



Behaviour & Discipline Policy

Policy Type	Statutory School Policy
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Approved By	Local Governing Board
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Date of next review	Annually
Description of changes	Changes to agreed common language. Changes to EYFS consequences. Wording change – sanctions to consequences Addition of behaviour chart in escalation of support Addition of statement that consequences may be adapted according to needs of individual children

Policy Statement

It is our aim at Lodge Farm Primary School to create an environment which encourages and reinforces good behaviour, respect and self-discipline. It is acknowledged that society expects good behaviour as an important outcome of the educational process. At Lodge Farm Primary School, we believe it is the right of all pupils, staff and parents to expect appropriate behaviour, conducive to effective learning and teaching.

In order to operate and function efficiently and safely, Lodge Farm Primary School has a firm and fair approach to behaviour, taking into account the needs and backgrounds of all our pupils. It is therefore essential to adopt a set of rules and expectations and also sanctions, applicable to all our pupils.

Aims

- To develop a policy and practice based on a sense of community and shared values, supported and followed by the whole trust community.
- To ensure that there is a clear system of shared rules, rewards and sanctions which are known by parents, teaching staff, pupils and governors.
- To help pupils to understand the need to make positive behaviour choices in order to create and promote a caring family atmosphere in which learning and teaching can take place.
- To help pupils to make positive choices about their behaviour by teaching values and attitudes through a stimulating curriculum.
- To encourage and reward good behaviour and positive choices.
- To treat problems, if they occur, in a sensitive and appropriate manner, encouraging improved behaviour.
- To promote equality of opportunity, eliminate racial discrimination and promote the need for positive behaviour choices, regardless of age, gender or racial background.

Key principles

Lodge Farm Primary School considers the following to be the key principles that underpin good practice:

- Inappropriate behaviour is not ignored.
- Pupils make choices about behaviour and these choices have consequences.
- Pupils are required to complete all the work that is assigned to them.

- High expectations are set early.
- Positive behaviour choices and achievement are rewarded
- Parents are involved.
- Pupils are actively involved.
- There is a commitment to Equal Opportunities
- All staff are involved in supporting positive behaviour.

Lodge Farm Primary School Rules

Rules and procedures are designed to make clear to the pupils how they can achieve acceptable standards of behaviour. There are six agreed rules at Lodge Farm Primary School which are applied in all areas of school, by all members of staff.

1. We will always try our best and allow others to do their best as well.
2. We will always line up and move around school quietly and sensibly, without disturbing others.
3. We will let everyone play happily and safely.
4. We will always do our best to look smart, by wearing our school uniform.
5. We will always be polite to each other and will follow instructions given by adults in school.
6. We will respect each other and each other's property.

Responsibilities of staff

Effective behaviour management is the responsibility of all staff within the school and the policy must be implemented constantly and consistently. Classroom management and teaching methods have an important influence on the pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should develop self-esteem through demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming environment. Teaching

methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and pupil to avoid resentment.

The role of staff when pupils are outside their classroom is crucial to maintaining good behaviour. Staff are expected to go out and collect their classes at all times and insist on pupils entering school in a quiet and orderly fashion. When leaving the building, classes must be lined up and taken out in a similar fashion. Inappropriate behaviour will never be ignored and will always be dealt with in line with trust policy. Staff are expected to supervise behaviours in corridors.

What we expect from our staff

We expect all staff in the School to consistently follow this behaviour policy. To ensure effective behaviour management staff will:

- Meet and greet pupils with a welcoming tone and smile.
- Notice when pupils are doing the right thing.
- Teach pupils the behaviours they want to see.
- Teach pupils how they would like to be treated.
- Agree rules, routines and expectations for the classroom and moving around school.
- Consistently apply rules and expectations with rewards and consequences.
- Sustain a passion for the subjects being taught so that pupils can believe in their own achievements.
- Work relentlessly to build mutual trust.
- Model respect.
- Every pupil is respected by staff and respect for adults will then be returned.

Definitions (The lists below are not exhaustive)

Lodge Farm Primary School defines 'consistency' as the same response being taken by all staff at any point. Consistency of approach is highlighted in the following areas:

* Language used by staff, pupils and parents.

* Positive reinforcement.

* Consequences.

* Rules and expectations

* Respect shown by adults.

* Models of emotional control

* Routines for behaviour around the site

* Environment – each classroom displaying ‘Good to be Green’ and the school rules.

