



Lightwoods School

Policy Library

TITLE:

Discipline & Behaviour Policy

9807

Lightwoods Primary School

Discipline and Behaviour Policy

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Discipline and Behaviour Policy

Aim

Lightwoods Primary School aims to provide a safe and secure environment, which provides and encourages learning.

To this end, we believe in a positive system of behaviour and discipline, where good behaviour is praised and rewarded, and where children along with staff contribute to creating an ethos in which all can work, learn and play happily and safely. We aim for all our pupils to be independent people who respect one another.

We acknowledge that some misbehaviour is likely to take place, and have a coherent system of sanctions to inform those children whose behaviour is inappropriate. However, our focus is on promoting and encouraging good behaviour; our sanctions are designed to help children realize the consequences of their behaviour, and encourage them to reform.

Rewards

It is preferable to encourage children to behave well by reinforcing outstanding behaviour rather than punishing misbehaviour. To this end at Lightwoods Primary School we have an extensive system of rewards in place.

1. House Point System

The school has a house system in place which is specifically designed to promote positive behaviour and team work.

There are five houses: Kindness
Truth
Respect
Forgiveness
Equality

The houses represent five key values and qualities that we look for in our pupils and promote the general ethos of the school. They promote the behaviour we expect to see in our children every day.

The children, staff and governors are put into one of these houses. Siblings are placed in the same house to foster family cohesion and support at events. House and Vice Captains from years 5 and 6 are democratically voted into position each year.

Children gain house points which are totalled every week to establish who the winning house is for the week. These points are added to each week's total to establish which house has the most points in each school term. This is announced in

the weekly achievement assembly which takes place on Friday mornings.

The house trophy is displayed in the school hall with the leading house's ribbons attached as an incentive to all pupils. There is also a display in the school hall of the houses and the current house point totals for the term.

Earning House Points

House points can only be earned in single or multiple quantities. This is to make them particularly desirable and prestigious when received.

Examples of situations where a member of staff may decide to give a pupil a house point include:

- Exemplary behaviour
- Outstanding school work
- Working Hard
- Noticeable effort beyond the norm
- Excellent manners
- Acts of kindness, honesty, respect, forgiveness and recognizing differences and embracing diversity
- Representing the school well
- Helping others in need
- Acts of charity and selflessness
- Independence and/or maturity in dealing with situations.
- Team work

This list is not extensive and represents only a selection of situations where awarding a house point might be appropriate. .

House Activity Days

The children from each of the five houses may get together for a day to plan and work together on a project or event. This is managed and staffed by the corresponding staff of the same house.

House Events and competitions

Various house events are organized throughout the school year. These range from inter-house quizzes to sporting competitions.

2. Learner of the Week

Each class teacher also selects a learner of the week, chosen for their hard work, effort or progress with their learning. This pupil receives a certificate in the weekly achievement assembly.

3. Value Leaves

Each week, every class teacher selects a pupil to receive a Value leaf to place on the Value tree in the hall. These leaves are awarded to children who have been identified by their class teacher acting kindly and are presented in the weekly achievement assembly.

4. Attendance Award

The school sees attendance as a vital part of maintaining its high levels of achievement and its reputation. To promote the importance of attendance, the school has an attendance award.

Each week, the class with the highest attendance percentage for the week is announced in Friday's achievement assembly and they receive a trophy to display in their classroom for the week.

Certificates are also awarded for 100% attendance for a whole term or a whole year.

5. Merits

Each term, five pupils from each class are recognised in the merit assembly for their contribution to learning or hard work during that term. They are presented certificates in front of the entire school, parents, guardians and governors. This acts not only to reward positive behaviour, but provides models of good behaviour for other children to aspire to.

6. Recognising other achievements

The school also celebrates the achievements and skills of its pupils in assemblies, where pupils' awards within and outside of school are acknowledged and recognised. Pupils get the opportunity to perform in assemblies and a musical event is held each year for musicians to demonstrate their talents.

7. School Council

School Council consists of two pupils from each class in years 3 to 6. The school council representatives are elected democratically through a classroom vote.

8. Over The Rainbow

Each class runs a system called Over The Rainbow. Each child starts each day on

Clear Skies and good behaviour/attitudes are rewarded by the child physically moving their name up the chart until they reach the 'Over the Rainbow' level. The child who is Over the Rainbow the most times in a term receives a reward in the end of term Merit Assembly..

Pupil Behaviour and the School's Expectations

Pupil conduct out of school will be expected to be the same as in school. This will apply not only to school visits but to coming and going from school. The school will discuss behaviour at such times with all children and will include the expected behaviour to be shown in ICT and mobile phone communication, including use of social media within legal guidelines.

The school has an anti-bullying policy which all children know about and are aware of the school stance that bullying will not be tolerated in any form. Bullying issues are dealt with in lessons, assemblies and through the School Council.

The school Drug policy states that no unauthorized drug is to be brought onto school premises and anyone found doing so will immediately be reported to the police and parents informed.

All children are aware that racist comments will not be tolerated and sanctions will be applied to children contravening this. If this continues then parents will be brought into school to remedy the situation. All cases of racist, bullying, homophobic, discriminatory behaviour along with extremist behaviour are recorded in the school log.

Where physical violence occurs then staff have been trained to intervene as per their training. Parents of such children will be notified immediately and sanctions applied as appropriate.

