

Lawley Primary School



Discovery Unites Us!

Behaviour for Learning and Discipline Policy

Reviewed February 15

Introduction

This Policy is drawn up for all persons who have involvement in schools – adults working in school, children learning here and their parents and our school governors. This policy is closely linked to the Department for Education advice on behaviour and discipline in schools advice for headteachers and school staff.

Key Points

Teachers have power to discipline pupils for misbehaviour that occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Aims:

- **To promote good behaviour, self-discipline and respect.**
- **To prevent bullying**
- **To ensure that pupils complete assigned work**
- **To regulate the conduct of pupils**
- To be aware of how our behaviour affects others and ourselves.
- To help children understand they must accept responsibility for their own actions.
- To help our children appreciate the need for an acceptable code of conduct in school.
- To create an atmosphere of mutual respect for all.
- To promote care and responsibility for our environment and the property of others.
- To create the conditions for an orderly community in which effective learning can take place.

Our Behaviour:

- Shows respect to others
- Keeps others safe
- Allows others to teach
- Allows others to learn

The above Code of Conduct ensures a consistent approach to the implementation of the behaviour policy and is used throughout the School in work and play.

Our Home School Agreement includes the school Golden Rules

- To arrive at school on time
- To be polite, friendly and helpful to others at all times
- To always work hard and try my best
- To talk to a member of staff if there is a problem
- To show respect and take good care of the equipment and school environment
- To move around my school and classroom in a calm and quiet way

To promote children as learners

We expect good behaviour for learning at Lawley we promote this through Building Learning Power concentrating on the 4Rs of learning developed by Guy Claxton. Pupils are taught what they can do to build their own Learning Power in the classroom and in and around school.

- Resilience is being ready, willing and able to lock onto learning- knowing how to work through difficulties when the pressure mounts or the going gets tough
- Resourcefulness is being ready, willing and able to learn in different ways-using resources available to them. These may be resources which they can find in the classroom or it might be their own resources
- Reflectiveness is being ready, willing and able to become more strategic about learning – taking a longer-term view by planning, taking stock, and drawing out your experiences as a learner to get the best out of yourself
- Reciprocity in learning is being ready, willing and able to learn alone or with other people – using a sense of independent judgement together with skills in communication and empathy

Playtimes/Lunchtimes

We want children to enjoy safe and happy playtimes and to this end any games involving play fighting or fighting is not allowed. Any incidents should be dealt with by the adults on duty and reported to appropriate teacher as soon as possible. More serious incidents can be sent to the Inclusion manager, DHT or head teacher.

Morning break 10.45 – 11.00 – a 2 minute warning will be sent from the KS2 playground to the KS1 playground and then to the staffroom.

KS1 stand still and return to classroom when directed.

KS2 children should line up silently immediately that the whistle is blown by an adult and return to their classrooms in a sensible manner.

Wet Playtimes.

During wet playtimes two members of staff will remain in each wing to supervise the children. Activities during this time are the responsibility of the class teacher to organise. Teachers to ensure the children are clear what equipment is for acceptable use. Use of ICT equipment must be monitored.

Assemblies.

Children should enter/leave the hall in silence staff should model this behaviour for pupils.

Movement.

Safe movement is essential inside and outside school. Walking is required at all times inside the building. All adults in school should monitor this and ensure that any child seen running within school is spoken to using positive language 'Please walk beautifully...' as opposed to 'Stop running!'

School Sporting activities.

Children will be encouraged to behave in a positive way when representing the school in sporting activities, encouraging team work and respect for each other, opposing teams and the referee/umpire.

Educational Visits.

Children partaking in school organised educational visits or residential activities are expected to show good behaviour at all times. However the following procedure to manage inappropriate behaviour must be adhered to.

Step 1 – Verbal warning

Step 2 – Verbal reminder of warning and child moved to be with the teacher leading the visit

Step 3 – Child removed from immediate area for 1:1 time out and discussion with teacher leading the visit. Other children in this teacher's care must remain in appropriate child:adult ratio.

Step 4 – Where appropriate and necessary (in cases where the child's behaviour poses a risk to others) the teacher in charge of visit should telephone school to arrange for a parent to collect their child or for the headteacher to collect them and return them to school. The Headteacher will collect using the school minibus and the parents will be informed that this action will take place.

Walking to and from school.

At these times the children are the responsibility of their parents. When a complaint or concern is brought to the attention of the school about a pupil's behaviour during these times, the school will notify the child's parents of the concern and notify them that due to this being brought to the school's attention we are required to act upon it. We will ask parents to follow up the incident, as they feel appropriate.

