



Policy for Behaviour and Discipline

Adopted by Governors: 10.10.2016

Policy Review date: 10.10.2017

During the formulation of this policy, all stakeholders were consulted (pupils, staff, parents and governors).

Consideration was made to ensure inclusion for SEND (pupils with special educational needs and disabilities).

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. We explicitly teach good behaviour through our curriculum and constantly refer to our core values: responsibility, compassion,

perseverance, courage, justice and respect. The school behaviour policy is therefore designed to support the way in which all stakeholders are responsible for creating a safe, happy and secure learning environment.

Lyncrest Primary School is a **restorative justice school** and as such we work with the children restoratively to guide them to move problems forward in a reflective manner. Any stage 5 issues always have restorative processes applied to them and where necessary a child will undertake a restorative action plan¹.

Minimum expectations of behaviour for Learning:

When someone is talking, the child needs to listen.

If an adult gives an instruction, it must be followed immediately (e.g. line up silently).

No child is allowed to disturb anyone else's learning in any way.

When these minimum expectations are not followed, or when our core values are not being followed, the sanctions are employed as follows, and child is placed on behaviour stages. The class teacher or adult must be flexible with these stages, moving children back to Stage 1 once they demonstrate they are following the core values:

Stage 1 - You are following all of our core values: keep it up!

Stage 2 - First warning: you need to follow all of our core values.

Stage 3 - Second and last warning: you need to follow all of our core values.

Stage 4 - Time out: Go to the chill out chair or area (one minute for every year of your age. Pupils with SEND may have adapted arrangements).

Stage 5 - Your behaviour is a cause for a concern: You will miss the next two minutes of your next playtime and all of the next Friday playtime.

If you hurt somebody you will go straight to stage 5.

Follow all of our core values and shine at Lyncrest!

Dangerous behaviour which puts adults or pupils at risk will be considered for fixed term exclusion.

Rewards

The school notices and rewards good behaviour by: verbal praise, praise phrases and praise actions (e.g. awarding a child a house card or a sticker.) Staff may give children core value stickers or a core value bobble- for the core values display- when they display a core value. Some pupils who demonstrate consistently all core values may be given special privileges. The Friday Celebration Assembly is a positive celebration for pupils and their parents.

Sanctions

Incidents in the classroom are always followed up according to the stages below. For incidents in the playground, the adults will write a behaviour incident report and ensure the class teacher is informed.

For more complex incidents, stage five, a restorative justice approach is taken with all children involved. It is often a result of this meeting that an appropriate sanction is decided.

Sanctions include missing playtimes or lunchtimes.

Persistent poor behaviour could result in a lunchtime exclusion.

Incidents that put the safety of adults or children at risk are referred to the Headteacher or a member of the Leadership Team who will decide the course of action:

This could result in the child working away from their classroom for a period of time.

For serious incidences which put the safety of pupils or adults at risk, the Head Teacher will consider the case and has the right to implement a fixed term exclusion.

In extreme cases a permanent exclusion may be applied.

When a child has been given a fixed term exclusion they are given work to do at home and must not return to the school site until their reintegration meeting with the Head Teacher or a member of the Leadership Team.

For time outs, the child is moved to a different area of the classroom (still within the view of an adult) so as not to disturb others but so they can continue their learning.

Any child who reaches stage 5 is placed on a behaviour reportⁱⁱ which is filed for further reference.

All behaviour reports are passed on to the relevant assistant head-teachers. If a child has been hurt, both the parents of the victim and the perpetrator are informed. (Note: Pupils whose behaviour is a danger to themselves or those around them may be restrained by trained practitioners or moved by a teacher who is able to use "reasonable force". Restraint incidents are logged and parents are informed.) For children who are moved to stage 5 more than once in any week, a course of action must be followed from The Teacher and Child Restorative Forum Outcomes.ⁱⁱⁱ

When staff need to take action due to repeated incidents, the case is discussed with the Leadership Team and consequences may include: time within an alternative classroom, formal letter home, internal exclusion, lunchtime exclusion, fixed term exclusion, permanent exclusion. (The school follows Northampton County Council advice and the DFE document 'Exclusion from maintained schools, academies and pupil referral units in England on all procedures for exclusions'. For further information on justification for exclusions and minimum exclusion time periods, see appendix ^{iv})

Anti- bullying

The school does not tolerate bullying of any kind (see Anti-bullying policy written by the pupils.)

