



St Leonard's CE Primary Academy Behaviour and Discipline Policy 2019-2021

This policy should be taken and used as part of St Leonard's Church of England Primary School's overall strategy and implemented within the context of our vision, instrument of government aims, and values of a Church of England School. St Leonard's is a Church of England Primary School which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Damaging school property
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

4.2 The Head Teacher

The head teacher is responsible for reviewing and approving this behaviour policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Pupil code of conduct

Pupils are expected to adhere to the Golden Rules.

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen
- We are honest

6. Rewards and sanctions

6.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- teachers congratulate children
- teachers give children stickers
- teachers give children house points
- golden letters
- certificates in the Friday celebration assembly
- Values Cup
- Reception Class use a whole class reward system

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class, where they will be supervised by an adult
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, with the completion of a reflection sheet
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil on a behaviour report card

See Appendix 2 for our graduated response

6.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

6.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

7. Behaviour management

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Golden Rules and their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

7.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Training

Our staff are provided with training on managing behaviour. Only Team Teach trained staff can restrain. Behaviour management will also form part of continuing professional development.

10. Parental Behaviour

The Head Teacher and Governors expect that adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community. It is also expected that no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises. Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community include:

- Shouting, either in person or over the telephone
- Inappropriate posting on Social Networking sites
- Speaking in an aggressive/threatening tone
- Physical threats or intimidation
- Physical assaults
- The use of aggressive hand gestures/exaggerated movements
- Vexacious complaints/harassment
- Racist or sexist comments

This is not an exhaustive list but seeks to provide illustrations of such behaviour. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse and where necessary will take appropriate legal remedies. Incidents of rudeness will be logged with the school and Clerk/Chair of Governors. Unacceptable behaviour may result in the Police being informed.

School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may ban parents from entering school. Such a ban may be made by the Head or Deputy Head and is subject to review by the Chair or Vice-Chair of Governors within 48 hours. The terms and conditions of the ban will be confirmed in writing. School is not responsible for organising arrangements for children in the above circumstances. Parents will need to provide alternative arrangements for bringing children into school. Parents have the right of appeal by writing to the Chair of Governors within ten days of permission to enter the school premises being withdrawn.

11. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and full governing body every two years. At each review, the policy will be approved by the head teacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Restraint Policy

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



Appendix 2 - Graduated Response

Behaviour Type	Examples	Actions
Positive Behaviour	Any behaviour that demonstrates the Golden Rules.	<ol style="list-style-type: none"> 1) House points - Children will receive a house point for demonstrating behaviour that promotes the Golden Rules. 2) Stickers - Children will receive a sticker for either demonstrating behaviour/good work that goes over and beyond promoting the Golden Rules, or consistent positive behaviour. 3) Stickers Certificate - Children will receive a Bronze Certificate for 10 Stickers, Silver for 25, Gold for 50 and Platinum for 100. 4) Teacher Certificate - 2 children per week (4 in Rec) will receive a certificate in our celebration assembly for a specific positive behaviour/good work 5) Values Cup - 2 children per week (1 in KS1, 1 in KS2) will receive the Values Cup for demonstrating the Value of the Term. 6) Golden Letters - at the end of each long term 2 children from each year group will be selected for exemplary demonstration of the Golden Rules.
Misbehaviour	Any behaviour that is contradictory to the Golden Rules, e.g. <ul style="list-style-type: none"> • Disruption in lessons (talking at inappropriate times, distracting behaviour) • Non-completion of classwork / homework • Poor attitude 	<ol style="list-style-type: none"> 1) A Verbal warning is given for the first incident. 2) An Official warning is given for the second incident and will be recorded by the teacher on the Weekly Behaviour Chart. 3) A 10 minute reflection period will be given if the Golden Rules are broken for the third time - child will receive a 10 minute reflection period at the next available break time and complete a Reflection Sheet. Wherever possible, the parent should be informed of this.
Serious Misbehaviour	Examples <ul style="list-style-type: none"> • Repeated breaches of the 	Below are the guidelines on how repeated breaches of Golden Rules should be escalated. The escalation of these incidences will be at the discretion of the member

	<p>Golden Rules</p> <ul style="list-style-type: none"> • Any form of bullying • Vandalism • Theft • Fighting or physically aggressive behaviour • Racist, sexist, homophobic or discriminatory behaviour 	<p>of staff dealing with the issue (if necessary, in discussion with a member of SMT):</p> <ol style="list-style-type: none"> 1) 10 minute reflection - child will receive a 10 minute reflection period at the next available break time and complete a Reflection Sheet. Wherever possible, the parent should be informed of this. 2) 20 minute reflection - Child will receive a 20 minute reflection period at the next available break time and complete a Reflection Sheet. Parents will also be informed by the classroom teacher at the end of the school day. A letter will be sent to parents for them to sign. 3) Day reflection - the child will lose a day's worth of break time and use this as a reflection period. A letter will be sent to parents from the HT explaining the next stage if the child's behaviour does not improve. 4) Internal exclusion - child will receive a one day internal exclusion and a restorative meeting will need to take place between parents, teacher and HT. The child will also be placed on a Behaviour Management Strategy for a period of 2 weeks. 5) External exclusion - child will receive an external exclusion ranging from 1-5 days depending on the severity of the behaviour (at the discretion of the HT). 6) Permanent exclusion - If the child shows no improvement following these steps, then permanent exclusion may be considered.
Extreme Misbehaviour	Any misbehaviour above that is considered to be extreme.	Depending on the severity of the misbehaviour the class teacher, in conjunction with a member of SMT, will decide which of the above sanctions is appropriate.