If school receives repeated complaints and reports about the same child's behaviour when walking to and from school we will request that parents accompany their child to and from school. When a child is reported to us for demonstrating unacceptable behaviour whilst wearing school uniform in the wider community the above action will also apply.

Encouraging Positive Behaviour

What adults in school must do:

- Be clear and state your expectations of children's behaviour; use positive rather than negative instructions i.e. "Do" rather than "Don't".
- Encourage and praise appropriate social behaviour.
- Use a consistent and fair approach.
- Address a behaviour problem, but avoid confrontation. Listen, and establish facts calmly.

What parents can do:

- Ensure that your child arrives at School on time, appropriately dressed and attends regularly.
- Provide firm but kind guidance in the home, which is most likely to produce attitudes on which good behaviour can be based.
- Ensure that you set a good and consistent example to your child by your own behaviour.
- Take an active interest in your child's work and progress at home and school.
- Support our School Aims and Expectations.
- Remind and reinforce with your child that if there is a problem they should not retaliate but go to an adult straight away so that they can help resolve the issue.
- Remind and reinforce with your child that fighting and play-fighting games are not allowed in School.

Rewards

- Praise and encouragement.
- House Points can be awarded to contribute to the totals on the House Team Board.
- Responsibilities and privileges.
- Stickers
- Star of the Week awards
- Building Learning Power Awards
- Learning Detective
- Time to Celebrate Visits to the Headteacher and DHT

As a school we will not accept:

- Refusal of requests by adults
- Dishonesty including stealing
- Bullying of any kind including name calling, hurting others, all types of bullying, threats and intimidation
- Racism, homophobia or sexism including name calling and any type of harassment
- Verbal or physical aggression
- Anything illegal being brought into school, including weapons, drugs or stolen items
- Abusive or foul language to anyone
- Damage to property, including graffiti

Sanctions

Children who consistently fail to meet agreed expectations may be subject to any of the following sanctions:

- Verbal Warning.
- Time out in another class.
- Indoor Supervision. (playtime/lunchtime)
- Sent to the Inclusion manager or DHT.
- Sent to the Headteacher.

If a child is persistently uncooperative, we shall contact the parents to discuss the problem, so that we can work together to help the child. Following discussion with the parents, these courses of action may take place:

- School and parents initiate a behaviour modification programme.
- Involvement of other agencies e.g. Pupil Support Services.
- In serious cases, where children present a safety risk to either themselves or other children, or where children have constantly disobeyed School rules this may result in either: Fixed-term exclusion or Permanent exclusion.

We request the active support of all parents in helping ensure that children do not bring onto School premises anything which could cause danger to either themselves or others. Prohibited items include weapons, alcohol, illegal drugs and stolen items.

Additional Courses of Action

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

Consultation between staff, including the Headteacher and SENCO to look at interventions, including CAF/TAC, Behaviour Support, Adult support, referral to Fair Access Panel, Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.

Dealing with Incidents

All incidents that may be deemed as harassment/bullying will be investigated by the Headteacher. Where appropriate, parents of all parties will be invited in to discuss the matter and the incident will be recorded using the appropriate forms. These recorded incidents will be monitored on a termly basis by the Inclusion Manager and reported to the Headteacher/SLT/Governors.

In Year Fair Access Protocol

The local authority has developed, with its Headteachers, an in-year fair access protocol (FAP) to ensure that access to education is secured quickly for children who have no school place, and to ensure that all schools in an area admit their fair share of children with challenging behaviour. The main principles are:

- That all maintained schools and academies must participate.

- Schools and academies will continue to admit the large majority of pupils who apply for an available place under normal admission arrangements.
- A panel composed of Headteachers and LA officers will meet approximately every 3 weeks to consider cases referred to it and make recommendations.
- Arrangements for admission through the protocol will be outside the normal operation of the admissions policy and oversubscription will not be regarded as a reason not to admit a pupil.
- Pupils referred to a school or academy via the in-year fair access panel will take priority over any other children on a waiting list for a place.

Parents will still have a right to appeal to an independent panel for their preferred school, but information will be given to that panel if a more appropriate school has already been identified for that pupil under the terms of the protocol.

A school based plan may be structured to support the child. The child's parents may be asked to contribute active support to the plan. This will be a Behaviour Support Plan and will form part of provision management Advice from, or referral to the Behavioural Support Team or other external agencies (e.g. L.S.A.T. or E.P.) Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

Assessment and reporting

Where a child's behaviour is observed as unacceptable on a daily basis or a parent has expressed a concern staff. It is school policy that **All Bullying MUST** be logged on Bromcom

Violent incidents and use of Physical Intervention must be recorded on the appropriate form (this would generally be by Inclusion manager/HT/DHT.) PI form completed where necessary and also a violent incident form if someone injured.

