



Lincewood Primary School

Behaviour and Discipline Policy

including amendments made to meet the requirements of Covid-19

Aims

This policy has been written within a whole school code of behaviour and discipline. It has involved consultations with teaching and non-teaching staff and pupils.

At Lincewood Primary School, we:

- Aim to motivate children and raise self esteem;
- Value achievement and show appreciation of good work and behaviour;
- Have high expectations with regard to behaviour and encourage pupils to take responsibility for their own actions;
- Aim to provide children irrespective of age, social class, gender, race, religion, academic or physical ability with a learning environment that all pupils respect and which is safe and secure. In this environment we hope that pupils will feel happy, comfortable and confident.
- Encourage the child to develop self-discipline, awareness and respect for their own needs and rights and those of others, a caring attitude for people, property and environment.
- Aim to ensure that all adults present a positive role model for children to follow and ensure a positive atmosphere for learning where everyone can maximise their potential.
- Feel strongly that it is important for children to receive their education in a stable and ordered environment. To this end, children are expected to be polite, helpful and hard-working.

Whilst our ultimate aim is to **promote self-discipline** and to offer pupils incentives to work hard and conduct themselves appropriately, we recognise that in certain circumstances, sanctions are considered necessary.

Staff Expectations

Members of the staff at Lincewood have a very important role to play and adhere to the following principles:

- The whole staff, both teaching and non-teaching **must** take responsibility in the maintenance of the ethos and discipline in school to provide consistency.
- Praise where appropriate.
- Draw attention to good behaviour. Attention should be focused upon positive attributes.
- Rules should be expressed positively and their rationale explained. Pupils should also play a part in forming school and classroom rules.
- A balanced system of rewards and sanctions should be in place.
- Be disappointed, upset, angry even, at the behaviour and reject that, but not the child who is still valued as a person.
- Ignore petty, attention-seeking behaviour when it does not significantly infringe classroom rights.
- Minimise unnecessary confrontation, undue criticism, embarrassment.
- All responses should be seen to be fair.

Pupil Expectations (see also Covid-19 amendments below)

We expect the children at Lincewood Primary School:

- To address/refer to all members of staff and other pupils politely and by using their name.
- Be honest and accept responsibility for own actions and belongings.
- To arrive at school on time, appropriately dressed and with a positive attitude to work.
- To walk around the school and enter and leave school in an orderly manner. This also applies to cloakrooms.
- To remain in control without showing violence at any time.
- To show kindness and tolerance towards others without bullying mentally, physically or emotionally.
- To remember good manners saying please, thank you, excuse me.
- Not to swear or use bad language.
- Not to interrupt when someone is already talking.
- To eat sensibly with good manners at the lunch tables.
- To care for the environment and use the litter bins provided.
- To care and use school property and equipment correctly and sensibly.
- To use the toilets properly and always wash hands afterwards.
- To remain on the playground before school and at break and lunchtimes unless it is wet weather or pupils have specifically been given permission to stay in.
- To remain on the school grounds during school hours unless supervised by a member of staff or collected by an authorised person.
- To only bring toys and other valuable possessions into school when given permission for sharing times or end of term.
- To refrain from bringing chewing gum, bubble gum, sweets, crisps and chocolates into school.
- To wear only the minimum jewellery – watches, small sleeper earrings or studs.
- To refrain from wearing make-up or nail varnish.

The children are constantly reminded in a positive way of these guidelines and expectations and are informed of the four basic school rules in assembly on a termly basis. The school rules and code of conduct are also displayed around the school.

These are:

- Walk around the school.
- Keep hands and feet to yourself at all times.
- Speak to **all** other children and adults in a polite way.
- Treat other people how you would like to be treated.

Covid-19 additional rules

During this period, there will be a number of new “rules” that pupils will be expected to follow, and they will be given clear information about new procedures. Our expectations of behaviour will remain high: they will be set at the beginning of term with frequent repetition of the rules and procedures. It is particularly important that children listen and follow instructions – it is dangerous not to do so.

Pupils will be asked to follow new procedures in relation to:

- arriving at school and leaving at the end of the day
- following instructions on who they can socialise with at school – children will be expected to stay strictly within the group they are allocated to, and not spend time with anyone from another group

- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- following school instructions on hygiene, such as handwashing and sanitising
- expectations about sneezing, coughing, tissues and disposal and avoiding touching their mouth, nose and eyes with hands
- telling an adult if they are experiencing symptoms of coronavirus
- following new rules about sharing any equipment or other items. All pupils must bring a water bottle (with their name clearly marked on it) each day as water fountains are not in use. Individual pupil equipment e.g. pencil, ruler, rubber etc. is provided for each child and must not be shared
- new expectations about breaks or play times, including where children may or may not play
- new rules about lunchtimes in school

Where children wilfully refuse to adhere to arrangements of social distancing, or deliberately cough or spit at pupils or staff, putting them at risk, teachers will discuss this with parents and implement strict sanctions:

- isolation at break times and lunchtimes.
- greater restrictions in movement around the classroom.
- fixed term exclusion (supported with remote learning).

