

BEHAVIOUR AND DISCIPLINE POLICY FOR **POSITIVE BEHAVIOUR**

Lakenheath Community Primary School



Version Number	6
Date of Policy	September 2021
Review Date	September 2022
Head Teacher's Signature	
Chair of Governors' Signature	

Document Change History

Version	Date	Change Details
1	July 2016	N/A
2	November 2017	Content review.
3	December 2018	Content review and format change.
4	February 2020	Content review to reflect changes in processes.
5	September 2020	Content reviewed at staff meeting to reflect new processes.
6	September 2021	Content reviewed at staff meeting to reflect new processes.

1. Introduction

- 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. We would hope that the values learned here will be carried by our children into their next school and onto adulthood.
- 1.2 The school has a small number of school rules, but the primary aim of this 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. It will not tolerate **aggression or** violence towards children or adults working in school.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 The 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. We expect all members of the school community to respect each other and their property.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of **self-worth**, kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. This is all based on our school vision

Vision Statement

At Lakenheath Primary School:

- We have a positive and purposeful learning community
- We have an inclusive environment which fosters trust and respect
- We have an engaging and exciting curriculum within which adults and children thrive
- We love limitless learning and always challenge ourselves wherever we are
- We have high aspirations and we feel empowered to have the passion and pride to become life long, independent learners
- Together, in partnership with our community, we are confident, feel safe and valued and have high levels of self-esteem
- We promote our values of respect, resilience, relationships, risk-taking, reflectiveness and resourcefulness

Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006) this power also applies to all paid staff with responsibility for pupils, such as teaching assistants or Midday Supervisors.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

2. Positive Systems

It is important for all staff and pupils at Lakenheath to have a positive 'plan' for discipline. A plan is a consistent approach through prevention, strategy and support, to minimise unnecessary behaviour disruption and take appropriate 'short' term and 'long' term measures to correct disruptive behaviour patterns.

2.1 IN DEVELOPING A CLASSROOM DISCIPLINE PLAN STAFF SHOULD

- State rules positively where possible
- Explain/discuss reasons for *any* rules.
- Discuss related consequences for breaking rules.
- Acknowledge, affirm positive behaviour.

2.2 PROTOCOLS OF DISCIPLINE ARE AS FOLLOWS

When carrying out corrective action, the teacher should:

- *be a role model*
- try to get to the child's level
- maintain eye contact;
- minimize embarrassment and hostility;
- use respectful but assertive tone of voice;
- acknowledge and pick up on-task behaviour,
- privately encourage positive behaviours;
- *positive behaviour publicly recognised;*
- respect personal space;
- avoid argument, give clear choice and maximise pupils' responsibility;
- be consistent in follow through;
- utilise wider support. e.g.: Other teachers, TAs, outside agencies

2.3 PREVENTATIVE ACTION (to prevent or minimise unnecessary disruption)

- Have an aesthetically pleasing and functional room.
- Prepare and utilise appropriate materials.
- Arrive in class in time.
- Plan interesting lessons
- *Keep children active/busy*
- Cater and plan for mixed abilities *through quality first teaching and appropriate differentiation*
- Plan appropriate seating arrangements.
- Avoid use of confrontational language.
- Make clear routines.
- Have clear, fair, positive rules and know the consequences for significant rule breaking.
- Use phrases like, "I noticed that..." "I can see that..."

2.4 CORRECTIVE ACTION (the actions you take when disruptive behaviour occurs. Least - to most intrusive).

- Tactical ignoring (where appropriate).
- Simple, brief, directions (finish with thanks or please).
- Rule reminders (Simple reminder or re-statement).
- Simple choice ("in bag or on my desk, thanks").
- Casual or direct question (avoid "why", use: what are you doing/what should you be doing...)

- Redirect (instead of arguing).
- Make consequences clear (via choice).
- Direct pupil to work aside from peers (in the same room).
- Calm down time/Take a break/Box time.
- Time out (for dangerous behaviour, or continual disruption, or safety issues)

For serious incidents, pupils are to be referred to the SLT /Head Teacher

2.5 SUPPORTIVE ACTION (action to employ support for teacher and pupil) – post corrective

- Time out – a cooling off period or withdrawal under supervision.
- Contracting/counselling: any process to lead to behaviour agreement.
- Formal support processes: parent conference, behaviour support plan, welfare, psychological service, referral to outside agencies

3. Rewards

If children show specific positive behaviours linked to our school values, which are over and above those which are expected from all pupils at Lakenheath, they are rewarded with family points, marbles for their class jar [KS2], additional golden time [KS1] and moving their name up on the behaviour display. Behaviour systems vary from year group to year group as they are altered to best match the age and needs of the classes. There is consistency across the phases. Pupils are praised with an immediate verbal response and stickers, points and movement up the chart will be done at a convenient break in learning.

