

# LAVANT C.E. PRIMARY SCHOOL



*Learning together in faith – always aiming for the best*

## Behaviour, Rewards and Sanctions Policy

Reviewed: Spring 2017  
Review: Spring 2019

## **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 positively and fairly. We are a caring Christian community, whose values are built on biblical principles, mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, promoting the safeguarding and welfare of children.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school does however reserve the right to screen and search pupils for items banned in the school rules e.g. knives. This policy supports the school community in aiming to allow everyone to work together in an effective, safe and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way, whilst being committed to eliminating discrimination, harassment and victimisation. This policy aims to help children to become positive, responsible and increasingly independent members of the school community, fostering good relations between all pupils. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter antisocial behaviour.

### **This policy enshrines the provisions of the Government Guidance 'Ensuring Good Behaviour in Schools', DFE 2014.**

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving children's behaviour.

The aim of this policy is to set out measures which:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

## **Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court imposed parenting order.

## **Rewards and sanctions**

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

We praise and reward children for good behaviour in a variety of ways:

- Smile/words of encouragement
- Public approval – share the incident with the class
- Class/ Head teacher sticker
- House points displayed on a chart in the classroom; leading to House team rewards.
- Work on display
- Child sent to another member of staff for praise
- Parent is informed
- Regular celebration assemblies
- Weekly Achievers Certificates presented in a whole school assembly

## **Good to be Green – Behaviour charts**

We use a 3 colour card system across the whole school which is displayed in each class. All children are expected to display their green card at all times.

A yellow warning card is issued after the pupil has already received a verbal warning, which they did not adhere to and the member of staff has implemented appropriate intervention strategies e.g. moved the child away from the situation, an additional adult provided to support the child. A yellow warning card may come with an action to be taken e.g. miss a play, write a letter of apology.

If poor behaviour continues and all appropriate strategies implemented, or a child severely misbehaves a red consequence card will be issued, which must be displayed in the classroom. A red consequence card will result in further action being taken. The pupil will be sent to the head teacher (Deputy head if Head unavailable). The head teacher will inform the parents of the situation and appropriate sanctions will be agreed – see sanctions below:

A record of the number of yellow and red cards issued each term are collated by class teachers and presented to the Head. Pupils staying on green are celebrated in assemblies and presented with a certificate.

## **Sanctions**

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. They are proportionate and reasonable taking account of the child's age, special educational needs, disability and any religious requirements the child may have.

- Verbal reminder of good behaviour
- Frown, reminder of 'Good to be Green' behaviours
- Verbal warning – strategies put into place e.g. name on board.
- Green card turns to Yellow for a visual reminder
- Moved to an alternative place to work
- Yellow card turns to Red card and a discussion with class teacher and head teacher is held. Parents are informed and sanctions agreed.
- Fixed term exclusion – pupil excluded from school for a set period of time.
- Permanent exclusion – pupil excluded from the school permanently

Some behaviours (such as physical violence, swearing or damaging property) could result in immediate yellow or red cards.

Children are encouraged/expected to do a constructive consequence at each stage e.g. write an apology card or letter, tidying up, picking up litter.

At all stages, a strong emphasis is placed on putting poor behaviour right – forgiveness, and a fresh start.

## **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do our best to ensure that all pupils are free from fear. (See Anti- bullying policy).

## **Exclusion**

The school follows the 'Exclusion from maintained schools, Academies and pupil referral units in England 2012', in all cases where exclusion of a pupil is being considered.

Exclusions may be "internal", "fixed term" or "permanent" and clear guidance on these is given.

With the exception of physical violence against a pupil or adult, temporary exclusion of a pupil is always a last resort after a range of measures outlined in the Behaviour, Rewards and Sanctions Policy has been used. A pupil may only be temporarily excluded for a maximum of 15 days in any term. Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, head teachers should consider whether exclusion is providing an effective sanction.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for the head teacher (or deputy in his absence) to take. However, where practical, the head teacher should give pupils an opportunity to present their case before taking the decision to exclude. Whilst an exclusion may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The Head teacher should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion, and the governing body must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision. Parents may also make a claim of

discrimination in respect of an exclusion, either to the First-tier Tribunal in relation to disability discrimination or the County Court in relation to other forms of discrimination.

Schools are under a duty to arrange suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five school days. Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

### **Reasonable Force / Restraint**

Please see: Use of reasonable force Advice for head teachers, staff and governing bodies July 2013. Also see our school 'Use of Reasonable Force Policy'.

Staff only intervene if a child is in danger of hurting themselves or others. Only Team Teach trained staff may use restraint.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Off-site Discipline**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, the child(ren) involved can be disciplined when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the agreed classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT or SENCo.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the head teacher**

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. The school governors are notified of both these actions.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### **Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child received a Red Card or is sent to him on account of bad behaviour. The SENCo will hold records of PSP meetings and progress made towards the targets that are subsequently set.

The head teacher keeps a record of any pupil who is excluded internally or for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

To be read in conjunction with the following policies; Anti-bullying, SEND, Use of Reasonable Force Policy Equality and Health and Safety Policy

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