



Policy for Behaviour and Discipline

The Governing Body's Statement of Behaviour Principles

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Head teacher in drawing up the Behaviour and Discipline Policy at Lyncrest Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of behaviour and discipline.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy, though they must take account of these principles when formulating it. The Head teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head teachers and school staff (January 2016).

The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- Lyncrest Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

Policy 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 which are also our school rules: to show responsibility, to show compassion, to persevere. 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. We aim to deal with all issues using the restorative language (see appendix i. Any 'red card' issues always have restorative processes applied to them and where necessary a child will undertake a restorative action planⁱ).

Behaviour management at Lyncrest Primary School is built on four principles:

1. Restorative Approaches
2. Consistent, Calm Adult Language and Behaviour
3. First Attention for Best Conduct
4. Relentless Routines

The application of this policy will be done while adhering to these four principles. These four principles are explained in the schools Behaviour Management Toolkit (appendix vi).

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.

All children are expected to follow the core values and rules and show excellent behaviour choices at all times.

If a child is not following the expectations of our school values and rules- they will be discreetly reminded of our behaviour expectations by a calm adult. (We will never publically be reprimand a child.)

After a reminder, if the child continues to make poor behaviour choices, they will then be given a yellow warning card (which may be shown visually to the child). This yellow card will be marked against their name (in the class folder) for that lesson; this date this is logged will be classed as a yellow day. Cards are not displayed in the class and as such, no one else in the room will be aware of the yellow card that has been issued. If after further reminders the child continues to make poor behaviour choices, they will be given a red card (which may be shown visually to the child). This red card will be marked against their name (in the class folder) for that lesson; the date that this is logged will be classed as a red day.

If a child hurts someone, or is verbally abusive and hurts someone emotionally, they will immediately be put on a red card. All red cards are followed up with restorative processes and all parents (of offenders and victims) are informed of the incident and outcome (by phone or a letter sent home). If a child has received three or more red cards within one week, their parent will be contacted and invited to a meeting to discuss their child's behaviour.

All red cards are logged using the schools behaviour report form. We have no punitive measures at Lyncrest Primary School but the expectation is that the child must make things right. The process may need to take place during a break time, they may need assistance from an adult, the victim in a given situation may need consulting as to what the offender can do to make things right.

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

In circumstances where, after a prolonged period, restorative practices are not working as desired with an individual or group of children, in terms of helping them to make improvements to their behavioural choices, the Senior Leadership Team (SLT) reserves the right to make executive decisions based on their professional judgement, to help manage the behaviour choices of a said individual or group of children. This will be discussed with the child and parents; however, the SLT reserves the right to make any decision they deem necessary in order to protect the safety of all, physically and emotionally.

Rewards

The school notices and rewards good behaviour by: verbal praise (discreetly), praise phrases and praise actions (e.g. awarding a child a dojo point.)

All classes use Class Dojo to recognise children who are following the core values and school rules. Parents are informed of this achievement by their class Dojo and can choose to follow this up at home if they wish.

During the term (six terms a year), every child who receives no more than 10% red or orange days, will receive an end of term treat to celebrate their success. Children in reception can also achieve this reward in recognition of their achievements, but they can have no more than 20% of red or orange days in the term. Following the first term the children will then qualify if they have made improvements from the previous term.

Outcomes as a consequence of poor behaviour choices and not following the school values and rules

Any time there is an incident resulting in a red card, a restorative justice approach is taken with all children involved. Through a restorative approach, the appropriate outcome will be put in place.

For any child who consistently does not follow the behaviour expectations, then individual behaviour plans will be written in partnership with the Senior Leadership Team, the parents and the child (see appendix iv as an example). These will be individualised and highly personal to the child who it is intended for. These plans are to help guide the child to improve their behaviour choices. As previously mentioned, in circumstances where, after a prolonged period, restorative practices are not working as desired with an individual or group of children, in terms of helping them to make improvements to their behavioural choices, the Senior Leadership Team (SLT) reserves the right to make executive decisions based on their professional judgement, to help manage the behaviour choices of a said individual or group of children. This will be discussed with the child and parents; however, the SLT reserves the right to make any decision they deem necessary in order to protect the safety of all, physically and emotionally.

Incidents that put the safety of adults or children at risk are referred to the Head teacher 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. In extreme cases a school exclusion may be applied. This may be at lunchtime but depends on the context of the negative behaviour.

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.

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 ii)

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. (See appendix iii for more information about reasonable force)

Anti- bullying

The school does not tolerate bullying of any kind. We follow the sequence of events as outlined in the anti-bullying policy and shown below.