In addition to this, we also:

- nominate a child from each class to be 'star of the week' or 'pride of the week' and each of these receives recognition in school assembly;
- all staff distribute Family Points to children either for consistent good work or behaviour, or to acknowledge outstanding effort in school;
- we inform parents of good work or behaviour;
- children are given Head Teacher Awards for exemplary work, behaviour, choices or effort and these are sent home, if a child receives a number of stickers they are presented with a certificate

4. Sanctions

Unfortunately there are times when agreed rules are not complied with. It is important that children should know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.

These are the guidelines that will be followed at Lakenheath Community Primary School:

Within the same day,

Adults will help children to modify their behaviour with a look, a non-verbal reminder or possibly a simple instruction. Where this does not have the required outcome or if the behaviour has continued for a while, or if the behaviours have been corrected on a number of occasions previously then the following occurs:

- 1 A verbal warning will make it clear to the child what aspect of behaviour or work is not acceptable and this will be given before any sanction. A second verbal warning will make clear that the unacceptable behaviour is being repeated and that a third occurrence will not be tolerated. Warnings and their frequency may be discreetly noted on the class room whiteboard or on a record sheet.
- 2 Should the behaviour continue after two verbal warnings, the teacher will move the child to a different part of the classroom for a 'time out'. All 'time out' episodes will be logged in class initially and then passed onto the Head Teacher using the CPOMS system.

- 3 A time out period should be the first sanction unless there is no available space to move them to or the behaviour is at an unacceptable level (swearing, physical aggression), or is serious enough (eg bullying) to warrant immediate intervention, when this is passed on to the Head Teacher/Deputy Head Teacher/SLT.
- 4 Once the time out has been completed, the pupil will return to usual classroom activities and in the younger years they start the chart again. E.g. in EYFS they return to the blue sky section of their chart.
- 5 At the end of the morning and at the end of the school day, all warnings and names written on the board are wiped out and the pupil is free to start a fresh. However, the final warning, 3, remains until the end of the week.
- 6 In the event of poor behaviour at playtimes or lunchtimes, time out (to be taken in the field/playground at agreed 'pit stop' points) will be called. *MDSAs will share information with class staff at handover times through the communication book.*

It is the class teacher's responsibility to inform parent/carers about any time outs they have implemented. Initially such contact will be verbal but may extend to a letter home. In cases of zero tolerance a letter will always be sent. The Head and /or SENDCO will liaise with all parent/carers and discuss any additional support measures that may be required (eg a Behavioural Support Plan) or *referral to outside agencies.*

A record will be kept of how frequently a child has 'Time Out'. If a child has 'Time Out' too frequently (more than three times a week), the child will complete an internal exclusion with a member of the senior leadership team [SLT] and as part of this there will be time for reflection and discussion about how to make changes to their behaviour choices. *This is recorded on CPOMS.*

5. Play and Lunch Times

This positive behaviour management system is followed throughout the school day to ensure sanctions are consistent. At lunch times, Midday Meal Supervisors will use the same system as in class. Time Out may be taken in a variety of places. For example, by the fence or with a Midday Supervisor or with a member of the SLT.

As a means of monitoring playtime behaviour, any incidents of misconduct resulting in 'Time Out' will be noted on an incident form. (Appendix 1) If a child has seriously breached the code of conduct they may be sent in and the incident will be dealt with by a member of the Senior Leadership Team.

Repeated or serious incidents of unacceptable play time behaviour will lead to loss of outdoor play and alternative provision.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

e.g: 1st whistle = stop, 2nd whistle = *tidy up & line up*, and then walk straight in.

A 5 minute warning is given at the end of break and lunchtime.

6. Dealing with Serious Misconduct(see appendix 2)

Serious misconduct includes stealing, hurting other children, repetitive or excessive swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism and bullying, *aggression, threats or violence.*

Once calm and appropriate, staff will follow the principles of Restorative Justice to investigate incidents. They will ask:

- What's happened?
- Who was involved/affected?
- What needs to happen to put it right?

This information is then recorded on CPOMS and shared with the Headteacher, Deputy Headteacher and/or SLT.

Incidents will be recorded on CPOMS and investigated by a member of the leadership team. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent on the nature of misconduct. (see paragraph on detentions)

7. Parents will be Informed

When there is repeated or serious behavior parents will be informed or via a sticker in home/school book. A further breach in the same week will result in a conservation and a warning to parents that if a third time they will be at risk of exclusion either in school or possibly at home.

