



## **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.*

### **Rationale**

As a Church of England School, we work together to create a safe and caring environment where every child can flourish. We aim to follow Jesus' lead in teaching our children forgiveness and acceptance. To that end, we aim to create an inclusive and supportive culture where children can grow, not just academically, but socially and emotionally in order to get the very best from their education and achieve their full potential. All pupils have the right to learn in a safe and respectful environment which promotes good mental health built on an ethos of high expectations of attainment and behaviour. Therefore, we have a strong and clear policy which aims to remove any factor that may hinder anyone's basic entitlement to this.

We believe that good behaviour and self-regulation are fundamental in creating the right atmosphere for successful learning to take place. It is expected that staff will promote and praise positive behaviours and choices, not just in their classrooms but across the whole school. Children will be encouraged, supported and praised in a consistent manner. Staff should lead by example when talking to children, modelling and promoting politeness and respect at all times.

Our expectations for good behaviour apply equally in lessons, on the playground, at lunchtimes, during extra-curricular activities, online and during out-of-school care. This policy is applicable in all of these situations and to all children, staff and Governors.

### **Aims**

- To underpin our school values.
- To create confident, polite, kind and caring children.
- To build resilience, responsibility and community membership.
- To support an ethos of respect.
- To establish a shared and consistent approach.
- To outline acceptable and unacceptable behaviours.
- To ensure a fair and graduated approach.
- To ensure all staff are aware of the responsibilities.

### **Promoting positive behaviour**

#### **TRUST – RESPECT – SAFE – CARE**

These are the four key areas of our school rules, against which the behaviour and actions of everyone is considered. Pupils are encouraged to be aware, not only of

their own needs, but also of others. We aim to develop the values of respect, tolerance, self-control and responsibility through an atmosphere of support and understanding. Values such as fairness, empathy and sympathy are not just empowered through this policy but through assemblies and the PSHE curriculum.

**Trust** – We are able to trust each other to do the right thing.

**Respect** – kind words, not shouting out, appropriate use of equipment (including IT equipment), following instructions promptly.

**Safe** – correct use of equipment (including IT equipment) and furniture, safe play and games, walking around school.

**Care** – Staff and children will always care for each other.

The philosophy behind our approach is to create a kind and caring environment where children can grow academically, socially and emotionally. This approach also supports our staff to define limits, establish tolerances, clarify routines, outline expectations and ensure consistency. Whilst encouraging everyone to behave positively this approach also increases pupil's self-esteem, encourage and reward positivity and encourages recognition for the right reasons. Furthermore, this helps build positive and professional relationships which in turn create a climate where behaviour problems are significantly reduced and that teaching and learning is of a high quality.

The main focus of our approach is to praise positive actions by catching the children doing the right things and rewarding and celebrating these behaviours. Rewards take the form of verbal recognition, stickers, house points, certificates, communication with home and celebration assemblies.

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
- Class raffle
- 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.

### **Graduated discipline procedures**

Inevitably, there are times when pupils display inappropriate or unacceptable behaviour. The following outlines the stages of sanctions imposed when a child displays such behaviours. It is our policy that every opportunity should be given for the child to turn their negative behaviour around and choose to do the right thing.

Initially, a child will be given a verbal warning. If they continue with their inappropriate or unacceptable behaviour they will move to stage 1.

If there is persistent, or serious bad behaviour, a pupil may miss stages of the approach and move straight to a further stage.

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Stage 1

- Think by the Sink (Class 1)
- Thinking time on the white chair (Class 2)
- Removal of privileges
- Loss of playtime

Stage 2

- Sent to another teacher or the head of school

Stage 3

- Sent to Head of school
- Contact parents
- Individual Behaviour Care Plan created
- Internal exclusion
- Exclusion following LA & DfE guidance

- If the incident happened while the child is working with a teaching assistant outside the classroom, the child will be sent to the class teacher. The teaching assistant will inform the class teacher on the internal phone system;
- If the child does not arrive in the classroom, the class teacher will inform the head of school or school administrator that they are missing.

All incidents at stage 2 will be recorded in a class book; 2 behaviour points will be recorded on SIMs; parents/ carers will be informed at the end of the day

All stage 3 incidents will be recorded, with details, on SIMs including 3 behaviour points.

**All work missed as a result of the behaviour will be taken home in order that the child is ready for the following day's work.**

Restorative conversations will be used to help mediate between two parties as well as unpicking behaviours displayed and choices made. We believe that restorative language helps move the focus away from blame and shame to root cause and repair. This helps the child understand their actions, engage with their consequence and understand how their actions can affect others. See appendix 1 for Restorative question prompts for adults and children.

Examples of unacceptable behaviours:

- Physical hurting
- Preventing others from learning
- Swearing
- Rude gestures / actions
- Spitting
- Biting
- Knowingly providing falsified information
- Answering back
- Aggressive outbursts that risk or harm others
- Refusal to follow instructions
- Interfering with other people's space / equipment / work
- Verbal abuse
- Provocation of others
- Inappropriate use of equipment including IT equipment
- Not listening to others
- Calling / shouting out or interrupting
- Deliberately causing damage to equipment including IT equipment

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- Throwing objects
- Making derogatory comments
- Climbing on or under furniture
- Running away
- Hiding from an adult
- Refusal to stay on task
- Stealing
- Continuous muttering
- Lying
- Negative attitude
- Sexualised behaviour including sexual harassment and/or sexual abuse
- Any kind of bullying
- Use of or involvement in alcohol and/or drugs
- Use of a weapon
- Illegal / criminal activity

*This policy operates in conjunction with the school's Exclusion Policy.*

### **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

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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