Lodge Farm Primary School defines a ‘Serious Unacceptable Behaviour’ as any behaviour which may cause harm to self or others, damage the reputation of the school within the wider community and/or any illegal behaviour including but not limited to:

- Discrimination – not giving equal respect to individuals on the basis of disability, gender, race, religion, age, sexuality and marital status.
- Harassment – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involves persistent actions, criticism or personal abuse which humiliates, intimidates, frightens or demeans the individual.
- Cyberbullying – the use of electronic communication to bully a person typically by sending messages of intimidating or threatening nature.
- Possession of banned items
- Truancy
- Smoking
- Refusal to comply with disciplinary sanctions
- Theft
- Stealing
- Fighting Violence
- Any illegal behaviour
- Inappropriate sexualised behaviour- Further details can be found at:
<https://www.nspcc.org.uk/keeping-children-safe/sexrelationships/sexualbehaviourchildren/>

***Please note: ‘banter’ is not an acceptable excuse for unacceptable language or behaviour and children will receive appropriate consequences in line with our school system.**

Agreed common language

A key part in ensuring successful behaviour management is consistency including both the following of the policy and the language being used. The following is the terminology agreed for use when managing behaviour.

- Reward
- Consequence
- Stop
- Quiet voice
- Polite voice
- Keep hands and feet to ourselves.
- Incident Record
- Privilege
- Warning
- Low level unacceptable behaviour
- Serious unacceptable behaviour
- Internal suspension
- SUB form (Serious Unacceptable Behaviour form)

Rewards

A major aim at Lodge Farm Primary School is to encourage pupils to practise good work and behaviour by operating a system of praise and reward for all pupils. Both the system of rewards and sanctions are grounded in the premise that pupils are responsible for their behaviour. Good behaviour necessitates the right choice being made by our pupils. If the right choice is made, this choice will be rewarded.

The following system of rewards is used to acknowledge and celebrate good work and behaviour both inside and outside school. We believe that rewards and praise, used appropriately, have a profound effect on a pupil's self-esteem and self-worth.

- Verbal praise
- Written praise via marking
- Stickers or certificates
- Display of work
- Selection for Achievement Assembly
- Referral to the Head Teacher
- Phone calls or informal meetings with parents.

- Bank /coins

Bank

In order to motivate and encourage our pupils, we operate a coin system. These are awarded for both good work and behaviour. Any member of staff may award a coin for praise. The children can save or spend the coins as they wish.

Achievement Assembly

A weekly Achievement Assembly is held to celebrate and reward achievements, both inside and outside school. We feel that this is a crucial aspect to our school's celebrations. Members of staff may also operate their own reward systems within their classrooms. This is encouraged, as long as the whole school systems are also adhered to.

Good to be Green

Pupils' day-to-day conduct is regulated. Every classroom will have a Good to be Green display. This is a Behaviour Management tool that is shared with the pupils as a way of promoting good behaviour in school. Every pupil in the class will have their pocket, and at the start of the day, every pupil will have a green card. At the end of the week the class teacher will choose a pupil, who has remained green all week, to receive a Good to be Green certificate in our school Praise Assembly.

At Lodge Farm, we have a system of sanctions which operate should a pupil choose to display unacceptable behaviour. The pupils are encouraged to see themselves as being responsible for their actions, setting standards which are acceptable in school but also in society. Good behaviour necessitates a correct choice being made. Should a pupil choose to behave inappropriately, they are aware that a clear and consistently applied set of sanctions will follow.

Consequences

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behave inappropriately, they are aware that a clear and consistently applied set of consequences will follow.

When a child forgets a classroom or whole school rule, or breaks it on purpose, consequences will be used fairly and consistently. It is important to continue to reward and encourage a child for their good behaviour.

Most of our pupils learn to take responsibility for their actions early on and behave appropriately within school. For those who cannot always behave appropriately consequences will follow. The nature of these will depend upon:

- the age and maturity of the child;
- the special needs of the child;
- any mitigating circumstances to be taken into consideration
- the seriousness of the incident;
- the context of the incident or if this is one of a series of incidents of poor behaviour

Low level unacceptable behaviour

When a pupil displays low level unacceptable behaviour, the class teacher will deal with the incident. A verbal warning will be issued. If the pupil continues to display the behaviour the following consequences will be implemented:

Serious unacceptable behaviour

When a pupil displays serious unacceptable behaviour a SUB form (Serious Unacceptable Behaviour) is completed by the member of staff working with the pupil and it is sent to a member of SLT. The SLT member will fully investigate the incident that has occurred. If the account is deemed to be accurate, sanctions will be enforced. Most incidents will follow the stages listed below, e.g. detentions are awarded. Depending on how serious the incident is deemed, a pupil may be moved straight to School Community Service, Internal Suspension or Suspension.

consequences list

These are as follows:

1. Verbal warning from Class Teacher
2. Extra work or repeating unsatisfactory work until it meets the required standard. It will be completed during playtime and supervised by the class teacher.