Repeated incidents of behaviour which contravene the code may mean that the school seeks advice from external agencies, such as the Educational Psychologist, First Base, CISS and a behaviour or pastoral support programme will be drawn up.

Serious one off breaches or repeated breaches of the School Rules can lead to fixed term exclusion.

If property has been damaged, then the school may ask parents to provide replacements, or pay for repairs.

Children who persistently breach the school rules will have individual behaviour plans drawn up and may follow different steps of intervention and sanctions.

8. Time Out (for Behavioural Reflection)

The school has the right to use Time Out as a consequence of poor behaviour. This includes children missing their breaktime or lunchtime for any of the following reasons:

- Catch up on missed work/incomplete work
- Reflect on their behaviour
- Helping around school
- Or any other consequence deemed appropriate

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has their own classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these. This may be with the whole class during 'circle time' or in other ways that are felt appropriate.

The school does not tolerate bullying 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. [See the school's Anti-Bullying Policy]

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils and DfE Behaviour and Discipline in schools- Advice for headteachers and school staff January 2016*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger or hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Staff members attend Positive Handling Training when it is appropriate. Teachers and staff will only use reasonable force if it is reasonable, necessary, proportionate and as a last resort.

Withdrawal to another room will only be used as a last resort if it is felt that a child's behaviour is putting their or other's safety at risk and they need a safe space to calm down. Adults will support the child with positive reinforcement. Children are able to leave this space to go outside, for calming activity time, if it is safe to do so. If a child is put in a seclusion/isolation room, an adult will oversee their welfare at all times and they will only be kept in isolation for a minimal period of time deemed reasonable.

9. Confiscation, Banned Items and Searching

All staff have the right to confiscate any item from a pupil which is deemed to be inappropriate to be in school. The confiscated items will go to the school office and may be collected by parents/carers at the end of the school day.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation.

Items on the banned list include:

- Alcohol
- Drugs
- Stolen items
- Knives
- Cigarettes
- Weapons
- Pornographic material
- Anything else perceived to pose a threat to pupils at a school

If a child brings any of these items, it will result in an instant fixed term exclusion.

The Head Teacher, Class Teachers and members of the Senior Leadership Team have the right to search any pupil or pupil's belongings if they believe they are hiding any items which should be confiscated or are on the banned list. If a pupil needs to be searched, two members of staff will be present with at least one member of staff being the same sex as the pupil.

10. The Power to Discipline Beyond the School Gate

Where the situation arises of poor pupil behaviour beyond the school gate, the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- Continued bullying of pupil outside of school
- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of the school day when pupils are in school uniform

11. The Role of the Pupils (see home school agreement)

- The pupils will discuss school and class rules within their class.
- Pupils will vote for members of their class to represent them on the school council.
- Pupils will look at the Behaviour Policy at the start of each year, take note of the school rules and the consequences of breaking them.
- Pupils will stick to the school's rules.

12. The Role of the School Staff

- 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.
- All staff 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.
- All staff treats each child fairly and enforces the classroom rules consistently. All staff treats all children in their class with respect and understanding.

- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. 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 SENCO, Key Stage Leader or Head Teacher.
- The class teacher 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 School Nurse or LA behaviour support service.
- 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 may also contact a parent if there are concerns about the behaviour or welfare of a child.

13. The Role of the Headteacher

- It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher 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 Head Teacher may permanently exclude a child and may involve police.

14. The Role of the Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules at our introductory parent evening.
- We expect parents to support their child's learning and behaviour, 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 appropriately if we have concerns about their child's welfare or behaviour.
- 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 Head Teacher. If their concern still remains they should contact the Chair of Governors.

15. The Role of the Governors

- 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 Head Teacher in carrying out these guidelines.
- The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

16. Fixed Term and Permanent Exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. [See appendices]

Exclusions can be given for serious breaches of this 'Promoting Positive Behaviour Policy'. They will also be given if allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If the Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 Head Teacher 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 pupil or extend the exclusion period made by the Head Teacher.

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.

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

If the governors' appeal panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

17. Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern. The Head Teacher records those incidents where a child is sent to her on account of seriously bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes; lunchtime supervisors give written details of any incident in the incidents sheet that we keep in each classroom. These records are held on CPOMS.

The Head Teacher keeps a record of any pupil 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.

18. Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body received recommendations on how the policy might be improved.

Appendix 1

Home School Agreement – September 2021 – COVID compliant

Full and unconditional pupil and parental compliance will always be required. If any pupil cannot follow the new rules that we are having to impose for everyone's safety I will have no option but to send them home to continue their learning online. By sending your child to school, you are in agreement with the following.

