



Policy for Behaviour and Discipline

## 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. We aim to deal with all issues using the restorative language (see appendix v). Any 'red card' issues always have restorative processes applied to them and where necessary a child will undertake a restorative action plan!

## 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 show excellent behaviour choices at all times. All classes have a "Good to be Green" display which keeps a record of children that are always following these core values and high behaviour expectations.



All children start on green at the beginning of each lesson. If a child is not making positive behaviour choices, the following steps will be taken:

For the first poor behaviour choice the child will be given a "stop and think" verbal warning. A stop and think card will then be placed in the pocket with their name on. There is no consequence for this, however, it does give the child the opportunity to reflect and change their behaviour choices.

If the child continues to make poor behaviour choices, they will then be given a yellow warning card which will be placed under their name. This stays there for the remainder of that lesson, unless the behaviour deteriorates further. If this is the case, the card will then be replaced by a red consequence card. Any red consequence card will be followed with a break time detention. The length of this will be determined by the age of the child - one minute for every year of their age. Children are expected to sit and complete a task appropriate to their age during this time.

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 parents are informed of the outcome.

At the end of every lesson, all children will return to green. (Please see appendix iv for additional information about this.)

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.) The Friday Celebration Assembly is a positive celebration for pupils and their parents.

All classes use Class Dojo to recognise excellent behaviour. All children have an individual account and dojo points can be added for good behaviour. Parents are given a log in where they can see this increase over the week. Class dojo stars will be displayed in school to recognise these behaviour choices. During celebration assembly on a Friday, a random child is picked in the "dojo draw".

During the term, all children who remain "green" at all times will be given a reward in recognition of this. We expect children to achieve green in 90% of all days they are in school in the term to qualify for this reward.

### Sanctions

Incidents in the classroom are always followed up according to the "good to be green" detailed above. For incidents in the playground, the adults will write a behaviour incident report and ensure the class teacher is informed. Any time there is an incident resulting in a red card, a restorative justice approach is taken with all children involved. It is often a result of this meeting that an appropriate sanction is decided.

Persistent poor behaviour could result in lunchtime exclusion.

For any child who consistently does not follow the behaviour expectations, then individual behaviour plans will be written in partnership with the head teacher, inclusion leader and parents. (See appendix iii. )These will individualised and highly personal to the child who it is intended for.

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.

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 ii for more information about reasonable force)

#### 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 i



*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>	

**ii 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

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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.

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.

## 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.



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	Your behaviour is amazing - keep up the good work!
	This is your first warning to address your behaviour choices.
	<b><u>Warning Card</u></b> Your behaviour is a cause for concern. This is a warning to you to change your behaviour choices. What do you need to do to be green?



### **Consequence Card**

Unfortunately your behaviour has not improved and you now need to have a consequence. You will need time out. You will miss 1 minute per year of your age of the **next** break time. If you hurt someone, or are verbally abusive and hurt someone emotionally, you will go straight to red. If you receive one of these, your parents will be informed and a behaviour form completed.

v.

#### Restorative questions

1. What happened?
2. What were you thinking?
3. How were/are you feeling?
4. Who do you think has been affected?
5. What needs to happen/ do you need to do now?