

## **Lakeside Community Primary School**

### **Behaviour and Discipline**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>Nov.16</b>	<b>09.2017</b>	<b>Mrs H.McMahon</b>	

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We believe that children perform best when they are encouraged and rewarded and when parents are involved.

We encourage pupils to achieve and realise their potential in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

#### **Aims**

- To provide clear and precise guidelines which enable decisions relating to discipline to be made. It is important that these guidelines are adhered to by all concerned, and that they are made explicit to pupils and parents.
- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To work with other schools to share good practice in order to improve this policy.

#### **School Charter – Non negotiable**

- Achieve our best in all we do
- Be calm and sensible around school
- Be friendly, well mannered and respectful
- Listen to others
- Look after our school
- Help when we can
- Work together
- Look after ourselves and each other
- Be honest

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The school charter is displayed in all classrooms and other appropriate areas around school. Teachers also have the charter on the back of their ID badge for quick reference. At the start of an academic year, class teachers will discuss the school charter and refer to it throughout the year.

### **Rewards**

Each classroom has a 'tickled pink' and 'green for growth' board to use as the whole school behaviour management strategy. These are written on with a whiteboard pen and wiped clean at dinner to start afresh in the afternoon.

### **Individual**

- Children get their name written on the tickled pink side for displaying a positive behaviour
- They can accumulate up to 3 ticks next to their name for continuing to display a positive behaviour.
- Smiley faces are given for each tick next to their name
- If 3 ticks are achieved in any am or pm session, a 'Tickled Pink' certificate is completed and sent home to inform parents. Children also receive a stamp in their stamp card as it is equivalent to 3 smileys.
- Children who display exceptional behaviour can be given an immediate 'Tickled Pink' certificate.
- The 'Tickled Pink' children are celebrated weekly during Achievers Assembly for each year group.

### **Lakeside Legend**

- A child per class is given a 'Lakeside Legend' certificate weekly during Achiver's Assembly. This can be because of improved behaviour or attitude to learning.
- The child receives a certificate and sticker and a copy of their certificate is stuck into the year groups celebration book for display.
- The children receive a stamp in their stamp card.

### **Stamp Cards**

- Stamp on card given for 3 smiley faces.
- Children can also get an immediate stamp at a member of staff's discretion if they have:
  - Received 'Lakeside Legend' of the week.
  - Met their personal target.
  - Received a 'Tickled Pink' Certificate.
  - Exceptional pieces of work
- The learners receive 'Stamp Star' certificates when they have reached a certain amount of stamps e.g. 8, 16 and 24 for Year 2.
- Once a stamp card is completed, the children are sent to a member of CLT who signs it off and gives a special sticker.

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- Certificates and medals are issued for completed stamp cards and given out in Achiever's Assembly and parents are invited.
- Depending on what number stamp card is completed, the children receive a different colour medal. First is bronze, second is silver, third is gold etc.
- The children can 'spend' their stamps on a Friday and buy rewards such as pencils and bugs at the Language Café.

### **Instant Rewards**

When learners have excelled in an area of learning or have behaved exceptionally they can receive an instant reward at a member of staff's discretion.

This can include:

- Going on the slide
- 5 min on trim trail
- 5 min colouring
- 5 min playing football

### **Sanctions**

Sanctions, which must be applied fairly and consistently, have been devised:

- by the School Council and the Governing Body;
- not to be degrading or humiliating to any pupil

They are as follows:

- Children get their name written on the green for growth side as a warning. Verbal warning may also be given.
- They can accumulate up to 3 ticks next to their name for inappropriate and unacceptable behaviour.
- If a child has their name and 1 tick on the board, they will have 5min reflection time at break or dinner. Learner is reminded about appropriate behaviour by a member of staff.
- If a child has their name and 2 ticks on the board, they will have 10min reflection time at break or dinner. Learner is reminded about appropriate behaviour by a member of staff.
- Once a child receives 3 ticks they are sent to year groups partner class for 10min time out and have to pay back 15min reflection time at break or dinner. Learner is spoken to by member of staff after reflection time to encourage positive behaviour.
- 3 ticks means that incident is recorded on a green form and parent's are informed.

In some instances, a straight green form may be given to the child and in more serious cases sent straight to CLT.

Any pupil found to be making malicious accusations against a member of school staff will be immediately sent to a member of CLT.

