

St Luke's Church of England (Aided) Primary School



Behaviour & Discipline Policy and Procedures (2023-2025)

Reviewed February 2023:

**Rewards system of Class Dojos introduced to replace Merits*

**Reflection Time replaces Time Out*

Approved by Curriculum Committee: 16.05.2023



St Luke's Church of England Aided Primary School Behaviour (Rewards and Discipline) Policy and Procedures (2023 – 2025)

Aims and expectations

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 which is demonstrated through our school vision.

Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that, '**we can do all things through Christ who strengthens us**'
Philippians 4:13.

We are a caring community, whose values are built on mutual trust and respect for all:

Our Core Values

Love and **Compassion**
Friendship and **Forgiveness**
Endurance and **Hope**

The school's 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 which is highlighted in our school Mission:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve**.
- Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness**.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. Our key focus is the promotion of 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.

The school expects every member of the school community to behave in a considerate way towards others, demonstrating **our core Christian values of love and compassion, friendship and forgiveness**. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, so that all of our children are able to fulfil our school motto of:

Our Motto

Aspire, Believe, Achieve

'We can do all things through Christ who strengthens us.' Philippians 4:13

Rewards and discipline procedures

We praise and reward children for good behaviour in a variety of ways (see Appendices A and B for Rewards & Discipline Procedures).

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, staff members follow the discipline procedures (see Appendix B for Steps of action).
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher should call for assistance immediately from another member of staff. Using deescalating techniques, staff should firstly try to diffuse the situation or if possible remove the child from the situation. However, in the instance that these techniques do not work, staff may have to restrain the child in order to prevent the child from harming themselves, other children and members of staff. Members of staff should only make physical interventions if they have received suitable training and parents/carers must always be kept informed if any of these situations take place.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Following Staff INSET (Spring 2023) our school Rainbow Rules were reviewed following the works of Paul Dix 'When the Adults Change'. The following rules were agreed and shared with children and parents/carers:



Where children do not follow the School Rules, then the agreed discipline procedures (Appendix B) are applied. With regards to Step 3: Consequence, children were part of the consultation process as to what they deemed as appropriate consequences for their 'Class Consequence Chart'; children agreed that the consequences would be appropriate and related to the behaviour.

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.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils. (Refer to Physical Contact policy)*. 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.

The role of staff

It is the responsibility of members of staff in each class to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. All members of staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. Staff treat each child fairly, and enforces the classroom code consistently, treating all children in their classes with respect and understanding.

If a child misbehaves repeatedly in lessons, then members of staff should refer to the steps of discipline. 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 headteacher.

Staff members liaise 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 education social worker or LA behaviour support service.

Staff report 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 and the need for implementing an individual behaviour plan.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

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

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents/carers

As highlighted in our School Mission, we will work hard to **establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can achieve their God-given potential**. The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and school newsletters, and we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate with the school. 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 punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher followed by the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term suspensions and permanent exclusions

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

If the headteacher is considering suspending/excluding a child, s/he informs the parents immediately, giving reasons. At the same time, the headteacher makes it clear to the parents that in the event of suspension/exclusion, they can, if they wish, make representation/appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about all permanent exclusion and fixed-term suspensions.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. 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 child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour, i.e. behaviour logs. As a child reaches Step 3 in the discipline procedure, the child's name is entered into the Phase behaviour log and then if the behaviour persists and does not improve, the child's name is entered into the School Behaviour log and the behaviour is added to the child's SIMS record.

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

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay

particular attention to matters of racial equality; it will seeks to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

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.

At our school we expect all children to be well behaved and have a good attitude, following our three rules of 'Be Ready, Be Respectful and Be Safe!'



ClassDojo

Children are awarded 'Learning Me' Dojos. There are 5 Learning Me's which reflect the different characteristics of an effective learner:

Social Me Thinking Me Spiritual Me Creative Me Physical Me

Children are given Dojos which are recorded in their individual online Profile, on Class Dojos, and receive different awards for numbers achieved.



Star of the Week & Good Citizen Award

Each week, one child in each class is chosen for this award..



These are given to children for persistent, excellent attitude and behaviour. Golden Tickets recognise those children who are persistently well-behaved and a credit to our school.







Headteacher's Award

Each week, the Head Teacher will ask for nominations for class or year group of the week based on their positive attitude, exemplary behaviour, care for the school environment etc. The winners will be awarded a reward chosen by their teacher.

Other Awards (Half-termly / Termly)



At our school we expect all children to be well behaved and have a good attitude. If you choose not to follow our three rules of 'Be Ready, Be Respectful and Be Safe' then the following actions will take place:

Steps	Action
	<p>1: Reminder</p> <p>Remind children of the expectations of 'Ready, Respectful, Safe'</p>
	<p>2: Caution</p> <p>Verbal warning given, making them aware of their behaviour & clearly outlining the consequences if they continue. Offer time in the Reflection Zone to regulate emotions if necessary.</p>
	<p>3: Consequence</p> <p>This will be appropriate and related to the behaviour. Record on the 'Class Consequence Chart'.</p>
	<p>4: Escalation</p> <p>Involve Phase leader and behaviour is recorded in the 'Phase Behaviour Log' and parents/carers informed. Anyone entered misses part of half-termly 'Golden time'.</p>

Restorative meeting

Takes place after either Step 3 or Step 4 to discuss the behaviour, the impact and the next steps (taking responsibility and putting things right!)