3. A yellow card is issued- Loss of 5 minutes playtime – awarded by the class teacher.
4. Red card issued- Loss of all (15 minutes) playtime – awarded by the class teacher.
5. Referral to SLT (SUB form completed) – Level 1 lunch time detention with Family Liaison (parents contacted). Level 2 lunchtime detention with SLT, Level 1 lunchtime detention with the head teacher. Alongside loss of 15 minutes of playtime.
6. Loss of privileges – e.g. not being able to participate in a school event etc.
7. Lunchtime detention with a member of SLT. (If a second SUB is within the same half term, liaise with the Inclusion Team- Graduated Response- behaviour targets agreed with parents, pupils and staff and behaviour intervention is completed)
8. Level 3 lunchtime detention with the Head Teacher and Behaviour Chart issued – completed by the teacher after every lesson, break time – signed daily by parents and weekly by the Deputy or Assistant Head Teacher.
9. Behaviour Support Plan – targets agreed with parents, pupil and staff.
10. Internal suspension – complete classwork with SLT members/Behaviour Leader/Family Liaison.
11. Referral to Head Teacher
12. Referral to S.E.N.C.O. & liaison with other support agencies through Area Team
 - (meeting with parents – if not already taken place)
 - Home visit completed.
13. Short term suspension from School
14. Long term suspension from School
15. Permanent suspension from School

Warning Cards (yellow cards)

If a pupil displays 'Low Level Unacceptable Behaviour' the class teacher will follow the process set out above. If, after a pupil has had a verbal warning (and – in the case of

incomplete work – has had the opportunity to complete the work they should have completed during the lesson), and the behaviour continues, a warning card will be issued, and the pupil will lose five minutes of playtime.

Consequence Cards (red cards)

If the pupil continues to display 'Low Level Unacceptable Behaviour', a consequence card will be issued by the class teacher, which will result in a loss of playtime. 2 consequence cards in 1 week will result in restorative practice and parents will be notified.

Pupils can be awarded a consequence card when:

- The pupil has displayed consistently 'Low Level Behaviour' that after the policy being followed by staff (as set out above) the pupil's behaviour has not improved.
- The pupil has been given a Warning Card and following that, has continued to display the same behaviour.
- The Teacher deems the behaviour significant enough to result in the pupil receiving a Consequence Card rather than a Warning Card but is not a display of Serious Unacceptable Behaviour.

Warning and Consequence Cards to be awarded by Class Teachers, TA's, Lunchtime Supervisors and any other members of staff witnessing behaviour or initially investigating behaviour.

Serious Unacceptable Behaviour Forms (SUB Forms)

When a pupil displays serious unacceptable behaviour, a SUB form must be completed. A member of SLT will discuss the incident with the pupil and fully investigate the incident. They will follow the sanction process listed above and the Pupil Support Worker or Family Liaison Officer will contact parents.

In the absence of the SLT please send the SUB forms to the middle managers.

Detentions

Lunchtime detentions will be given to pupils who have been involved in Serious Unacceptable Behaviour. Detentions will be awarded on an individual case by case basis, taking in to account the age of the pupil and the seriousness of the incident. Other factors that may be taken into account when allocating detentions include whether there have been previous

incidents of a similar nature. If a child has additional needs the detention will be administered but may have to be adapted to suit the needs of the child.

Behaviour Charts

Behaviour charts are given to pupils if their behaviour over a period of time is escalating or worsening. A behaviour chart will be completed by the class teacher after every session, or at periods deemed appropriate, and taken to the Family Liaison Officer or a member of SLT at the end of each day for them to sign. At the end of the week, the completed form will be brought to the Deputy/Assistant Head of School to be signed and a comment made. The chart will also be sent home for parents to see. After a period of 2 weeks, a discussion between the pupil and the Inclusion Team will take place and a decision made as to the next steps:

- If the pupil has had no incidents over the 2 week period they will be removed from a behaviour tracker
- If a pupil's behaviour has made improvements, but there have been a few incidents, they will remain on the behaviour tracker for a further 2 weeks. They will also increase their meetings with the Deputy/Assistant Head Teacher to daily.
- If there have been no improvements in behaviour over the 2 weeks, a meeting with parents will be arranged and a Behaviour Support Plan will be written and agreed.