This will be explained to children on their return and reminded through the class conduct.

Risks assessments and individualised approaches will be put in place for pupils who might struggle to follow expectations – completed with parents as necessary.

Classroom Behaviour

At Lincewood we believe that positive teaching strategies help prevent disruptive behaviour. Children are given work appropriate to their needs so that self-esteem and confidence will develop, the children then feel an integral part of the school and will not cause disruption. They will want to come to school and will be able to achieve success.

In our classrooms:

- Routines are clearly established. The children are involved in this process.
- Children are expected to participate in all activities with a positive attitude.
- Consistent expectations for learning are set.

These are guides for learning positive behaviour and not just a series of negative statements. Rules are clearly presented to the class at the earliest opportunity, preferably on the first day of term. Children are reminded of the rules on a regular basis. Teachers find opportunities to praise the class for keeping to the rules rather than for pointing out that they are being broken.

Pupils are made absolutely clear about what is expected of them.

- Tasks are matched to ability to ensure a sense of success for all children. Learning Intentions are communicated to the children in every lesson and Success Criteria are generated as appropriate, to ensure that children know what, how and why they are learning.
- Children are listened to and taken seriously.
- The teacher will learn as much as possible about each child in the class.
- The teacher will ensure that an emotionally upset child is supported by informing the appropriate people i.e. Acting Headteacher, Acting Deputy Headteacher, Pupil Support

Manager, Office staff, Learning Support Assistants, Dinner staff, so that inappropriate action can be avoided.

- The teachers will have the flexibility not to over-react to situations over which the child has very little control e.g. lateness, payment of monies.

Rewards

At Lincewood, there is an emphasis on the positive approach to behaviour management. Pupils will be encouraged and praised and negative criticism avoided. Where it is considered that criticism is appropriate, it will be constructive in its approach and include advice on how to improve behaviour.

Reward systems are in place for every pupil in the school and since, as a school, we aim to promote healthy eating, sweets should not be used as a reward.

- **House Points**

Each child in the school is placed into one of four houses. Children remain in the same house throughout their time at the school and each house is represented by their House Captains (two Year Sixes, elected by the staff as reward for their good conduct throughout their time at school). The House Captains lead their houses in competitions and events, represent the school in the community and where appropriate, are responsible for selecting potential charities and promoting those charities. House points are awarded to individuals for model behaviour, effort in learning and other good deeds. Pupils also participate and compete in competitions and events for house points.

- **Positive comments/targets on marked work or in home-school diary**

Where appropriate, home school diaries and individual behaviour target books can be used to give pupils and parents positive feedback and encourage home/school liaison.

- **Team/table points**

Individual teachers may have their own reward systems operating within their classes. These may be team/table of the week, individual progress points etc.

- **Stickers**

On occasions, pupils may have shown outstanding behaviour or achievement with a piece of work or activity. They may then be sent to the Acting Head or Deputy Headteacher to receive praise and a sticker reward.

- **Certificates**

Certificates for involvement with certain activities and attainment are issued at the end of the school year. These include:

Foundation Stage and Key Stage 1:

- Attendance (termly and overall end of year).

Key Stage 2:

- Contributions to school sports events – netball, football, athletics.
- Contributions to music events – annual music festival attendance.
- Attendance (termly and overall end of year).
- Headteacher's Award. Awarded to one boy/one girl from Year 6 who has made an outstanding contribution and/or effort to school life.

- **'Star of the week' celebration assembly**

Every week each teacher selects one child from their class who has shown particular skills or positive attitudes to their learning. These children are presented with a certificate in front of the whole school in a celebration assembly.

Intervention Planning and Sanctions

All incidents of poor behaviour in class or around the school should be logged on the weekly Behaviour Log sheets including actions taken and outcomes. At the end of each week, these are passed to the Pupil Support Manager who evaluates the incidents and the reasons for poor behaviour. Where necessary individuals and class teachers are spoken to by the Headteacher or a Senior member of staff to establish possible causes and future strategies for improving behaviour.

When pupils have received 5 or more incidents of poor behaviour as recorded on the behaviour log, parents/guardians will be contacted by the Class teacher and a plan of action intended to modify inappropriate behaviour will be discussed.

There are a number of strategies throughout the school to address poor behaviour and teachers are encouraged to develop their own methods which are appropriate to the age group and maturity of their classes. However, all staff at Lincewood follow the same protocol for intervention where this is necessary. This is:

1. Focus on learning

This includes ignoring poor behaviour and noticing children who are on task and learning but it is also vital that the learning is well planned and differentiated so that all children are able to stay on task.