1. Bullying incident is reported to an adult in school	2. All parties involved are spoken to about the situation and a restorative solution is put in place. A time frame is determined to monitor this restorative solution.	3. Parents are informed of this restorative solution and relevant timeframe.
4. The restorative solution is monitored in the relevant timeframe.	5. When the monitoring period ends, the children are asked if the issue has been improved or resolved. Depending on the outcome, further restorative practice may need to be undertaken.	6. Parents are informed of outcomes and/ or any further restorative solutions that have been determined. Points 2 to 6 may continue until the matter has been resolved.

In circumstances where, after a prolonged period, restorative practices are not working as desired with an individual or group of children, in terms of helping them to make improvements to their behavioural choices, the Senior Leadership Team (SLT) reserves the right to make executive decisions based on their professional judgement, to help manage the behaviour choices of a said individual or group of children. This will be discussed with the child and parents; however, the SLT reserves the right to make any decision they deem necessary in order to protect the safety of all, physically and emotionally.

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 kept informed of behaviour incidents.

Appendices

Appendix i

ⁱ Restorative Action Plan

What happened?	Who was affected?	How can you make it right?

Appendixⁱⁱ

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 five school 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.

Appendix iii

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.

Appendix iv

Individual Behaviour Chart

Week beginning:

				
	9.00-10.40	11.00-12.00	1.00-2.00	2.00-3.15
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

1. I will be a good friend
2. I will listen to my teacher
3. I will complete all my work
4. I will tell my teacher when someone is annoying me

If I get a tick in the grey box, I will be able to have my morning playtime
 If I get a tick in the blue box, I will be able to have my lunchtime play
 If I get ticks in both the orange boxes, I will get 5 minutes of computer time at the end of the day.





Lyncrest Primary School

Behaviour Management Toolkit

Behaviour management at Lyncrest is built upon four principles:

1. **Restorative Approaches** which aim to improve and repair relationships within school so that we build a healthy community increase social capital and increase positive behaviour choices. All issues surrounding behaviour are dealt with using restorative approaches and three key questions.

- What Happened?
- Who was affected?
- What needs to happen to make things right?

When discussing challenging behaviour, judgemental language will not be used. When dealing with negative behaviour, punishments will not be used; however, children may need to make things right during their lunchtime or playtime.

2. **Consistent, Calm Adult Language and Behaviour** will be demonstrated at all times. The language will never be negative, demeaning or sarcastic. In any instance of challenging behaviour, the child will need take up time to respond and make changes. When discussing negative behaviour choices, the three questions from the restorative script must be used. Below is a list of language and signals we will use across the school.

<p>Phrases for lining up and moving:</p> <ul style="list-style-type: none"> • Lovely, Lyncrest Line...(sensible, single file, silent) • Wonderful Walking... 	<p>Phrases for when a child returns to the classroom after an incident:</p> <ul style="list-style-type: none"> • I'm pleased you are back. We will catch up later... • Thank you for joining us... • I am glad to see you...I know you can do this
<p>Signals for direction:</p> <ul style="list-style-type: none"> • Hands up- for stop and listen (children show their hands up to be ready) • Two hands directed at adult- adult's turn to speak (my turn, your turn) • Two hands directed at the children- children's turn to speak (my turn your turn) • Hands directed out then in- turn to your partners • Hands showing 1, 2 3 fingers- 1 is stand behind your chair; 2 is tuck your chair in; 3 is line up (into a Lyncrest Line) 	<p>Assertive language starters:</p> <ul style="list-style-type: none"> • I need you to... • I know you will... • I've noticed... • Thank you for... • You have a choice... • Be that as it may, I need you to... • This is how we do it here... • Do you remember when... • I know I can count on you to...

3. First attention for best conduct, whereby children will be openly praised for doing the correct actions and first attention will not be given to children acting incorrectly. For this principle we will follow the process of PIP and RIP:

- PIP (praise in public) - Children will be praised through being awarded Dojo points (which they can earn collectively and display their class total each week as well as top dojo winners). Children can also be praised in the lunch hall by earning a place on the lunchtime hero's board.
- RIP (reprimand in private) - Children will be told in private or discretely when their actions are not acceptable. The adult may issue either a stop and think, yellow or red card to a child (in line with the behaviour policy) but this will not be displayed and other children will not know about this.

Praise will be given to effort not outcome to establish a growth mind-set.

4. Relentless routines will be used throughout the school. These routines are embodied in how the children line up in the morning (using the Lyncrest Line); move around the school (using wonderful walking) and follow instructions. At all times children will be reminded of the expectations. Each class will have a timetable that is displayed visually and this will be adhered to. Children will know they will be praised publicly for their effort but also reprimanded privately if they are not following the school rules. The school rules (also our values) will explained daily and children following them will be praised

Our rules are: Show respect, show compassion and persevere.