Behaviour Support Plans

A meeting will be arranged between the Class Teacher, Phase Leader, Parents, the pupil (if appropriate) and the Family Liaison Officer. At this meeting, a discussion will take place around triggers that have been identified, successful/unsuccessful strategies for dealing with the pupil's behaviour, rewards and consequences. This plan will be completed and signed by the Phase Leader, pupil and parent. The content of the plan will then be shared with all staff who will work with the pupil to ensure the strategies identified in the plan are consistently applied.

The recording of incidents of unacceptable behaviour

Information recorded on SUB forms will be logged on Staff Sharepoint by the Family Liaison Officer. Staff will record any incidents of behaviour including: consequence cards, bullying, inappropriate sexualised behaviour, homophobia, racism and any other behaviour concerns. Any interventions, behaviour charts or IBPs will be recorded in the school's preferred methods.

Parents will have been contacted and their response will also be recorded.

Behaviour is tracked and analysed to identify any patterns of behaviour or trigger points.

Pastoral Support from the Pupil Support Worker or Family Liaison Officers

Throughout the school, pupils who may need support in terms of their behaviour have been identified. These pupils will receive a programme of pastoral support to enable them to better manage their behaviour. This programme will be run, in the first instance, by the Pupil Support Worker.

The Pastoral Room may also be used to house pupils, on a temporary basis, whose behaviour has proved to be significantly disruptive, violent or of an anti-social nature. These pupils will be removed from their class and will work under the supervision of the Pupil Support Worker or Family Liaison Officer. This type of in school support must only be used as a last resort for serious incidents which have been dealt with by the Senior Leadership Team. This support must not be used to house pupils for a period of 'time out', nor without the agreement of a member of Senior Leadership. Parents must have been informed that their pupil will be working within the designated for a pre-determined time period.

The Family Support team work closely with all those involved with a pupil including staff, parents and other agencies. The Family Liaison Officer supports pupils in a number of ways including:

- Daily meetings with those pupils who have been identified as needing support.
- Initiating and leading Early Help/TAC meetings that provide opportunities for pupils with support from a number of agencies.
- Internal Suspension Support – for those pupils who have, after following the behaviour policy, been internally suspended.
- Meet/contact parents regularly to keep them updated.
- Home visits

Restorative Practise

Restorative practice is a term used to describe a way of being, an underpinning ethos, which enables us to build and maintain healthy relationships, resolve difficulties, and repair harm when relationships breakdown.

It creates a common language, a common approach for fostering a sense of social responsibility and shared accountability between individuals. It will help build relationships, improve behaviour and create stronger communities. Our approach for restorative practice throughout the whole school is:

- Curious/Questioning
- Respectful

- Listening
- Reflective
- Challenging
- Emotional Literacy
- Patient
- Supportive
- Solution focused
- Conflict resolution

Additional Strategies to Support behaviour

- Positive language
- Emotional coaching
- Peer on Peer Mediation-discussing issues and resolutions
- Reflective interventions with family liaison team
- Group interventions-Lego therapy
- Adapted Lunchtime provision
- Social stories
- Referrals to external agencies

Handling Disaffection

The following are treated very seriously:

- Disruptive Behaviour
- Unauthorised Absence
- Truancy

Attendance

The Attendance Policy outlines clear procedures for contacting parents about behaviour and/or attendance problems. This is carefully monitored by the Executive Headteacher, Head of School and Attendance Officer.

Communication with Parents

Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the pupil in school are aware of those concerns, and of steps which are being taken in response.

Positive partnerships with parents are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given the opportunity to discuss the situation. Communication with parents is essential for all discipline related issues.

Lunchtime Supervision

Lunchtime supervisors will follow this policy. All serious unacceptable behaviour incidents will be recorded on a SUB form and reported to the Senior Lunchtime Supervisors in the first instance, who will liaise with a member of SLT if necessary. All incidents which happen at lunchtime will be dealt with in line with the Behaviour Policy.