2. Non verbal interventions

Often looks or a small head movement from the teacher is enough to deter children from further disruption.

3. Verbal intervention

Although this is meant to be a warning, it is important that it is still linked (as far as possible) to learning or questioning.

4. Delay confrontation

Where possible, confrontation should be avoided in front of an 'audience'. Children should be given the choice to join in with the learning so that there is a 'win win' situation.

5. Consequences

Consequences of poor behaviour should be based on 'certainty not severity'. Children should understand, for instance, that if they are to be kept in a break time, this will definitely happen whether they begin to join in with the lesson or not (i.e. they can't 'win back' their time with good behaviour).

Consequences could include:

- Loss of break time or lunchtime

Children may be required to stay in for part of their break time or lunch time. This should always be supervised by the class teacher or, in exceptional circumstances, an LSA.

- Time out sessions

On rare occasions it is necessary for a pupil who, having had prior warnings, persistently behaves inappropriately and has to be removed from his or her own class, lesson or peer group and sent to another class for a 'time-out' session. The pupil will be required to take some class work with

them. In addition, the pupil may be sent to work independently somewhere, where they will be under close observation and supervision by the Class Teacher, Learning Support Assistant, Inclusion Manager, Deputy Headteacher or Headteacher.

Covid-19 adjustment

During the Covid-19 restrictions the Behaviour policy will continue to be in operation but pupils should not be sent to another class or senior staff for time out. Any member of staff requiring help with behaviour or emergency situation should send a red card to the office.

- Involvement of the Headteacher/Deputy Headteacher

Occasionally, it may be necessary to involve the Head or the Deputy Headteacher when a more serious incident has occurred. Staff will decide when this action is necessary **but it should only be considered when other sanctions have been tried and have failed.**

- Tasks as Punishment

For certain pupils, it may be appropriate to issue a task as a punishment for inappropriate behaviour. This should be a useful task, yet not one that the child particularly enjoys or considers to be a reward. The teacher, Headteacher or Deputy Headteacher will decide on the nature of the task and when it is to be undertaken.

6. Closure

Following any intervention (at any level) the incident needs to be discussed or 'finished' with the teacher moving back to point 1 of the intervention plan.

Occasionally, specific children do not respond to the above interventions. When this continues to be a problem (over a period of time) the Acting Deputy Head/SENCo should be notified and other strategies or outside agency interventions should be sought. These could include:

- **Behaviour Management Plan**

A behaviour plan, written by teachers in consultation with Learning Support Assistants, the school Inclusion Manager and parents, will be set up for children whose behaviour continues to give cause for concern. This plan will be implemented by the teacher with support from their Learning Support Assistant and monitored and reviewed as necessary. All other staff involved with the child will be made aware of the plan. Parents will be expected to give complete support in implementing the plan.

- **Being placed 'On Report'**

Continued inappropriate behaviour may mean that a pupil will be placed 'on report'. This action will only be taken after the nature of the child's inappropriate behaviour and the frequency of occurrence has been carefully considered and where a class-based behaviour management plan has had little effect.

When a child is placed on report, a list (maximum 4) of short-term behaviour targets will be devised for the child after discussion with parents/guardians. The child should be clear about how these targets are intended to modify behaviour. He/she will then require a signature from a member of teaching staff or a midday supervisor for every session during a day to confirm whether or not the targets have been adhered to. At the end of a week, the parent/guardian will be asked to contact the school to check on the progress of the weekly behaviour report.

- **Removal of Privileges**

A further sanction which will be considered in the event of continued inappropriate behaviour is withholding participation in any school trips or sports events that are not an essential part of the curriculum.

- **Referral to another agency for support**

There are a number of other agencies that the school can refer a child to. Any child causing concern should be discussed with the Acting Deputy Head/SENCo and, if appropriate, a referral(s) made.

In the case of children with Special Educational Needs, or vulnerable children, children will work from individual Consistent Management Plans which will support good behaviour and clearly outline the strategies for managing their behaviour including rewards, sanctions, specific preventative and reactive strategies. In many cases, a specialist advisor will contribute to the plan.

Lunchtime Behaviour

During the lunch break we aim to create a stress free time for children and staff where children have the opportunity to 'let off steam'. However, it does not mean that pupils should forget the school's behaviour code. It is important that standards of behaviour are maintained and the rule must always be firm:

- During the lunchtime no child will be allowed inside the school buildings unsupervised.
- Children should line up in an orderly manner and walk along the corridor into the dining hall.
- When asking for food they should be encouraged to say please and thank you.
- Children should eat their meal quietly and sensibly.

