



## Behaviour and Discipline Policy

This policy complies with section 89 of The Education and Inspections Act 2006.  
(<http://www.legislation.gov.uk/ukpga/2006/40/section/89>)

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(DFE, 2019)

### Introduction

#### Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught, modelled and practiced, through our behavior curriculum.
- Behaviour can change over time and in response to external influences – as a school we must always be aware of the bigger picture and not just focus on the behaviour.
- Every child is the whole school’s responsibility, and staff will work collaboratively to support the child and each other.
- Children respond best to a clear and consistent approach which is applied fairly.

### Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils’ self-esteem.
- To provide a broad and balanced curriculum which is both engaging and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children’s education and maintain standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

**Our purpose is:-**

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

**The Teacher's Role**

Teachers need to establish **consistent** levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning will impact positively on general classroom behaviour.

**Rules**

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed alongside the children through School Council. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

**1. Our Golden Rules are:**

We are gentle, we don't hurt others
We are honest, we don't cover up the truth
We listen, we don't interrupt
We are kind and helpful, we don't hurt anybody's feelings
We look after property, we don't damage things
We work hard, we don't waste time

**a) Food and drink**

Other than packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Breakfast is provided for any children who require it as well as a healthy mid-morning snack. Water is available throughout the day and a choice of milk or water at lunchtime.

**b) Jewelry**

Watches and stud earrings are the only items of jewelry which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewelry. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be left in the office for the duration of the lesson.

**c) PE Kit**

Appropriate clothing must be worn for all PE activity.

Our PE kit consists of black shorts and white T-shirt (with or without logo), black pumps or trainers for outside.

For swimming a one-piece costume is required for girls and trunks for boys plus a towel. A swimming cap will be provided by school.

#### **d) School Clothing**

The school has a separate school uniform policy. Uniform may be purchased from our online partners – myclothing.com. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn. Trainers are not part of school uniform.

#### **e) Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats. Parents are encouraged to pay for snack, lunches, trips etc by bank transfer wherever possible.

#### **f) Mobile Phones**

Mobile phones should not be brought into school with the exception of children who walk home from school. Mobile phones must put in the office on the way in to school and collected on the way home. They should never be left in trays or coats or used during school hours.

<b>Behaviour Guidelines</b>	<b>Procedures</b>
-----------------------------	-------------------

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e to immediately stop a child who is putting themselves or others in danger.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for.

Our 'Use of Reasonable Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

#### **Movement in and around School**

All movement in and around school should be purposeful. The expectation is that classes should walk around school in single file and without talking so as not to disturb the learning of others. Staff should ensure that all children are suitably supervised when moving around the school. Expectations of behaviour for children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

### **Movement Around School - Suggested Procedures for Individual Children**

- Choose appropriate individuals for messages – one (KS2) or two (EYFS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

### **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision on a rota basis. There will also be two members of staff on the playground before school to welcome and supervise children. All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. A rota for play equipment is provided and should be adhered to. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. A member of staff collects each class off the playground to ensure that children return to class in an orderly fashion. In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that they are never left unsupervised.

Children may not bring toys or equipment from home for use at playtimes but may use those supplied by the school.

Any child needing medical attention at playtime will be dealt with by a member of staff with first aid training.

<b>Behaviour Guidelines</b>	<b>Rewards</b>
<p>It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.</p> <p><b>Praise</b> has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.</p> <p><b>Rewards</b></p> <p>General</p> <ul style="list-style-type: none"><li>• Verbal feedback should include praise</li><li>• Classdojos are given as a reward and through School Council children choose which rewards these can be exchanged for.</li><li>• Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).</li><li>• Recognition can be given to success of differing kinds in assemblies, through learner of the week, citizen of the week, sportsperson of the week and Headteacher award. Other certificates and awards are celebrated whenever possible.</li><li>• Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.</li></ul>	

- A visit to the Headteacher for commendations / showing their work
- Opportunities for giving children greater responsibility in school should be fostered e.g School Council, Eco Council and Ambassadors.
- One 'Wise Owl' per year group is chosen each half term who is a role model. A trip/event is organized for them at the end of the summer term.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

### 3) Traffic Light Behaviour system

A 'traffic light' system is in place within the school to ensure that all children achieve the minimum expected standard of 'Green'. Their names need to remain within the Green Zone, showing that they are following the school rules. A fall in standards of behaviour can see a child move to 'Amber' or 'Red'

Behaviour Guidelines	Sanctions
----------------------	-----------

#### Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied sanctions, which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Responses are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child**.