Behaviour in EYFS

Children in the Early Years Foundation Stage are expected to follow the school behaviour system. Where needed, the system may be adapted to suit children's understanding and consequences may be altered for age. For example, traffic light faces may be used to help children understand they have made a poor behaviour choice, the consequence may be a small time out in class. Parents will be informed as normal.

Conduct outside of the school grounds

The Trust's behaviour policy will also apply when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform

The behaviour policy will also apply, even if the conditions above don't apply when:

- The pupils actions could have repercussions for the orderly running of the school
- The pupil poses a threat to another pupil or member of the public
- The pupils actions adversely affect the reputation of the school

School staff will only discipline pupils when they are on the school premises or under the lawful control of the pupil.

Positive Handling

Staff will only physically intervene in a situation, and will use positive handling, to prevent a pupil: committing an offence, injuring themselves or others or damaging property.

If a pupil violently attacks another pupil or adult and becomes a danger either to him/herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The pupil should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents. Only trained members of staff will intervene and will guide other staff on how to support.

A Serious Incident form must be completed, and the situation discussed with the Head Teacher. If any member of staff has been injured/assaulted in the process of physically restraining a pupil, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the pupil's needs. This may include the involvement of other agencies. For further guidance on this see Positive Handling Guidelines.

Confiscation of inappropriate items and searches

If it is deemed that a pupil has brought an inappropriate item in to school, it will be confiscated by a member of staff. The item will be stored securely in the school office and can be collected by a parent at the end of the day. If a pupil brings an inappropriate item into school, the school cannot take any liability for damage or loss of the confiscated items. Inappropriate items include, but not exclusively: jewellery, mobile phones, electrical items and toys/games/cards. Teachers are permitted to confiscate items as punishment, so far as is reasonable.

If a pupil is believed to have prohibited items with them, we reserve the right to search the pupils/belongings without consent. Searches are permitted for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item which has been used to commit an offence.
- Any item which is likely to cause personal injury or damage to property.

- Any other item which is banned under the school's guidelines as outlined in the parent handbook

Bullying

Please refer to the anti-bullying policy.

Homophobia

Homophobia in any form will not be tolerated. All incidents will be classed as a Serious Unacceptable Behaviour and recorded.

LGBTQ+

Any phobic behaviour will not be tolerated. All incidents will be classed as a Serious Unacceptable Behaviour and recorded.

Inappropriate Sexualised Behaviour

Any sexualised behaviour that is inappropriate for a child's age and raises concerns with staff will be dealt with appropriately. The safeguarding team will support with any concerns raised by staff in line with our safeguarding policy. All incidents will be recorded and investigated. At times these may lead to concerns of sexual violence and/or sexual harassment.

Further information and support is available at:

<https://www.nspcc.org.uk/keepingchildrensafe/sex-relationships/sexual-behaviour-children/>

Peer on Peer Abuse

Staff will refer any concerns of Peer on Peer abuse to the safeguarding team who will follow the safeguarding policy accordingly. All incidents will be recorded.

Peer on Peer abuse is defined as:

Peer-on-peer sexual abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2021a).

Support and information can be found at:

<https://learning.nspcc.org.uk/childabuseandneglect/peer-on-peer-sexual-abuse>

Race Equality Policy

The Race Equality Policy is clearly outlined within the Trust's overall Policy for Multi-Cultural Education.

School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with this Trust Behaviour Policy.

Monitoring Racist Incidents

Racism will not be tolerated in any form and will be treated as Serious Unacceptable Behaviour. As such incidents will be recorded on a Serious Unacceptable Behaviour Form (SUB Form). Incidents will also be recorded as follows:

RI 1: Internal Record – is completed as an internal record.

RI 2: Severe or Repeated Incidents – is completed for incidents judged to be severe or part of a pattern and a copy forwarded to WCC.

RI 3: Summary Report – This is submitted on a termly basis to WCC to give a termly analysis of incidents and action taken.

Pastoral Support Programme

A Pastoral Support Programme is a school based intervention to help individual pupils to better manage their behaviour. It is overseen by the Family Liaison Officers and involves the identification of precise and realistic behavioural outcomes for particular pupils with ongoing problems. The Family Liaison Officer will liaise with parents and external agencies as necessary.

Internal suspension

School will deem an appropriate place where pupils may spend time if it has been deemed a necessary to suspend them from class. This is a short-term measure that is only used as part of a progressive process (moving through the stages of sanctions).

Procedures for excluding a pupil

Please refer to the excluding policy

This policy will be reviewed annually by governors.