



# School Policy



# Behaviour & Discipline Policy

October 2019

"Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects."

(Education Observed D.E.S)

Our behaviour policy has been written to reflect our whole school vision and our beliefs that every child deserves the right to feel safe, secure and to understand their boundaries and limits.

At Lightmoor Village Primary School we aim to ensure that every child within school is able to look after themselves and others and knows how to keep safe. It is our hope that all children recognise that staff within the school setting can be approached and that they will work hard to ensure every child feels safe. It is our role to support in preparing children for life in modern Britain by equipping them with life skills to protect themselves and approach adults with concern in school it is vital to us that all children are treated with respect by their peers and by staff and that staff also demonstrate this in their daily interactions with each other. Children and adults are expected to be role models for our pupils, being courteous at all times, holding doors for others and greeting each other as they pass in and around the school building. All staff are expected to implement this policy and to ensure that is carried out in constant manner for all.

See also policy on Use of reasonable force and our Anti-bullying Policy

### **Aims**

- To promote self-discipline and proper regard for authority among pupils.
- To encourage good behaviour and respect for others.
- To ensure pupil's standard of behaviour is acceptable.
- To regulate pupil's conduct.

### **Principles:**

- At Lightmoor Village Primary School we believe that rules are necessary for the safety, consideration and well-being of all.
- A consistent behaviour policy will support a calm environment where teachers and children feel safe.
- Children should know the rewards that good behaviour brings.
- Children should know the class rules and expectations and the reasons for them.
- Parents should know what the school expects and what will happen when behaviour falls below the expected level.
- Good behaviour is the shared responsibility of **all the staff**.
- The school recognises the need to teach the children good behaviour within the curriculum.

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere."

(Discipline in Schools - Elton Report)

Other relevant documentation : Bullying, Harassment & Racial Incidents Policy, SEN Policy, Attendance Policy, Marking Policy, Using Reasonable Force Policy, Home School Agreement (admissions form).

### **Our purpose is:**

- To maintain levels of good behaviour.
- To provide a consistent approach in rewarding good behaviour.

- To provide a consistent approach in responding to unacceptable behaviour.
- To ensure that behaviour does not inhibit learning or impede potential.

### **The Teacher's Role**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

### **Assertive Mentoring**

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green - excellent/very good, Yellow - acceptable/satisfactory, Red - unacceptable. Targets and support are agreed where necessary.

### **Rules**

Each class has classroom rules which are drawn up with the children in the first week of a new school term. These are to reflect our whole school rules which are included below. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

Our code of conduct is:

- Be kind to everyone
- Be polite and treat everyone with respect
- Walk everywhere inside our school building
- Work calmly so that everyone can learn
- Do as we ask first time

These basic rules are displayed in all classrooms and corridors and regularly verbalised at FS and KS1.

### **We have specific rules being enforced on the grounds of health, welfare and safety**

#### **A. Food and drink**

Children may bring fruit from home to eat at morning play in KS2. No food (other than packed lunches) of any kind should be brought into school (unless on medical grounds). Packed lunches should not include sweets, chocolate or fizzy drinks. Children have regular access to water and must be supplied with water bottles. Water is also available during lunch.

#### **B. Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of earrings. If children cannot remove them themselves they should be taken out at home on the days the child does PE or studs may be covered with micro pore tape. Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair.

**C. PE Kit**

Appropriate clothing must be worn for all PE activity and long hair must be tied back.

Reasons: A combination of bare feet and trainers will be appropriate for a range of activities.

Hair can get trapped or be a health and safety hazard. Each class has spare PE kits and

If child regularly forgets to bring in their PE kit an email is sent home to parents (class teacher to notify office to send email).

**D. School Clothing**

The school has a separate school uniform policy. Uniform is purchased through the supplier (details form the office) Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only black flat-heeled suitable school type shoes should be worn no trainers or boots. Reasons: High heel shoes and boots are unsafe for the school environment. No extreme hairstyles should be worn by pupils.

**E. Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible to the school office and not left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

**F. Mobile Phones**

**No Mobile phones**

Reasons: Our pupils are too young to need to be contacting anyone inside school hours.

During school hours contact is possible through the school's land lines. Mobile phones are not required. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

<b>Procedures</b>
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A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Some staff are trained in safe handling and de-escalation techniques. At times, it may be easier to evacuate the class.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informed. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behavior

### **Movement in and around school**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions). Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on. If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'.

### **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by the very minute of the start of playtime. No hot drinks are to be taken onto the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff maximises levels of visual supervision.

An internal bell or whistle signifies the end of play. Upon hearing this, staff should go to their door to collect their classes. If, for whatever reason, a signal is not heard, staff should assume that playtime will end at the normal time and respond accordingly.

