



BEHAVIOUR AND DISCIPLINE POLICY

**Adopted: September 2021
Review: Autumn 2025**

AMENDMENT TRACKER

DATE	CHANGE AND COMMENTS	LOCATION
2.2.22	HOUSE POINTS AMENDMENTS	GS
	3, 2,1 HANDS FREE AND EYES ON ME BEHAVIOUR STRATEGY ADDED	GS
	IMPLEMENTATION OF SCHOOL VALUES	GS
15.09.23	REVIEW - NO CHANGE	GS
JAN 2024	RESTORATIVE APPROACH UPDATE	GS
JAN 2025	RIGHTS RESPECTING REMOVED - MOVED TO SCHOOL VALUES.	PGS 3, 4, 5.
JAN 2025	REMOVED ' CLASS CHARTER' TO SCHOOL VALUES	PG 9
JAN 2025	PASTORAL MANAGER ADDED	PG 7
JAN 2025	ADDED ADDITIONAL POSITIVE INCENTIVES	PG 4

Our School Values

In conjunction with children and staff we have created five core values that we believe are central to everything we do at Vane Road Primary School. These five values are centred around respect which is the firm foundation upon we build these relationships.

- **Respect**; all our relationships are built upon this.
- **Ambition**; we can aspire to be whatever and whoever we wish.
- **Kindness**; we are kind to all.
- **Resilience**; we have the ability to bounce back from challenges we face.
- **Inclusivity**; we accept we are all different but treat each other equally

1. Restorative Approach

Alongside our School Values, School has put into place a Restorative Approach to help resolve conflict between children. A Restorative Approach in school is a move away from thinking about misbehaviour as 'rule breaking'.

A Restorative Approach focuses not on the behaviour but on the impact on relationships and how they can be successfully restored or maintained.

The Restorative Approach is based around the following five key questions-

What happened?

What were you thinking?

What were you feeling?

Who did your actions/words affect?

What needs to happen now?

What do you need to do now?

2. 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. 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.

However, the primary aim of the behaviour policy is to promote respectful 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, adults and children, to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This 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.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote respectful behaviour, rather than merely deter anti-social behaviour.

We believe consistency is key and all staff use the strategy of 3,2,1 hands free and eyes on me when asking for the attention of pupils. In larger groups the strategy of clapping and children repeating will be used.

The application of this policy takes into consideration reasonable adjustments for children with identified disabilities.

3. Rewards

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children.
- each week we nominate pupils from each class to be awarded a Merit Award.
- award of Clasdojo points for in class/academic behaviour.
- stickers and certificates.
- star pupil awards.
- messages home.
- Values award
- In addition to the above class teachers and pupils may decide together to have additional incentives based on pupil voice.

4. Sanctions and Consequences

The school employs a number of sanctions to support our Rights Respecting ethos and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Low level disruption/behaviour

The behaviour tracking sheet should be used to track low level disruption.

It is the teacher's responsibility to deal with low levels of occurrences of disruption involving members of their class. If the disruption continues the teacher should involve parents in promoting positive behaviour. This might include a phone call or meeting to discuss strategies to support the pupil to re-engage in school life.

In most cases we would adopt a 5 stage approach to low level disruption:

1. Warning about the impact of the behaviour on others;
2. Time out within the classroom with time to reflect on their behaviour (5 minutes);
3. If the low level disruption continues, the teacher can sanction missing 10 minutes in another classroom.
4. Class teacher to inform parents/carers and work together to implement strategies to encourage positive changes.
If behaviour continues -
5. Child is brought to Pastoral Manager to discuss behaviour and complete a reflection sheet and possible strategies to improve behaviour.
6. Class teacher to inform parents/carers and work together to implement strategies to encourage positive changes.
7. If behaviour continues or pupils are involved in a serious incident E.G – physical aggression, inappropriate language or sexualised behaviour. Pupil/s are brought to DHT.
8. The DHT may consult with the Head of School on what further strategies can be used to support the child's behaviour.
9. Head of School to implement further strategies/sanctions with DHT.

Behaviour tracking sheets are tracked by the school's Pastoral Support Manager who will work children who are persistently disruptive to support the pupil in making positive choices.

Reflection Sheet

Children will complete an age appropriate reflection sheets when sent to the Pastoral Manager, DHT or Head of School. The aim of this form is for children who do not follow our rights respectful rules and school values to:

Reflect - repair - review

Reflect on their actions/behaviour

Repair the damage their behaviour has caused

Review what they could do in future so that they do not repeat the same behaviour.

Serious incidents:

Serious incidents may include:

- Persistent low level disruption;

- Fighting;
- Spitting;
- Foul and Abusive Language;
- Discrimination;
- Sexualised behaviour;
- Bullying, including cyber-bullying (refer to Anti-bullying policy);
- Violence towards staff or school property;
- Any other behaviour considered serious by the Head Teacher.

In these cases, the child must be sent to the DHT/HoS normally to be issued with a lunchtime/break time detention – children to complete a reflection sheet which is age appropriate.

- If the Deputy Head Teacher is not available children will be sent to Head of School who will follow the above.
- If the DHT or HoS deem the behaviour to be of such a serious nature then the incident can be referred directly to the Executive Head Teacher.
-

Actions that can be taken by the EHT/ HoS (DHT in their absence) include:

- Exclusion from out of school activities;
- Fixed term Exclusion;
- Permanent Exclusion.

6. Pupils with Special Educational Needs/Disabilities – making reasonable adjustments

The Equality Act 2010 requires schools to ensure children with SEND are not treated unfavourably because of a reason arising as a consequence of their special education need/disability and to make adjustments to ensure they can access all the benefits of their education. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children’s different needs.