School acknowledges its role in maintaining good behaviour and discipline in school at all times and where poor behaviour is repeatedly evident in the classroom and outside then the school may deem it necessary to add the child to the school SEN register. If this is necessary then parents will always be called into school to discuss the situation and an action plan developed with them to support improved behaviour.

When confiscation of property occurs it shall be for a reasonable time only. If it is deemed that the object is not suitable to bring to school, then the parent will be informed and asked to collect their child's property.

All children are encouraged to practise self-discipline, and to monitor their own and their friends behaviour. If any child has concerns about behaviour (their own or others') or issues, he/she can approach their class teacher or any member of the SLT at any time.

If minor issues are causing repeated problems, the SLT will address the whole school about them. By doing so, he/she will inform all children that this behaviour is not acceptable, explaining why, and what the positive thing to do is when confronted

by this behaviour. By publicly addressing the issue, this ensures all children are aware of the right thing to do.

PSHE teaching emphasises good behaviour, within and outside of school, and encourages self-discipline. Through PSHE teaching staff provide positive strategies for behaviour that pupils can follow. Discussion in PSHE also shows the consequences of anti-social behaviour as opposed to good behaviour.

Sanctions

The school hopes that its robust reward system is enough to maintain outstanding levels of behaviour.

However, should a child misbehave, in the first instance their class teacher will take responsibility for dealing with the issue and escalate if deemed necessary.

1 Class behaviour logs

Disruptive behaviour and all negative instances of undesirable behaviour are recorded on the schools safeguarding system for the cohort, and remains with every class throughout their entire life at the school. The content on the system are monitored by the Senior Leadership Team.

2 Minor Exclusion and Loss of Privileges

If the child persists to misbehave after being warned, the teacher will impose sanctions to make it clear that such behaviour has consequences. This will be along the lines of having to spend playtime in the classroom or not participating in activities with the rest of the class. The aim of such sanctions is to show that anti-social and disruptive behaviour results in the perpetrator being excluded. At lunchtime, lunchtime supervisors act as class teachers, with the same right to impose sanctions. Where particular sanctions prove ineffective then alternatives will be put in place. Children will not be excluded from lessons or subjects except for safety reasons.

3 Escalation of Sanction to the Senior Leadership Team

In the case of repeat incidents, the class teacher will inform a member of the Senior Leadership Team, who will talk to the child. This can be a Key Stage or Phase Leader in the first instance or could be a direct referral to the other SLT members. This talk will make it clear that such behaviour is inappropriate, explaining why and making the consequences of the behaviour and its continuation clear to the child.

The Senior Leadership Team will also record all referrals on the schools safeguarding system.

In case of further repeat incidents, SLT will impose sanctions, such as missing playtime or loss of privileges, e.g. the right to borrow play equipment. The length of such sanctions is at the discretion of member of the SLT, who will however explain to

the child why they are receiving the sanction, making it clear that it is a result of their own choices.

4 Contacting Parents

If the child continues their misbehaviour, the Deputy Headteacher (or the Headteacher or another member of the Senior Management Team on his/her behalf) will contact the parents/guardians, explaining their child's behaviour and what sanctions have already been taken. He/she will ask the parents/guardians to reinforce the school's message about such behaviour being inappropriate.

5 Exclusion

Should the child still persist in misbehaving, the Headteacher may consider excluding the child if he/she feels that the child is disrupting the school and not taking responsibility for their actions and causing mental or physical harm. In such a case the parents/guardians would be informed of the decision and of their right to appeal immediately, and sent the appeals procedure details. The governors would also be notified of the decision, including the reasons behind it.

Exclusion is the ultimate sanction, and will only be used when a child is disruptive to the school and showing no signs of improved behaviour.

Fixed term exclusion may ensue where severe disruption has occurred in school due to the actions of a child which causes physical or mental harm to others. This will be at the discretion of the Headteacher, who will be in regular liaison with the child's parents. Any exclusion will take into account the Local Authority "Exclusions: Good Practice Guide."

6 Fixed Term and Permanent Exclusion

The Head Teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

See full guidelines in "Exclusion from maintained schools, Academies and pupil referral units in England" Department for Education

7 Exceptions

In cases of particularly severe misbehaviour, e.g. violence or bullying, the Deputy Headteacher should be informed immediately. The Deputy Headteacher may choose to impose sanctions between **2** and **4** without cases of repeated behaviour if the transgression is judged suitably severe.

In such cases, the pupil responsible must still have the reasons for their punishment and the consequences of their actions explained to them.

8 Contacting the Police

Should behaviour become extreme so that physical injury may be caused to children or staff then the police may be called in to the situation. Parents will immediately be informed and invited to school to discuss the situation with the child, the school and the police.

Monitoring of Behaviour

The Head teacher ensures that the assistant head teacher(s) is/are maintaining the Discipline and Behaviour policy, and that it is being run with the emphasis on reward and encouragement.

The Governing Body have ultimate responsibility for ensuring discipline within the school, and monitor the implementation of the whole Discipline and Behaviour policy. All parents/guardians have a right to take complaints or concerns about the implementation of this policy to the Governing Body, who must consider these complaints.

This Policy is available to all parents via the school website and copies are available from the school office and is referred to in the school prospectus identifying where copies can be found.

This policy is linked with the following documents:

Policy

Anti-Bullying Policy
Safeguarding and Child Protection

Health and Safety Policy
Teaching and Learning Policy
Marking Policy
Acceptable Use Policy (AUP)
Extremism Policy
Drug Policy
Inclusion Policy