Upon hearing the bell or whistle children should stop what they are doing they walk to designated class lines, joining at the back of the line. Staff allow children in a class, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a smiley.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes with TA support and any SMT teacher on duty. They may decide to work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children, **please note no use of iPads or laptops or the smart board.** It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that class are never left unsupervised.

### **Playground procedures** (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should only be used on the MUGA or the field in appropriate conditions at the discretion of the duty teachers. The rest of the playground is a 'football free zone' although invasion games such as basketball may be played in the designated area. Any misuse of playground equipment will lead to confiscation. Football is only permitted at certain times of the year. If the football goes over the school fence **pupils should not go to get it back.**

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of staff with first aid training (rota on board in staffroom).

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

## **Rewards**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

### **Rewards**

#### **General**

- Favourable comments can be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).

- Weekly celebration whole school assembly to recognize the hard work and achievement of pupils across the school.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Headteacher for praise.
- Opportunities for giving children greater responsibility such as monitor jobs and playground buddies around school. Children will also have the opportunity to apply for pupil council at the start of each year.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

### **Whole School Reward System: 'Smileys'**

To encourage children to follow our rules and to focus on the positive, good behaviour is rewarded with 'a smiley'. The children aim to try and get as many of these during a school day and then throughout the week. These are recorded on class charts and contribute to the whole school 'house' system. Once pupils gain 10 smileys they get a star to go in the bucket of their house team in class, these are then counted each Friday by the school council and shared with the school in assembly. The winning house at the end of the year gets a trophy cup and their house name and score engraved onto the school shield. 'Smiley's' may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.  
Displaying a caring attitude towards others.
- Staying on task/resilience etc.
- Leaves assembly.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

**Once awarded a Smiley can never be deducted** (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

If a child gets a smiley they can put a stamp/ sticker next to their name on the chart in class. When a child gets 10 smiley's they earn a house point for their team!

This is represented by putting a laminated star into their house bucket.

### **Celebration Assembly**

Every Friday we hold a whole school celebration assembly for all children and staff. Each class teacher will present a Lightmoor leaf for behaviour and attitude and a Learning leaf for learning and classroom work. The two children from each class will come to the front to collect their certificates and to place their leaves onto our Lightmoor Tree. The Nurture room staff present an owl award and the head teacher presents an acorn award to someone who has stood out that week in school. All children that gain rewards have their pictures taken after the assembly and are all invited to sit on the 'golden' table to eat their lunch. The house points are also share at the end of this assembly so that the children can see how their team are doing based on the behaviour points that week.

## Sanctions

### Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note See also our policy on the 'Use of Force'.

- If behaviour results in physical or verbal abuse/or requires physical intervention towards a teacher/adult the child goes straight to a report card.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

### Foundation Stage (Reception)

In the Reception class they have a very visual behaviour management tool that seeks to focus on the positive. They have a sun, a cloud, a rainbow and a rocket with a star. Every day each child starts off on the happy sunshine with the aim of trying to get to the rainbow and even the rocket and star by following the school rules and making the right choices. If a child forgets one of our school rules or makes a wrong choice after verbal reminders, they will be shown that they have been moved to the 'sad' cloud. The aim will then be for the staff to get the child back onto the happy sunshine as quick as possible. Moving to the sad cloud for hurting others or after lots of reminders could result in having 4 or 5 minutes away from an activity for some reflecting time. The Reception class teacher also presents the leaf awards on a Friday celebration assembly along with the rest of the school and does star of the week. The reception and year 1 pupils contribute to the whole school smiley awards with their sticker charts and to their house teams.

### Year 1

In year 1 there is a set of cards for each child; red, yellow, green and gold. Each morning all children's start with a green card, if they forget a rule then they may get given a yellow card and be given some thinking time. They will then be encouraged to work hard and get back onto the green card as quickly as possible. If the child has to be spoken to again about their actions they could get a red card which would result in some time out to reflect like in Reception for 5 minutes. Children will be encouraged to get on to the 'gold card' for being super stars and doing something that is very sensible and kind. The Year 1 class teacher also presents the leaf awards on a Friday celebration assembly along with the rest of the school and does star of the week. The reception and year 1 pupils contribute to the whole school smiley awards with their sticker charts and to their house teams.



## Year 2 – Year 6

The rest of the school use a tracker system. Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to.

### **Always use normal behaviour management strategies:**

Start with the positive and use calm, polite but firm requests, warnings (no more than three). Consider repositioning, separating to prevent behaviour escalating.

