<u>Dinner Time</u>	<u>Dinner Time</u>
<u>Afternoon</u>	<u>Afternoon</u>	<u>Afternoon</u>	<u>Afternoon</u>	<u>Afternoon</u>