



Pupil Behaviour and Pupil Discipline Policy

This policy should be taken and used as part of Langford Budville Church of England School's overall strategy and implemented within the context of our vision, instrument of government, aims and values as a Church of England school.

Aims and Expectations

To create a caring school community, whose values are built on mutual trust and respect.

All members of the school community feel valued and respected; each person is treated fairly and well. They feel happy, safe and secure.

All members of the school community behave in a considerate way towards others.

There are clear expectations of acceptable behaviour for all.

Good relationships are promoted between all members of the school community; working together with the common purpose of helping everyone to learn in an effective and considerate way.

All adults treat all children fairly, and apply this behaviour policy in a rational and consistent manner.

All children become positive, resilient and increasingly independent members of the school community, making good choices and taking responsibility for their actions and words.

All members of the school community promote and reward positive behaviour in order to develop an ethos of kindness, reflection and cooperation.

Rewards and Sanctions

Rewards

At Langford Budville School if a child successfully and positively follows the rules this should be acknowledged. We have a reward system in place, which recognises all forms of social and academic achievement and effort.

We praise and reward children in a variety of ways which may include:

- Merits/Dojos
- displaying good work
- sharing work with others
- smiley faces on work
- Friday choice/golden time
- extra privileges
- stickers
- certificates
- lunchtime awards etc.

House System

- The school has four 'houses': Robin, Swift, Sparrow and Starling. Each child is a member of a house. Each week merit points/Dojos are counted up, announcements made in the weekly celebration assembly, and a running total maintained.
- At the end of each half term the highest scoring house may choose a reward (eg extra playtime, the chance to bring games to school for a special choosing activity...) to share with their team mates.
- A cup is decorated with ribbons in the colour of the winning house for the half term and displayed in the school entrance.
- Children are able to earn merits/Dojos for a variety of reasons, for example: good behaviour, effort, perseverance, good work, following the school rules, being a positive school ambassador

Celebration Assembly

- A weekly celebration assembly is held to celebrate the successes and positives of the week. During the assembly the following are celebrated:
- **POW Certificates (Person of the Week)** – one person from each class receives a certificate for good work, outstanding effort, perseverance or a particular act of kindness. Their achievement is celebrated with the school.
- **Other Certificates** – may also be presented. For example for attendance, times tables awards, team sports, swimming etc. Children occasionally bring certificates or trophies for achievements outside school such as ballet, sport or music awards, so we can showcase wider achievements and celebrate successes.
- **House Merits** – the total number of merits/Dojos for each house is announced and celebrated.

Code of Conduct

The following are rules created by children that we uphold at Langford Budville:

1. We are kind and look after each other.
2. We are respectful to everyone and everything.
3. We listen to each other.
4. We are positive and proud.
5. We always try our best and never give up.

Sanctions for Poor Behaviour Choices

We have devised a system of behaviour management based on developing self-discipline and awareness of the needs and rights of others rather than a rigid and punitive set of consequences for poor behaviour choices. This will help develop not only a safe and secure learning environment but, over time, a group of individuals who can make positive choices and take responsibility for their actions with regard to their learning and behaviour.

- We use low key strategies to redirect a child whenever possible (e.g. non-verbal gestures - eye contact, shaking the head or a quiet reminder) because these are the least disruptive and avoid confrontation.
- If necessary a child may be removed from an activity or situation to give time for them to calm down and consider their actions. This could include moving to one side away from the direct activity or moving to another room/part of the playground. On occasion this could also involve moving to another room to be supervised by a different adult for a time. See details below.

Langford Budville Church of England Primary School
Pupil Behaviour and Discipline Policy Rev May 2019

- We have chosen a ‘restorative justice’ approach to manage inappropriate behaviour, particularly that which has hurt another person – see Appendix 1.
- When discussing behavioural incidents with children it is important that all adults talk to them with a **quiet, calm and non-confrontational** voice.
- It is important not to say “Why did you do that?” We encourage adults to work through restorative questions, using the cue sheet in Appendix I.
- To support children when discussing what has happened, the child prompt questions on the Appendix 1 cue sheet can be used.

In all cases below, if a TA issues the sanction they must tell the class teacher as soon as possible so that they are aware of what has happened and can support the outcome.

Warnings and chances are not usually necessary before employing a sanction below – children know and understand the expectations for acceptable behaviour.

Where?	Type of poor behaviour	Sanction to employ	Inform parents?
Classroom including eating lunch	<ul style="list-style-type: none"> • Work not completed due to poor attention or lack of effort • Distracting behaviour towards peers or adults • Spending inappropriate amount of time away from the desk – time wasting 	<ul style="list-style-type: none"> • Miss appropriate amount of following break time to complete work – this may be the next day <p>NB: Good classroom practice</p>	Not usually necessary – unless the behaviour becomes persistent
Classroom including eating lunch	<ul style="list-style-type: none"> • Deliberately and persistently disruptive behaviour including rudeness to a member of staff, throwing or mistreating equipment 	<ul style="list-style-type: none"> • Time Out: Leave room for a short time to calm down • Thinking Chair for younger children • Miss part of break time to complete work as above <p>A special Behaviour Plan may be needed for these children – incorporated into an IEP.</p>	Can be appropriate if behaviour persists – at teacher’s discretion
Playground at break time or during PE sessions	<ul style="list-style-type: none"> • Mild rough play including during a team game at break time, not premeditated or causing injury • Inattention or lack of compliancy during PE sessions 	<ul style="list-style-type: none"> • Time out on a bench, in sight of adult on duty; 2-3 minutes or longer, at discretion of the adult 	Not usually unless child has been upset or refuses to accept the consequences of their actions
Anywhere in school	<ul style="list-style-type: none"> • For deliberate kicking, hitting, biting, spitting, punching or swearing with intent • For causing injury to a child or adult through inappropriate actions 	<ul style="list-style-type: none"> • Child removed from situation for Time Out to calm down and reflect. • Child to be separated from peers, sent to another classroom or to 	Always inform parents asap , either in person at end of day or by telephone. It is expected that this would happen