Green forms are collected weekly by the Behaviour Co-ordinator and logged onto data system. Any additional consequences/support/meetings with parents are organised based on this and the weekly behaviour team meeting.

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### **Detention**

- When a learner is continually receiving green forms, they may be given a dinner time detention by the Behaviour Co-ordinator. Up to 3 issued per term.
- Behaviour Co-ordinator will arrange a meeting with parents to discuss, sometimes also involving CLT personnel.
- If green forms and behaviour continues then an after-school detention may be issued by Behaviour Co-ordinator. Up to 3 issued per term.
- Behaviour Co-ordinator arranges another meeting with parents, involving CLT.
- If green forms and behaviour continues then internal seclusion may be issued by Behaviour Co-ordinator and CLT.

### **Exclusion**

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion in line with the DfE Exclusion Procedures

### **Pupil Support**

A number of pupil support systems are in place and are proving effective in promoting good behaviour. These include:

- 'I Can' cards
- Personal Behaviour Plans
- Positive Play Groups
- Time out cards

All school personnel work hard to ensure that these systems run smoothly.

### **Incidents**

- All incidents of racist, sexist, homophobic or bullying behaviour are recorded on an incident sheet.
- The co-ordinator thoroughly investigates all incidents and reports to the Principal and CP co-ordinator if necessary.
- Further action is taken if required.

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### **Using Positive Handling (sometimes known as Reasonable Force)**

- Staff can use positive handling if a learner is at risk of hurting themselves, others or property.
- Positive handling is usually used to control or restrain a child. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- Examples of when positive handling may be used include:
  - to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
  - to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
  - to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
  - to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
  - to restrain a pupil at risk of harming themselves through physical outbursts.
- Any incidents where positive handling is used need to be recorded in a Positive Handling Record Booklet. This is then checked and signed by a member of CLT (Core Leadership Team).
- The child should be checked by a first aider.
- Any incidents where reasonable force is used need to be discussed with parent/carers on the day of the incident.
- After having to use Positive Handling, a staff debrief will take place to identify antecedents and triggers to behaviours exhibited. Planning should be adjusted to ensure all learners' needs are being met and where necessary relationships repaired.

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## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Principal to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Principal to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Principal;
- the duty to support the Principal and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Principal and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Principal and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Principal**

The Principal will:

- determine the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;

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- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Co-ordinator**

The co-ordinator will:

- lead the development of this policy throughout the school;
- conduct weekly meetings with the behaviour team to discuss green forms and any other issues
- work closely with the Principal and the nominated governor;
- work closely with SENCO and CP co-ordinator;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track pupils through MEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;

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- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of Pupils**

Pupils are expected to:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- make suggestions about school behaviour via the School Council;
- obey all health and safety regulations in all areas of the school;
- never make unacceptable remarks against fellow pupils or school personnel;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys

### **Role of Parents/Carers**

Parents/carers are expected to:

- comply with this policy;
- have good relations with the school;
- treat school personnel with respect;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- be asked to take part in periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- devising school rules and sanctions;
- reviewing the effectiveness of this policy with the Governing Body

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### **Role of the SENCO and CP Co-ordinator**

The SENCO and CP co-ordinator will:

- If possible, attend regular behaviour meetings to discuss green forms and behaviour.
- Inform Behaviour Co-ordinator of any SEN/CP issues relating to monitored children which could be impacting on behaviour.
- Update Behaviour Co-ordinator with any information which could impact on a child's behaviour.

### **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- Educational Psychologist;
- Educational Welfare Officer;
- School Health Nurse;
- Police Community Support Officer
- Social Services

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the Learning Platform
- the school website
- the Staff Handbook
- meetings with parents such as introductory, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters, parentmail and end of half term newsletters
- reports such as annual report to parents and Principal reports to the Governing Body
- information displays in the main school entrance

### **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Newly inducted staff will receive training regarding this policy.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

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### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Principal and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

**H.McMahon**

**28.11.16**

<b>Principal:</b>		<b>Date:</b>	
<b>On behalf of the governing body</b>		<b>Date:</b>	

## Lakeside Community Primary School Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion										
<b>Does or could this policy have a negative impact on any of the following?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓				✓			✓			✓			✓			✓			✓			✓			✓
<b>Does or could this policy help promote equality for any of the following?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓				✓
<b>Does data collected from the equality groups have a positive impact on this policy?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓				✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>