Like all children, children with SEND display disruptive or challenging behaviour for a range of different reasons. They may not be accessing their education or making progress, they may have problems with communication, they may have mental health needs, or there may be issues outside of school. In some cases, a child’s perceived disruptive or challenging behaviour arises directly as a consequence of their special educational need/disability or as a consequence of a lack of reasonable adjustments made to accommodate them. Whatever the case, if a child with SEND is displaying disruptive or challenging behaviour, early intervention is needed to assess whether appropriate reasonable adjustments have been made for them – this duty is anticipatory. The fact that a child has a

special educational need/disability does not mean they should never be disciplined, but rather the behaviour and discipline policies should reflect the need to pay extra attention to the underlying causes of their difficulties to reflect the additional barriers they face.

A small percentage of our pupils need additional support to improve their behaviour. This includes pupils whose behaviour is the main presenting problem and also pupils on the autistic spectrum or with mental health problems

We support these children by:

- working in line with this Policy as far as possible.
- putting in more scaffolding tailored to the specific needs of each pupil.

This might include:

- Changing the class group/input or varying the usual classroom management.
- Making the routines/strategies more detailed.
- Drawing up an Individual Behaviour Plan/Risk Assessment detailing actions to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).
- Individual interventions from the Behavior Support or Autism Team.
- Education Psychology (EP) observations and targeted support with teachers, parents & pupils.
- Drawing on additional resources from beyond the school e.g. CAHMS or alternative provision (full/part time).

7. The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the children follow the School Values 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.

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. The teacher must be careful not to ostracise, alienate or humiliate a child as a result of their behaviour

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents by recording them. 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 Pastoral Manager, Deputy Head Teacher or Head of School.

The Pastoral Manager, Deputy Head Teacher/ Head of School, Executive Head teacher and class teacher liaise with parents and external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the child's social worker, Educational Psychologist or the One Point 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 or if a child has been particularly well behaved.

It is the responsibility of all staff to ensure that children behave appropriately in and around school at all times.

It is important that all incidents are thorough investigated and staff members do not make assumptions on previous events. All sides of an incident are considered before action is determined. It is not appropriate for a child to have their version of an event not believed unless it is witnessed by an adult or other children's versions of events are significantly in contradiction of one child's. In such cases, witness statements should be taken.

To use the Restorative Approach when appropriate to resolve disputes between children.

8. The Role of the Head of School

to implement and monitor 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.

support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

keeps records of all reported serious incidents of misbehaviour. All violent incidents (verbal or physical) by a pupil or parent/guardian will be reported to County Hall using the appropriate recording sheet and it may be necessary to inform the police.

The Executive Head Teacher/Head of School has the option to issue a fixed term exclusion for repeatedly refusal to follow instructions.

The Executive Head Teacher/Head of School 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 of School may permanently exclude a child.

The Senior Leadership Team ensures that there is a zero tolerance approach to dealing with prejudice matters of race, gender, socio-economic background, sexual orientation, religious beliefs and all such incidents of racial bullying will be recorded on CPoms and reported to the Governors termly.

9. The Role of Parents/Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents 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 Deputy Head Teacher. In the event that the parent/carer is still unsatisfied with the response then the School Complaint Procedure should be followed.

We expect parents to conduct themselves in an appropriate manner and acts of aggression towards staff, whether verbal or physical, will not be tolerated. All such acts will be referred to the Governing Body, reported to County Hall and reported to the police.

10. 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 Executive Head teacher 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 are fully involved in the process of reviewing policy and guidelines.

11 Fixed-term and Permanent Exclusions

Only the Executive Head Teacher (or the Head of School in their absence) has the power to exclude a pupil from school. The Executive Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Head Teacher may also exclude a pupil permanently. It is also possible for the Executive Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Head Teacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Executive 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 Executive Head Teacher informs the LA and the Governing Body about all permanent exclusion, and all fixed-term exclusions immediately.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the 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 Executive Head Teacher must comply with this ruling.

Procedures following a Permanent Exclusion

It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the 6th day of a permanent exclusion the Local Authority (LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases where the pupil lives in a different LA from the school, this will be the pupil's home LA.

Procedures following a Fixed Term Exclusion

Exclusions up to 5 consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

Exclusions for 6 consecutive days or longer – the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion. Arrangements have been made with another local Primary School.

12 Behaviour Outside of School

If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school behaviour and discipline policy which may result in an exclusion.

We work closely with the police and will support them fully in any investigations about incidents which take place outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police.

13 Power to Search Pupils for Weapons

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff, in this context the Headteacher, to search suspected pupils for knives or other weapons without consent.

Power to Search pupils will be in line with Dfe Advice July 2013: Use of Reasonable Force pg 6.

14 Safe Touch

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*.

This section should also be viewed in conjunction with the school's intimate care and toileting policy and in conjunction with Dfe Advice July 2013:

The decision to physically intervene will always be a last resort solution to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The school has a number of members of staff who are trained in Team Teach methods and where practical these members of staff will physically intervene with pupils.

15 Monitoring

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents on the tracking sheets. All Staff and members of the SLT also use the CPOMS system to record incidents and to communicate these to other members of Staff.

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.

16 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.

Policy to work in conjunction with the, Anti-bullying policy, E Safety Policy and Respectful Relationships Policy. It is in line with the Education and Inspection Act 2006, Section 89 and works in conjunction with the Department for Education Advice document: Behaviour and Discipline in Schools January 2016.

Signed: G Sim and R Wren

Date: January 2025