Children should not:

- Shout between tables
- Play with their food
- Interfere with food of other children
- Deliberately spill drinks
- Run in the dining hall
- Pick up food with their fingers
- Spit food out

Good, helpful behaviour at lunchtime will be encouraged. Any child displaying disruptive behaviour in the playground i.e. kicking, name calling, play fighting, swearing, spitting, rudeness/disrespectfulness, bullying

- a) Will be sent to stand against the wall for a 'time out' period.
- b) In the event of a severe incident the Headteacher or Deputy Headteacher will be informed.

All incidents of poor behaviour at lunchtime should be logged on the weekly Behaviour Log sheets including actions taken and outcomes. Any incidents (resolved/unresolved) will be referred to the class teachers either verbally or via a note in the afternoon register. At the end of each week, these are passed to the Pupil Support Manager who evaluates the incidents and the reasons for poor behaviour. Where necessary individuals and class teachers are spoken to by the Headteacher or a Senior member of staff to establish possible causes and future strategies for improving behaviour.

When pupils have received 5 or more incidents of poor behaviour as recorded on the behaviour log, parents/guardians will be contacted by the Class teacher and a plan of action intended to modify inappropriate behaviour will be discussed.

Bullying

Through assemblies, stories and other areas of the curriculum the philosophy of respecting each other, helping and protecting those smaller or weaker than ourselves is explained. Everyone in the

school knows that bullying will not be tolerated and that any ongoing incidents of such must be reported e.g. punching, kicking, name calling, racist remarks, intimidation; Non-violent, caring behaviour is praised and rewarded.

If bullying is reported by parents or a child, procedures outlined in the 'Anti-bullying' policy should be followed.

Reasonable force, restraint and the power to search children

The school reserves the right to use reasonable force and/or make other physical contact: the situations in which reasonable force may be used include removing disruptive pupils from classrooms, or preventing them from leaving the school. A definition of 'reasonable force' should normally be in line with restraint training and therefore a member of staff from the senior leadership team with the relevant training should be the person to apply such force. However, in line with our restraints policy, it is important to remember that in a situation where there is an immediate threat to a child or adult, that any member of staff may take action to use 'reasonable force' and that this should involve the minimum amount of contact required to make the situation safe and remove the threat after which the contact should immediately cease. In the event of a senior leader removing a child who is a danger to others from the classroom, for example, as soon as the child is outside of the class, the adult/s should if at all possible and safe, release their hold. (See Restraints Policy).

The school reserves the right to search children and their bag/s should there be a reasonable reason to do so and where there is a likelihood that a weapon, illegal substance or any device/material of a harmful nature. The school does not need to obtain permission from a parent/carer in order to conduct a search. The search should be conducted by a senior leader and should be witnessed by an additional member of staff. It should be recorded that a search took place and what the outcome of the search was. Any banned items recovered will either be returned to the parent/carer of the child or if appropriate, taken to the local police station where staff will hand them in and report as an incident. Possession of a banned item in school will be treated as 'serious' and dealt with accordingly.

Exclusion

If it is necessary to exclude a pupil from Lincewood Primary School, it will usually be the end of a disciplinary process, preceded by other sanctions and efforts to modify behaviour. Only the Headteacher can exclude a child from the school. However, in the absence of the Head, the next senior member of staff (normally the Deputy Headteacher) can act on behalf of the Headteacher. Occasionally, the behaviour of a pupil will be such that exclusion will be an immediate response. Such an action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Headteacher also reserves the right to exclude a child where the health, safety and welfare or education of others is threatened.

Examples of Excludable Offences

- Assaulting a member of staff;
- Possession of illegal drugs, alcohol, solvents, cigarettes, an offensive weapon or any other object which could be potentially hazardous;
- Persistent racist comments against other pupils/member of staff.
- Serious physical or sexual assault against fellow pupils;
- Persistent bullying (ongoing intimidation or physical, emotional, verbal abuse against another pupil);
- Refusing to cooperate with staff when the child's own or other pupils' education or welfare are at risk;
- Persistently breaking school and/or classroom rules;
- Persistently causing serious damage to school property or the school building.

(N.B. The behaviour of a pupil outside school can be considered grounds for an exclusion)

In the event of a child being excluded from school the Headteacher will carry out the following duties:

- Inform the parents.
- Inform the Governors (of any permanent exclusion; any exclusion of more than 5 days; any exclusion that would result in the child missing an examination).
- Inform the Local Authority.
- Take reasonable steps to set work for a child who has been excluded for less than 5 days and from the 6th day, ensure that full time education is arranged for the child (for permanent exclusions, this will become the responsibility of the Local Authority).
- Ensure that the child and the parents are involved in all meetings and arrangements for the child to return to school.

Please see also: DfE: Exclusion from maintained schools, academies and pupil referral units in England (September 2017).

Review Date: July 2021