

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



## Behaviour & Discipline Policy and Procedures (2023-2025)

Reviewed February 2023:

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

*\*Reflection Time replaces Time Out*

Approved by Curriculum Committee: 16.05.2023



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

### Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well which is demonstrated through our school vision.

#### Our Vision

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

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

#### Our Core Values

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

The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure which is highlighted in our school Mission:

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

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. Our key focus is the promotion of good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

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

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

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

#### Our Motto

**Aspire, Believe, Achieve**

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

## **Rewards and discipline procedures**

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

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

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

The class teacher discusses the school Rainbow Rules (Appendix B) with each class at the beginning of each academic year. In addition to the Rainbow Rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE sessions.

Where children do not follow the Rainbow Rules, then the agreed discipline procedures (Appendix C) are applied – see The role of staff.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils. (Refer to Physical Contact policy)*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

## **The role of staff**

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

and enforces the classroom code consistently, treating all children in their classes with respect and understanding.

If a child misbehaves repeatedly in lessons, then members of staff should refer to the steps of discipline. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

Staff members liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

Staff report to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child and the need for implementing an individual behaviour plan.

### **The role of the headteacher**

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

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

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

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

### **The role of parents/carers**

As highlighted in our School Mission, we will work hard to **establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can achieve their God-given potential**. The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and school newsletters, and we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher followed by the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the

headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term suspensions and permanent exclusions**

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

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

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

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

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

### **Monitoring and review**

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

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

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

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

**The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.**

# Appendix A- Praise and Rewards

## Individual Rewards

Children are rewarded for good work, attitude and behaviour; these are collated in a variety of ways depending on phase / year.

Across the school, each learning environment has a system based on traffic lights as a visual reminder of what behaviour is expected in our school.

### Nursery

Children are awarded individual stars/stickers when they are helpful, sit sensibly, play nicely, work and try hard etc.

### Reception, Key Stage One & Key Stage Two

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

- Social Me
- Thinking Me
- Spiritual Me
- Creative Me
- Physical Me

Children are given Dojos which are recorded in their individual online Profile, on Class Dojos, and receive different awards depending on number of dojos collected, i.e.

- 10 dojos = a pencil
- 20 dojos = a pen and well done certificate
- 30 dojos = a rubber
- 40 dojos = a pencil sharpener
- 50 dojos = a note pad and a Class teacher's Award
- 60 dojos = pencil crayons
- 70 dojos = ruler
- 80 dojos = scissors
- 90 dojos = pencil case
- 100 dojos = Gold card – value of £1.00 in the school shop and Super Gold Award

On reaching 100, children work their way through the awards again and work towards the next 100 Dojo's and certificate. Each 100 Dojo's is recognized with a different certificate.

**Star of the week:** One child in each class is chosen as '*Star of the week*' and awarded a treat. A certificate is given to their parents/carers and their name is displayed in the weekly newsletter.

**Good Citizen's Award:** One child in each class is recognised for being a good citizen and awarded a treat. A certificate is given to their parents/carers and their name is displayed in the weekly newsletter.

**Golden tickets:** Children can be rewarded for persistent, excellent attitude and behaviour by receiving a Golden Ticket. Golden Tickets recognise those children who are persistently well-behaved and a credit to our school. Golden Tickets are posted into the Golden Postbox and a weekly draw is made during Celebrate & Praise. Four chosen ticket winners are then invited to attend a Golden Tea Party with the Head Teacher.

**Good to be Green:** At the end of each half-term, in order to recognise positive behaviour, all children who have not been entered into the phase or school behaviour log will participate in a 'Good to be Green' session. Any children who have been entered will spend some of the 'Good to be Green' session reflecting on their behaviour and how they can improve.

## Class / Group Rewards

Children also work together in order to achieve class rewards.

### Headteacher's award – Class of the week

Each week, the Head Teacher will ask for nominations for class or year group of the week based on their positive attitude, exemplary behaviour, care for the school environment etc. The winning class will be awarded a trophy and also have a reward of either:

- ☺ Extra playtime
- ☺ Golden time

### Miscellaneous

Staff can also develop their own systems in relation to good lining up / tidying up and general behaviour (worship / playground / lunchtime / in the classroom).

Examples of class rewards systems: Collecting jigsaw pieces / Collecting crystals / marbles in a jar

## Appendix B – Rainbow Rules



## Appendix C - Discipline Procedures

All children are encouraged to follow the Rainbow Rules, displaying positive behaviour and attitude, however if a child fails to do so, the following steps should be adopted:

### Step 1 Verbal warning

This does not need to be shouting; it is a simple explanation of why the behaviour is not acceptable – identifying which of our Rainbow Rules is not being followed.

Traffic light system. Child remains on green.

### Step 2 Reflection Time - AMBER

To be administered with an explanation, in a designated area within/outside the classroom or on the playground. When reflection time has been completed, children, following an apology, are allowed to return back to their activity. **Please note maximum length of mandatory reflection time is 5 minutes but should be adjusted to match the child's stage of development. I.e. An older child may request extra-time if they still require time to regulate their behaviour. This would also include the child moving onto the traffic light system – Amber.**

### Step 3 Phase Behaviour Log - RED

If unacceptable behaviour continues, the child is taken to the Phase Leader or another member of the SLT and their name is entered into the Phase Behaviour Log. Consequences such as missing playtime (either completing additional work inside or accompanying the member of staff on duty), sent to work in a different environment for a set period of time, missing Golden Time or missing treats will also be administered. **This would also include the child moving onto the traffic light system – Red.**

*If a child appears continually in the Phase Behaviour Log or displays unacceptable behaviour/low level disruption, the Phase Leader and class teacher will meet with / discuss issues with parents/carers and an individual behaviour chart, in consultation with parents / carers, will be implemented (see examples provided).*

### Step 4 School Behaviour Log and Child's School Data Record

If unacceptable behaviour continues, the child is taken to the Headteacher or a member of the SMT and their name is entered into the School Behaviour Log and the behaviour is recorded on the child's school data record. Parents/carers will be informed (verbally) and a letter regarding the child's behaviour will be sent home.