### **W - Give an official warning: W on the tracker** The child's name is written on a **behaviour tracker with W under the correct day.**

Use the agreed phrase, 'This is your final warning before going further up the tracker to a 2 or 3, do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

### **2 on the tracker**

**Step 2:** If this behaviour continues or another rule is broken in the same day then the child is at a **stage 2** and **2** is written on the tracker. This will **mean 10 minutes of the child's time is taken as a consequence of this.** This could be either at playtime, lunchtime or if in the afternoon 10 minutes of missing out on an activity that the class take part in. **The 10 minutes should be spent reflecting on the behaviour inside with the class teacher or TA.**

### **3 on the tracker**

**Step 3:** For negative behaviour repeated, continued refusal to comply after having a chance and getting to **W** and **stage 2**, or different behaviour on the same day then it becomes **stage 3 (3).** This will **mean 20 minutes of the child's time is taken as a consequence of this.** This could be either at playtime, lunchtime or if in the afternoon the following day's playtime. **This time should also be taken indoors with the class teacher/TA.** A stage 3 can be allocated on the first occasion of poor behaviour where the child has done something that the member of staff feels is more serious than a 2 e.g not telling the truth or upsetting or hurting others emotionally or physically.

### **4 on the tracker**

**Step 4:** If behaviour is more serious – **intentionally hurting others, swearing, abusive comments, continuous refusal to comply or bullying** then the child will be made aware that they will be going straight to **step 4 (4).** This could also be through non-compliance and moving through tracker up to a 4. **Once on a 4** a child will lose **20 minutes of their time** as above and are then placed on **Report.**

**Report:** When a child is placed on report their parents/carers are notified by the class teacher that day, this may be a phone call or a meeting with a parent. **Children will be placed on report for 1 week.** Once a child is on report an individual report card is kept by the class teacher and targets are agreed between the class teacher and the child. These are shared with parents and are reviewed each

day. **On the first day of report a child will not be able to access morning or lunchtime breaks.** This is to then be reviewed daily based on the child's behaviour and reason for being on report. The child on report works towards having a certain amount of positive sessions during the week that they are on report. If a child meets their target at the end of the week then they can come off report and parents are contacted. If a child gets to a stage 4 for behaviour whilst on report the 4 will be recorded, parents will be informed and break times / lunchtimes will be taken as in the policy for a step 4. This will mean automatically that the report will continue onto the following week. If a child does not meet their target during their time on report then this process also continues onto another a week. Children are encouraged to meet their targets and be responsible for their behaviour. **Children on report will not be able to take part in out of school events or activities that require them to be representing the school just for the period that they are on report.** Children who are put on report 5 times/weeks during a half term may face a temporary exclusion. Each half a term a child will come back to school for a fresh start and will not be on a report even if they had not completed a full week. However all reports and incidents of behaviour will be logged by the DHT each half term and a record will kept during the each academic year.

This behaviour system is to be used by all members of staff and during break times and lunchtimes. It is vital that members of staff liaise between transition periods of the children's school day.

### **Vulnerable learners**

When a child has been on report for more than 4 weeks of a half term and the tracker system isn't working parents will be asked to come into school for a meeting. An Early Help Assessment may be carried out to support the behaviour for this child at school and home. **Individual behaviour trackers** can also be used at this time as a positive way of breaking the day down into lessons and for monitoring trigger points in the day in school. These are usually themed to the child's interests to be appealing to the young learner. These are shared daily with the child's parent/ carer and the class teacher.

All behaviour will be recorded and plans made to support the child and their family. Children can also be referred to the FAP panel (Fair Access Panel) where support and advice can be given by a learning mentor in the school setting.

### **Exclusion**

Children who are put on report 5 times/weeks during a half term may face a temporary exclusion. The 5<sup>th</sup> report in a half term will trigger a meeting the parents/carers and Head teacher where exclusion will be considered.

Children that refuse to comply in school, cause a dangerous situation and/or put themselves and others at risk will be temporarily excluded with immediate effect. The school exclusion system will follow the Telford and Wrekin education guidelines. When children return from a temporary exclusion parents will be asked to meet with the Head and Deputy Teacher and our chair of governors. An individual plan will then be put in place.

### **Recording**

Each class teacher keeps a record of behaviour (on behaviour trackers) chart over the half term. This provides a permanent record of children's behaviour. A separate record of children that reach the report stage of our system is collated by SMT members. Concerning behavior is also reported and recorded onto Edaware our school online system which is accessed by all staff to record on to.

### **Leaving the classroom or school grounds**

If a pupil runs out of a class we will establish where he/she had gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of the school

grounds, unless this provokes the child to run further. If a child is no longer in school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left the school and is at risk.

### **The power to use reasonable force or make other physical contact**

Refer to policy on Using Reasonable Force

### **Power to discipline beyond the school gate**

Through assembly and SMSC lessons pupils are made aware that their behaviour both within and outside the school gates should be acceptable. Incidents of unacceptable behaviour outside of the school will be dealt with on an individual basis.

### **Screening and searching and the power to use reasonable force**

School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or possessions without consent where they suspect a pupil has sustained prohibited items. School staff can cease any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Reviewed: Autumn 2019

Next Review: Autumn 2020

Reviewer: Jane Siddons and Lucy Cowan

## Appendix A

### GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

#### Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

#### Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

#### Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

### CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words