



STAPELEY BROAD LANE CE SCHOOL

Behaviour and Discipline Policy

Rewritten September 2023, in line with KCSiE 2023

Overview

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.

Our approach to managing behaviour is based on basic principles of honesty, respect, consideration, forgiveness, responsibility and positive relationships.

It is the primary aim of our school that every member of the school community feels valued and respected. We are a caring community, whose values are built on our Christian ethos, mutual trust and respect for all. Our 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.

Our school has 4 simple rules – Be **Ready**, Be **Respectful**, Be **Kind** and Be **Safe**. This ensures clear and consistent rules which promote good relationships, so that people can work together in an effective and considerate manner, with the common purpose of helping everyone to learn. However, our behaviour policy is not primarily concerned with rule enforcement. 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 for learning, rather than merely deter anti-social behaviour.

We apply this behaviour and discipline policy in a consistent and fair way, considering pupils' individual needs and stages of development. Our rewards and sanctions may need to be differentiated for individual pupils to provide a graduated approach to managing specific behaviour issues.

Aims (Values in bold type)

The aims of our Behaviour and Discipline Policy are to:

- foster a positive and **compassionate** environment in which all children can flourish and reach their full potential,
- develop relationships based on **respect, generosity**, integrity and **trust** between all members of the school community, including parents and members of the Governing Body,
- raise awareness of desired standards of behaviour by celebrating and rewarding children's positive behaviours and attitudes,
- ensure that there is clarity about the procedures and sanctions used,

As a direct consequence of the Behaviour and Discipline Policy, children will:

- build strong relationships,
- experience what it means to live as a member of an open, **generous** and **forgiving** community,
- benefit from a calm and secure learning environment.

The Stapeley Way – Our school rules

Our four simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

- Be **ready** - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.
- Be **respectful** - I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.
- Be **kind** - I will be kind and look after myself, others and the environment.
- Be **safe** - I will keep my hands and feet to myself and follow instructions from adults.

At Stapeley Broad Lane, adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Restorative Approach

Restorative Practice is part of everything we do at Stapeley Broad Lane CE Primary School. It is a philosophy that guides the way we act in all our dealings. The aim of Restorative Practice is to develop community and to manage conflict and tensions by repairing harm and building relationships. It is about a fair process, allowing everyone the opportunity to freely express their emotions. It is about always encouraging wrongdoers to take responsibility for harming others.

We use restorative questions to talk through any problems or arguments that occur. Questions are asked to everyone involved so that a discussion is developed and the questions will encourage everyone to think about their feelings, the feelings of others and ways to move forward. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them. (see Appendix 1)

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- **Children are greeted at the classroom door** and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Response to Positive Behaviours

- Every week a **Celebration Worship** is held in school, during which the children are rewarded for good behaviour, positive attitudes, progress in learning and attainment. **Praise and positive**

comments are given readily. Class and supply teachers, lunchtime supervisors and support teachers are all encouraged to comment on good behaviour.

- **House points** are given out by all members of staff, for good effort, excellent work, exemplary behaviour, or for demonstrating our school and Christian Values. At the end of each term, the winning house is presented with the Housepoint Trophy and the two children with the most housepoints in their class receive a certificate.

Above and Beyond Recognition

- Children will be recognised for their good behaviour.
- Children will be put on recognition boards when they have exhibited the target behaviour linked to the school rules and/or values. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise.
- Certificates, housepoints and other positive messages will be celebrated weekly and at the end of term.

Response to Unacceptable Behaviours

The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to, and in consideration of, each individual situation (See appendix 1)

When dealing with behaviour that falls below the expected standard around school, adults will:

- use the **School Rules** as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy;
- ensure that the child understands why his/her behaviour is not appropriate;
- seek to avoid confrontation and demonstrate **compassion** through active listening and **forgiveness** where there is an acknowledgement of wrong doing;
- establish the facts and reserve initial judgement;
- provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable;
- if necessary, removal of privileges will be used as the principal sanction, including withdrawal from off-site events.
- use punishments sparingly but consistently. When dealing with behaviour that falls below the expected standard within the classroom, teachers will deal with classroom problems, whenever possible, within the classroom.
- Model and use emotional regulation
- Encourage children to recognize their own emotions.
- **Children are praised publicly and reprimanded in private.**

Our behaviour pathway



- Reminder
- Final warning
- Space to cool off / calming time o Miss partial breaktime/In another class > in another designated space
- Follow up / reparative conversation

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used:

- Pupil is taken to a member of the Leadership Team (SLT), Deputy Headteacher or the Headteacher (usually in that order)
- Parents contacted
- Parents called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion



Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Behaviour Support for Individual Pupils

Where the class teacher has concerns over the behaviour of a child in their class, they will seek support from the SENCO or headteacher. At this stage, bespoke behaviour management systems may be used in an attempt to improve behaviours. Staff are trained to deliver a vast range of short-term interventions and group activities to promote positive behaviours and friendships and will usually deliver these as our first response to concerns. Where further support is necessary, staff will liaise with external agencies (for example the outreach support of local specialist provision), to support and guide the behaviour of the individual child.