Racist and Homophobic incidents must be logged in the office on the appropriate reporting forms and logged on Bromcom.

Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

The power to discipline beyond the school gate

Discipline beyond the school gate covers the schools response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or is reported to the school. The governing body of the school must be satisfied that the measures proposed by the head are lawful.

Searching and Confiscation.

School staff can search pupils **with their consent for** any item, which is prohibited by the school rules. A teacher should ask the pupil to empty their pockets or show the contents of their bag. If a pupil refuses to comply with this request a teacher can apply disciplinary procedures that may

apply to the breaking of a school rule. The Headteacher or a member of staff authorised by the Headteacher can search a pupil **without consent** if they have reasonable grounds to believe that the pupil may have a prohibited item. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, Fireworks, pornographic images and any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules that has been identified in the rules as an item, which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found which they consider harmful or detrimental to school discipline.

Physical Intervention.

Staff are trained in managing difficult behaviour and restraint of children and it is only used as a last resort. Restraint of a child is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. 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. There is a designated crisis team that have been fully MaPPA trained. This team will be called in should the need for physical intervention arise. Where restraint of a child is used a form will be completed, countersigned by Inclusion manager or Headteacher and parents will be informed as soon as reasonably possible. The actions that we take are in line with government guidelines on the restraint of children.

The Inclusion manager will monitor any behaviour plans and in conjunction with the Headteacher will make decisions regarding exclusions.

The crisis team are Kate Roberts, Carol Mcquiggin, Su Jones and Samantha Hill.

Outside Agencies.

We work through a multi-agency approach to identify and seek help for those children who have emotional and behavioural difficulties and consult with these agencies to offer the best support for both the child and those around him/her.

Allegations against members of staff.

Allegations should be reported immediately to the Headteacher or Chair of Governors. The allegation will be investigated as a priority and the member of staff concerned will only be suspended if there is no reasonable alternative. Allegations that are found to be malicious will be removed from personnel records and should not be referred to in references. Any pupil found to have made a malicious allegation against a member of staff would be subject to an appropriate sanction, which could include a temporary or permanent exclusion.

Conclusion

Our policy for good behaviour is based on several shared understandings about the way young children learn to behave. We understand that behaviour is learned in different situations and with different people and that it is not always transferable.

We value the way in which parents help their children to behave appropriately in different places and situations and see the environment of school, its activities and organised events as a continuation of this. We need and appreciate the support of parents in school.

We want Lawley Primary School to be a place where children feel happy, secure and enjoy coming to learn.

Parenting Contracts

Parenting contracts can be used in cases of misbehaviour or irregular attendance at school or alternative provision. Parenting contracts are voluntary but any non-compliance should be recorded by the school or local authority as it may be used as evidence in court where an application is made for a behaviour parenting order.

A parenting contract is a formal written signed agreement between parents and either the local authority or the governing body of a school and should contain:

- A statement by the parents that they agree to comply for a specified period with whatever requirements are set out in the contract; and
- A statement by the local authority or governing body agreeing to provide support to the parents for the purpose of complying with the contract.

The local authority or governing body should fund any support required to implement a parenting contract (such as referral to parenting classes) and provide information to parents about other types of support available, such as details of national and local agencies and helplines.

Statement on Harassment/bullying.

Harassment/bullying is a form of behaviour, which uses intimidating threats or causes offence, by oral, written insult or innuendo, or physical violence. We believe that all children and adults in school should be valued, irrespective of age, gender, creed, race or lifestyle and deserve respect as individuals. We recognise that all staff, parents and visitors in school are important as role models to the children.

We therefore treat all adults in school in a respectful manner. Harassment/bullying is the unfair treatment of an individual or a group. It may take the following forms:

- Name calling
- Inappropriate jokes
- Derogatory remarks
- Teasing/taunting
- Being/feeling left out
- Physical violence
- Attack on property
- Offensive graffiti
- Incitement to racism
- Incitement to homophobia

Dealing with Incidents

All incidents that may be deemed, as harassment/bullying will be investigated by the Headteacher. Where appropriate, parents of all parties will be invited in to discuss the matter and the incident will be recorded using the appropriate forms. These recorded incidents will be monitored on a termly basis by the Inclusion Manager and reported to the Headteacher/SLT/Governors.

Safeguarding Children in Modern Britain

The expression of extremist views by anyone in school will not be tolerated. Therefore we will take swift and decisive action where issues of this nature are brought to our attention. Namely, that we expect all staff to encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Staff will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views.