Governing Body Responsibility

It is the responsibility of the Governing Body to monitor pupil behaviour to ensure that the school policy is administered fairly and consistently. The Chair of Governors signs the behaviour log at least once a term and is informed of behaviour incidents.

Appendix



Restorative Action Plan Name: _____ Class _____
(This form accompanies the relevant behaviour report)

<i>What happened?</i>	<i>What were you thinking or feeling?</i>	<i>Who was affected and how?</i>	<i>What needs to be done to make things right and ensure everyone is happy?</i>	<i>Who can help you to make things right and how?</i>
<i>What action has been agreed?</i>				
<i>Child:</i>	<i>Adult:</i>	<i>Date:</i>		

The following pages are notes and examples referring to the terms used in our policy.



Lyncrest Primary School
Behaviour Incident Form

Names of all pupils involved and their classes.							
Date:		Time:					
Location:		Activity:					
Name and role of reporter:							
Factual description of incident:							
Details of action taken. Please tick.							
Time out	<input type="checkbox"/>	Form passed to AHT KS1	<input type="checkbox"/>	AHT KS2	<input type="checkbox"/>	Parents informed	<input type="checkbox"/>
Restorative question / process undertaken		<input type="checkbox"/>					
Result of restorative process:							
Signature of reporter:							
<i>This form needs to be completed as soon as possible after the incident and submitted to the relevant AHT either with the child or at the end of the session.</i>							
<i>Serious incidents need reporting immediately.</i>							
For office use only. Logged on the system		<input type="checkbox"/>	Date:				

iii Teacher and child restorative forum outcomes (19.11.15)

Present: Mr Bowden and all children who reached stage five more than once in the autumn term 2015.

Forum topic/ question: what should be an outcome of getting to stage 5 twice in one week? What will help me to not go to stage 5 twice in one week?

Decisions/ solutions agreed by all present

- If I reach stage 5 twice in one week, I will miss all of the next weeks morning play and undertake school service (parents will be informed of this). The school service I am to undertake will be organised by my class teacher but I can offer ideas of what I can do to help. (e.g. litter picking, pencil sharpening etc...)
- If I reach stage 5 three or more times in one week, as well as completing my school service during play, I will write two letters: a letter to any one that I feel has been affected by my actions; a letter home to my parents explaining what I have done and any positive things that I have done to make things right. I will draft these letters first (using the draft letter sheet below if I need it) and then write the letters in my neatest handwriting. This will be done during my lunchtime play, in the same week that I am undertaking school service.
- If I reach stage 5 three or more times at any point during the term I will not be allowed to attend any out of school sports events; for example Duston Cluster Tag Rugby.

Dear _____

I am writing to tell you that _____

To make things right and move things forward, I have _____

From _____

iv **Justification for exclusions and minimum exclusion time periods**

Disobeying academic instructions

If a child repeatedly disobeys a teacher's academic instructions an internal exclusion may follow, until the point at which they have proven they are back on task and can therefore return to their classroom learning environment. If after this internal exclusion a child still continues to repeatedly disobey academic instructions, it is lawful that they may be excluded from the premises of the school for a minimum period of three days.

Unsafe behaviour in the learning environment

If a child's behaviour in the learning environment is unsafe and offers risk or harm to themselves, other children or adults, we may internally exclude the child until the point at which we believe they are safe to return to the learning environment that they were removed from; depending on the severity of the behaviour though, the Head Teacher may exclude the child from the premises of the school for a

minimum of one day. Where necessary we may provide additional support in the classroom or contact and seek help and advice from external agencies to create preventative measures against unsafe behaviour.

Unsafe behaviour in the playground

If a child's behaviour in the playground is repeatedly unsafe and repeatedly offers risk or harm to themselves, other children or adults, we may internally exclude the child from playtimes and lunchtimes for a minimum of seven days; depending on the severity of the behaviour. The Head Teacher may exclude the child from lunchtimes, requiring the parent to remove the child from the premises for the duration of the lunchtime period for a minimum of seven days.

Depending on the severity of the behaviour, the Head Teacher may exclude the child from the premises of the school for entirety of the school day for a minimum three days.

Use of reasonable force

All teachers have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. As such, reasonable force may be used in the processes of internal or external exclusion.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.