	<ul style="list-style-type: none"> For vandalising the school's or another person's property 	<p>the Head of School's office</p> <ul style="list-style-type: none"> Following reflection time, and when the adult is available, the action is discussed using the Restorative Justice questions in Appendix 1. 	<p>the same day. Parents of a child who has been hurt must also be informed and the actions taken explained.</p>
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Internal Exclusions

If a child persistently reoffends and the sanctions above have not been successful on a number of occasions then an Internal Exclusion may be necessary.

- The child works in isolation from their peers for 1 day in the first instance.
- This may be with the Head of School or in the other classroom
- Parents are informed by the Head of School or Senior Teacher
- Parents are required to come into school to discuss the behaviour with the Head of School, this could involve setting up a support plan
- Internal exclusions should be recorded in the Behaviour Log

Fixed-term and Permanent Exclusions

Exclusion is an extreme measure and should be taken only in circumstances where long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously compromised.

We retain the right to permanently exclude a child from the school for incidents of an extreme nature, or when a series of fixed term exclusions have had insufficient effect.

Only the Head of School and/or Executive Head teacher have the power to exclude a pupil from school.

- The Head of School and/or Executive Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.
- The Head of School and/or Executive Head teacher may also exclude a pupil permanently.
- It is also possible for the Head of School and/or Executive Head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School and/or Executive Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School and/or Executive Head teacher make 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 of School and/or Executive 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 of School and/or Executive 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 an 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' appeals panel decides that a pupil should be reinstated, the Head of School and Executive head teacher must comply with this ruling.

Younger Children

In Key Stage One, in the first instance children are supported to make the right choice through modelling positive behavior and discussion with the adults. If this is not successful the Time Out method, using the Thinking Chair is used, followed by restorative justice questions.

If this is unsuccessful, strategies from the sanctions chart may be used according to the age and maturity of the children.

Very young children whose poor behaviour is a result of tiredness may be sent home to rest in accordance with the EYFS Induction policy – this is not the same as an exclusion.

Children Beyond

Our Behaviour Policy applies to all our children, but we may differentiate to make allowance for specific children's needs.

- 'Children Beyond' are those children for whom Social Emotional and Mental Health issues are the main presenting problem. This may include some children with Autistic Spectrum Disorder.
- These children may need additional support to improve their behaviour.

We do this by working fully in line with this policy and putting in more support tailored to the specific needs of the child

This might include:

- changing the group or individual support of the TA
- adapting the time table or class routines
- individual interventions/classroom changes following professional advice, e.g: from the SEMH support team, Educational Psychologist or Occupational Therapist
- drawing on additional resources from beyond the school e.g: alternative provision (part time)
- drawing up a Pastoral Support Plan
- drawing up a Risk Assessment detailing action to be taken when identified behaviour occurs – this will be shared with pupil, parent and staff
- differentiated pupil/parent/school contract reviewed regularly.

Adult Roles in Behaviour Management Explained

The role of the class teacher

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.

- The class teachers 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 and are active learners.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher 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. 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 Head of School.
- The class teacher liaises with the SENDCO and external agencies as necessary, to support and guide the progress of each child. This may include discussing the needs of a child with the education social worker 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.

The role of the Head of School

It is the responsibility of the Head of School and Executive 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 of School to ensure the health, safety and welfare of all children in the school.

- The Head of School 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 of School keeps records of all reported serious incidents of misbehaviour.
- The Head of School and/or Executive Head Teacher have 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 Head of School and/or Executive Head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of 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 in the school prospectus, and expect parents to read these and support them.
- Parents will support the school, by signing and supporting 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.
- If the school has to use reasonable sanctions to manage the behaviour of 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 of School and if this does not resolve the issue 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 these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines.

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

The role of All Staff

All members of staff will follow and implement the behaviour 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.
- Teachers in our school do not hit, push or slap children.
- Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.
- The actions that we take are in line with government guidelines on the restraint of children.

Monitoring

The Head of School 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 school keeps a variety of records of incidents of misbehaviour.
- The class teacher records minor classroom incidents.
- The Head of School 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 or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book.
- The Head of School keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 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.

Review

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 I

Prompt questions for adults:

Restorative Justice 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?

Prompt questions for children:

What do I need when I've been harmed?

- An apology eg "Its not alright but I forgive you"
- An empathetic listener
- Amends made
- The other person to understand what has upset me
- To be respected
- To be allowed to have emotion
- Support and positive reinforcement
- Reassurance it won't happen again
- To draw a line underneath it

What do I need when I've harmed someone else?

- To apologise
- Someone to talk to
- Time to put things right
- To make it up to them
- A chance to explain to another person and myself
- To feel better about it and about myself
- To be forgiven
- To reassure them/myself it won't happen again
- To get back on friendly terms