As a school if we believe that a child is being abused through extremism we will consult in the normal way with Family Connect and seek advice as to whether to initiate a referral to the 'Prevent' team. As with all referrals this will be dealt with by the appropriate professionals. Our policy also recognises that the local police can be contacted in imminent circumstances and at prevent@westmercia.pnn.police.uk

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Home School Agreement

Parents are asked to sign this Home/School agreement when their child joins our school.

The School

The school will try to:

- Ensure that children are taught well, cared for and treated fairly.
- Identify children's abilities and help and encourage them to make constructive use of their talents.
- Provide an orderly, secure and happy environment in which children can grow and learn.
- Listen to and act upon parents/carers concerns and anxieties.
- Inform parents/carers of any problems with their child's work or behaviour.
- Keep parents/carers informed about school activities and the opportunities to participate in them.
- Oppose all forms of racism and bullying and follow set procedures should an incident occur.

Signed - Headteacher:

Parents/Carers

I/we shall try to:

- Ensure that my child attends school regularly and punctually, and is dressed and equipped appropriately.
- Inform the school of any concerns or problems, which might affect the work, welfare, or behaviour of my child.
- Encourage my child to make the most of the opportunities offered by the school and give support and encouragement in schoolwork and homework.
- Work with the school to help my child's progress.
- Support the school's efforts to maintain proper order and discipline so that the school will be a safe and secure place for pupils and staff.
- Support and adhere to the schools' race equality statement, and report any racist incident to the school.

Signed – Parent/Carer: _____

The Pupil

I _____ (pupil name) will try to obey my school's Golden Rules:

1. To arrive at school on time
2. To be polite, friendly and helpful to others at all times
3. To always work hard and try my best
4. To talk to a member of staff if there is a problem
5. To show respect and take good care of the equipment and school environment
6. To move around my school and classroom in a calm and quiet way

Signed: _____

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Search and Confiscation Record

Name and Dob of child:	(Male/Female)	Class:
Reason for search:		
Names of staff carrying out the search and those staff acting as witness:		
1.		
2.		
Items found:		
Sanctions/Next steps:		
Parents contacted Y/N		
Date:		
Time:		
Details of meeting with parent and child following incident:		
Further interventions/outside agencies involved		
Signed:	Date:	
Designation:		

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Reasonable Force/Restraint Record

Name and Dob of child:	(Male/Female)	Class:
Reason for the use of reasonable force/restraint:		
Name/s of staff using reasonable force/restraint including any witnesses		
1.		
2.		
3.		
Other agencies involved (please list with name and title)		
Sanctions/Next steps:		
Parents contacted Y/N		
Date:		
Time:		
Details of meeting with parent and child following incident:		
Further interventions/outside agencies involved		
Signed:	Date:	
Designation:		

Good Behaviour for Learning at Lawley Primary School



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Name: Behaviour for learning	Class: I can do this	Date:	
Around school and my community	Always	Most of the time	Sometimes
I behave in a safe way around the school building and outside			
I know what unsafe behaviour is and how to keep myself safe in the community			
I am always on time for lessons			
I can manage my own behaviour and know what the consequences are if I don't			
I help to look after the buildings			
I collaborate and co-operate with others at playtime, lunchtime and when moving around school			
I show good manners because I understand how important these are in life.			
I know what bullying is and what to do about it			
My attendance is above 96%			
In my lessons	Always	Most of the time	Sometimes
I help to make sure that my behaviour lets everyone learn in lessons			
I am fully absorbed in my learning, I don't distract others and I am very enthusiastic			
I collaborate and co-operate with others in my learning			
I have a very positive attitude towards learning			
I encourage others to do well			
I ask and answer questions by putting up my hand			
I do the best I can and let others do the same			
I am polite and show respect towards others			
I drink water to help with my learning			

Documents used to support this policy.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour and Discipline in Schools -a guide for headteachers and school staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour_and_Discipline_in_Schools_-_a_guide_for_headteachers_and_school_staff.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268786/behaviour and discipline in schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268786/behaviour_and_discipline_in_schools.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching screening confiscation advice feb14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269678/preventing and tackling bullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269678/preventing_and_tackling_bullying.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use of reasonable force - advice for headteachers staff and governing bodies - final july 2013 001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283997/charlie taylor checklist.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283997/charlie_taylor_checklist.pdf)

Headteacher Statement

The Headteacher of Lawley Primary has agreed the following Policy. This is in line with the curriculum aims recommended by the LA, which were adapted and adopted by the Governors of this school.

Headteachers signature 

Date

(Review date – 5th February 2018)