The School will:

- Stagger the start/end of the school day.
- Maintain recommended ratios in class.
- Discourage parents from gathering at the school gates.
- Set clear details of moving around the school safely.
- Close the school building to everyone apart from staff and children.
- Set clear expectations for children about sneezing, coughing, tissues and disposal and avoiding touching of the mouth, nose and eyes with hands.
- Make soap and water / hand sanitiser available to children and staff.
- Ensure everyone is washing their hands with soap and water for at least 20 seconds across the school day.
- Have a room for isolated pupils to wait in until they are collected.
- Keep pupils at their desks for as much of the school day as possible.
- Cancel assemblies, trips and events where children would have to gather together.
- Stagger playtimes and lunchtimes to reduce the contact children have with each other.
- Keep windows open and prop doors open wherever possible to increase airflow.
- Maintain increased cleaning routines.
- Inform parents if there has been a confirmed case of Covid-19 in school.

The Family will:

- Share and explain expectations and rules set by the school with our child/children.
- Strictly follow altered routines for arrival and departure.
- Instruct our children to regularly wash their hands and follow the school's instructions on hygiene.
- Ensure my child(ren) are in correct school uniform/PE kit on the right days.
- Keep phones switched on and be available to collect my child/children if requested by the school.
- Keep our child/children at home for isolation if they show any symptoms of the Coronavirus or until a negative test result is obtained.
- Not visit the school office. Please telephone or email to make enquiries.
- Stay as short a time as possible on the school premises and socially distance from other families.
- Maintain social distancing from friends and other families outside of school (following government guidelines).

The Pupil will:

- Behave well in school in line with behaviour policy at all times.
- Follow the instructions of members of staff immediately to maintain a safe environment.
- Stay in my seat/ space when in the classroom.
- Use only my own equipment in class and not share it with others.
- Frequently wash my hands with soap and water for at least 20 seconds as I enter school, before I eat, if I sneeze or cough and before and after breaktime and lunchtime.
- Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching of the mouth, nose and eyes with hands.
- Tell an adult if you are feeling unwell, unhappy or worried.



Appendix 2

Warning	Examples of Typical Behaviours	Sanctions
1	<ul style="list-style-type: none"> Talking over an adult Off task Swinging on a chair Preventing others from learning Mis-use of resources Not following instructions Calling out Wandering around the classroom Back chatting once Making silly noises Laughing and encouraging silly behaviour in others Not walking Talking in assembly Disturbing others [talking loudly, shouting, tapping etc.] Answering back once Being in without permission 	Verbal warning
2	<ul style="list-style-type: none"> Sustained repetition of examples above and: Serious mis-use of resources [breaking rulers, pencils deliberately, kicking balls on the roof etc.] Calling names Muttering under breath Spreading rumours Answering back rudely or repeatedly Inappropriate language Challenges to authority 	Meeting with parents IBP/PSP if sustained
3	<ul style="list-style-type: none"> Sustained inappropriate behaviour from above and: Kicking doors or furniture Walking away from an adult Foul language Threatening behaviour Use of violence Swearing Fighting Injury to others Eating in lessons Defiance Throwing equipment Damaging school property (loose or fixed) 	<ul style="list-style-type: none"> Time out from class, break or lunch Timeout from class should be made up during break or lunch If time outs are occurring in break or lunch then possible removal from playground/ dining hall

3 x 3	Repetition of behaviours	<p>Internal exclusion – if the majority of offences have occurred at lunchtime the internal exclusion will be at lunchtime and may be over more than one day</p> <p>Possible individual behaviour support plan or pastoral support plan Possible statementing procedure Possible Fixed term exclusion Involvement of outside agency</p>
Exclusion	<p>Intentional or premeditated, unprovoked injury to a member of staff or child</p> <p>Proven bullying</p> <p>Deliberate destruction of school property – tearing displays, throwing furniture, throwing equipment</p> <p>Any breach of point 9 above regarding banned items in school</p> <p>Repeated threats, aggression or violence towards a member of staff or a child</p> <p>Spitting at others</p>	<p>Fixed term exclusion</p> <p>Possible permanent exclusion may be considered</p>

Appendix 3

Lakenheath Primary School - Behaviour Incident Report if CPOMS not available/for MDSAs

Child's Name		Year group	
Date		Other children involved	
Staff Involved		Place	
Type of Incident			
Hurting others			
Attention seeking			
Defiant behaviour			
Violent behaviour			
Offensive language			
Out of control			
Damaging property			
Refusal to co-operate			
Other			
		What was done by an adult	
		Resolution and consequence	
		Future plan (if applicable)	