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.

Bullying

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. (See Anti-Bullying Policy)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93, Education and Inspections Act. Staff only intervene physically to restrain children to prevent injury to a child or the escalation of a physical disagreement 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. (See Physical Restraint Policy).

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers 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.

The class teacher treats each child fairly according to needs and stage of development, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

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 monitors the behaviour of all pupils through the logs of incidents on CPOMS (our online recording tool), liaising with staff, pupils and parents where records begin to show a concerning pattern. The headteacher keeps records of all reported serious incidents of misbehaviour.

The role of parents

The school collaborates actively with parents when necessary, so that children receive consistent messages about how to behave at home and at school.

We explain the school's expectations in the school newsletter, 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, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we begin to have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, 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. If the concern remains, the parent should refer to the school complaints procedure.

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 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 the Department for Education's guidance. We refer to this guidance in any decision to exclude a child from school.

Exclusion occurs:

- a) in response to serious breaches of the school's behaviour policy/rules
- b) where a child's poor behaviour is persistent and, despite the school's best efforts, there is no significant improvement.
- c) where the pupil is jeopardising their education or welfare, or the education and welfare of others in the school community.

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. (See Exclusions Policy)

Drug and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. Any child who is found to have brought to school any type of illegal substance will be given a fixed-term exclusion. The child

will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the offence is repeated the child will be permanently excluded and the police and social services will be informed.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

The school has separate policies for children who require medicines or asthma inhalers in school. In these cases, we will write a care plan in conjunction with parents and/or health practitioners.

If a child needs medication during the school day the parent or guardian should notify the school, complete an administration of medicine form and send the medication directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. She 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, including brief notes for minor incidents and full records on CPOMS for those of a more concerning nature.

The headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of equality.

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.

Signed:

Appendix 1 - The Stapeley Behaviour Blueprint

Our Rules	Visible Adult Consistencies	Above & Beyond Recognition
Be ready Be respectful Be kind Be safe	Daily meet & greet Calm, consistent and fair First attention to best conduct -catching children 'doing the right thing'	Class recognition boards Star of the week certificates Housepoints/Badges Headteacher / SLT praise

Stepped Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Stepped Sanctions

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!

1. REMINDER (reinforce 4 rules, privately if possible):

I noticed you chose to ... (state the noticed behaviour).
 This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe, Kind).
 You now have the chance to make a better choice.
 Thank you for listening. (Give the child 'take up time' and DO NOT respond)

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. FINAL WARNING:

I noticed you chose to ... (state the noticed behaviour).
 This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.
 (Insert child's name) ... if you choose to break our school rules again, you will move to ...
 Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you.
 Think carefully. I know that you can make good choices.
 Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

SPACE TO COOL OFF:

3. IN ANOTHER CLASS > 4. SOMEWHERE ELSE

3. MISS SOME BREAKTIME/IN ANOTHER CLASS

I noticed you chose to ... (state the noticed behaviour).

You need to go to ... (state the classroom or miss some breaktime). I will come and speak to you at the end of the lesson.

- 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.
- Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.
- Child escorted to designated colleague / follow up to check child has arrived
- Possible removal of privilege / playtime.
- Teacher must provide work / activity for the child to complete and communicate this to colleague.
- If behaviour improves, return to class. If not or if child refuses, move to Step 4.

For regular occurrences:

Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention.

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Mr Cura's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'

4. SOMEWHERE ELSE

I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them

(tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson /next break /end of the day.

- Child escorted to / collected by appropriate adult.
- From remainder of lesson through to a half day working alone without causing further disturbance.
- Possible removal of a privilege / playtime.
- Teacher must provide work / activity for child to complete as soon as possible after removal.
- Record on CPoms.

For regular occurrences:

- Discussion with Phase Lead / SENCO / Head Teacher as appropriate.
- Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.
- Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.
- Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.

Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mrs Ailsby/Mrs Holden and you will need to complete your learning in her office. I will come and speak to you

at the end of the day. Thank you.'

SPECIFIC PLAYGROUND SANCTIONS

Adults MUST follow the stepped sanctions above, adapting steps 2-4 as below.

You need to: 2. Stand by other staff member 3. Sit on the bench 4. Go inside to ...

I will come and speak to you in two minutes. (ENSURE YOU DO!)

FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
6. How have they been affected?
6. **What should we do to put things right?**
7. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.