### SANCTIONS PROCEDURE

Children and parents should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. Our behaviour steps set out clearly the expected behaviour and what behaviour would constitute a breach of this. For each step the sanction is clearly defined including the role of staff and level of parental involvement.

In some cases it is unavoidable that a child be suspended from school. This decision is taken by the Headteacher, following the behaviour sanction steps. This decision is never taken lightly and is always a last resort. A PEN1 form will be completed and sent to Lancashire County Council and parents will be invited in to discuss the incident(s) that has resulted in the suspension. Parents will be given a letter detailing the suspension, their part in supervising their child whilst the suspension is in place, and the procedure for appealing against the suspension.

#### Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

### Children with Behaviour Issues

The school acknowledges that a small minority of children may for whatever reason are unable to make the correct choices available to them in order to control their own behaviour. There are occasions, therefore, when the rewards and sanctions system does not work for individual children. In this case an individual behaviour plan will be written and shared with all staff dealing with the child. The Senco will be informed and will monitor the situation, referring to outside agencies if further support is required.

This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

### Behaviour Targets

- Should provide limited (maximum of three) clear and, above all, **achievable** targets for the child's behaviour e.g. "To stay on task at all times" is not a realistic target for the best behaved child.
- If clear targets cannot be identified seek advice from SENCO/Headteacher
- Should provide clear consequences for breaking the agreement and rewards for success.

Signed

Approved by

K Houldsworth (Headteacher)

J Hill (Chair of Governors)

Date of review October 2025

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Following the rules	Following the rules	Following the rules	Following the rules	Following the rules
Taking turns Putting hand up when speaking Walking sensibly around school Following instructions	Speaking politely to staff and children Using good manners Following instructions Co-operating with others Showing kindness Speaking truthfully	Helping others in the playground Being respectful towards others Being respectful with property	Being respectful towards others Being respectful with property Consistently following school rules	Being respectful towards others Being respectful with property Consistently following school rules
Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours
Shouting out Name calling Low level disruption	Speaking rudely to staff Answering back Using bad language Not following instructions Deliberate distraction Provoking others Lying Racial, homophobic, transgender comment Play fighting	Aggression (including retaliation, hitting, kicking) Abuse of property, furniture Absconding from school building Spitting Verbal abuse/swearing (with intention) at another child Stealing from another child or school property	Abuse (racial, homophobic, transgender, sexual, peer to peer) Bullying (physical, social, verbal, cyber) Vandalism Verbal abuse/swearing at staff Absconding from school site Stealing from staff or money/high value items	Persistent bullying Persistent verbal abuse towards staff Physical abuse of staff Non-engagement of parents/carers
Actions	Actions	Actions	Actions	Actions
Parallel praise Reminder of rules "In our class we..." TA to support child	10 minutes time out (taken to another class if in KS2 and in class in KS1) Verbal apology Member of class staff speak to parents at the end of day if behaviour is unusual/new/concerning	Referral to pastoral team if necessary. If appropriate, school behaviour plan put in place/restorative justice meeting Miss two days playtimes. Phone call home from headteacher.	Continued support from pastoral team Parents meet with Headteacher and class teacher Restorative justice meeting Possible managed transfer Fixed term exclusion	Restorative justice meeting Second cluster transfer Fixed term exclusion Permanent exclusion

NO CHILD MUST EVER BE GIVEN A SANCTION PURELY ON THE WORD OF ANOTHER CHILD.

If an adult has not seen the incident it MUST be investigated.