



Stebbing Primary School Discipline and Pupil Behaviour Policy

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Introductory statement

This document is a statement of the aims, principles and strategies for the fostering of social and moral skills, and the maintenance of good behaviour and discipline at Stebbing Primary School.

Aims

- Develop self-discipline, self-motivation, self-esteem and responsibility for their own work and for their actions towards other people
- Develop a positive attitude towards learning and the ability to sustain concentration and develop capacity for personal study and independent learning
- Develop good behaviour, courtesy, trustworthiness and respect for people and property
- Form constructive relationships with one another, with teachers and other adults, and work collaboratively
- Show respect for other people's feelings, values and beliefs
- Promote a positive ethos in school
- Ensure there is partnership between home and school and work together to demonstrate positive behaviours
- Ensure a consistent approach and have clear expectations of what is defined as positive and negative behaviour
- To set out the expectations and the sanctions associated with different behaviours.

Policy outline

1. Creating a positive ethos and environment
2. Behaviour incidents
3. Reporting and dealing with behaviour incidents
4. Exclusion
5. Appendix

1. Creating a positive ethos and environment

We believe that creating a climate for good behaviour and having high expectations of our pupils is fundamental to any system of behaviour management and pastoral care. To this end we endeavour to:

- Provide an environment that is welcoming, comfortable and safe
- Maintain a culture of openness, approachability and acceptance
- Be an inclusive school, providing equal opportunities for all children
- Maintain an environment that recognises effort and achievement
- Value each pupil's personal experiences and lifestyle
- Recognise positive behaviour displayed by pupils and ensure pupils meet the behaviour expectations
- Make pupils aware if their behaviour is unacceptable and the consequences for this and explain our behavior expectations
- Model the behaviour we expect from our pupils.

Positive Behaviour Management System

Stebbing Primary recognises positive behaviour and celebrates achievements in the following ways. We use Dojo as our behaviour system in school (see appendix A for further details)

This is our guide to positive behaviours we expect to see from anyone in our school community:

Being helpful

Being kind

Good manners

Listening

Teamwork

Working hard

Rewards for good behaviour, kind or helpful acts and positive attitudes are also awarded in class by the class teacher, by the midday assistants at lunch, and by the Headteacher during sharing assembly each week. Members of staff and children may nominate others to receive the rewards. Examples of rewards are detailed below:

Informal rewards -

Dojos, positive verbal or written comments, visiting another member of staff and share theirs successes, in-class rewards such as stickers/certificates

Formal rewards -

Weekly celebration assembly Headteacher's awards, DOJO winners recognised, golden egg, lunchtime award, year 6 award, visiting a member of the senior leadership team to share successes.

2. Behaviour incidents

Misbehaviour is dealt with as quickly as possible, and can be dealt with by any adult in the school. Care is taken to explain the consequences of a child's actions and to help the child to understand these and to consider more appropriate behaviour. It is paramount that children understand that their behaviour is unacceptable rather than them being labelled in any way. Consequences will (where possible) link directly to the inappropriate behaviour. For example if a child is misbehaving at lunchtime then they may miss some of their lunchtime. There will be a distinction between minor and more serious offences.

Examples of behaviour that is deemed inappropriate may include:

- Physical aggression or the threat of physical aggression towards anyone in the school community
- Verbal aggression including swearing
- Any form of bullying
- Rudeness to anyone in the school community

3. Reporting and dealing with behaviour incidents

The majority of behaviour incidents will be relatively low-level and the aim will always be to deal with them swiftly so that normal practice can resume. Below shows who will deal with an incident:

First step

For low-level incidents these will be dealt with swiftly usually by the adult who either witnessed the behaviour or who it was reported to. For example: a very low-level disagreement in the playground.

Second step

For low-level incidents that require the classteacher to speak to the child/children involved these will be recorded on the low-level concerns online system and will be reviewed monthly by members of the senior leadership team.

Third step

For a more serious incident a member of the senior leadership team will be made aware and will deal with the incident. The incident will be recorded on a yellow behaviour form.

Fourth step

For very serious/persistent incidents the Headteacher will be involved.

Partnership with parents

It is key that we involve parents early on if a child begins to display unacceptable behaviour. We have an open-door policy in school and aim to ensure parents are informed as early as possible if we notice changes to a child's behaviour. Where parents haven't previously been notified of their child's behaviour it will be necessary to call a meeting if behaviour gets to the **fourth step**.

Sanctions

A sanction will be decided upon following due care and discussion between staff involved to ensure it is a fair consequence for the actions. Please see Appendix B for further details

Possible sanctions may include:

- Time out of an activity/classroom/breaktime/lunchtime
- Expression of disapproval
- Redirection
- Referral to another member of staff
- Referral to a member of the senior leadership team
- A letter of apology
- Additional tasks to complete to make up for any missed work
- Fixed term exclusion*
- Permanent exclusion*

Repeated incidents of unacceptable behaviour and where physical, verbal aggression or disruptive behaviour is displayed, sanctions may not be the most effective course of action. Each case will be dealt with on an individual basis and we will require full participation of all stakeholders to work together to form plans. These may include: reassessing the curriculum on offer, class and whole school organisation and consideration of the environment.

A behaviour plan

Repeated incidents of unacceptable behaviour will be handled by creating a behaviour plan which will track the child's behaviour throughout the day allowing us to highlight any trigger points and work through them or refer them to the one of our mechanisms for support (Appendix C)

Further support will be sought (where necessary) from any professionals working with the child. For example:

- Educational Psychologist
- Behaviour support service
- Learning mentors
- Counsellors
- SEND team

4. Exclusion

Although not our usual practice and a consequence which has not been used in school for a number of years, in the rare case where a child's behaviour is likely to cause injury to themselves or others, or is seriously disrupting the work of other children, exclusion may be necessary. Under these circumstances current legislation will be followed. Please see links section for the DFE Statutory Guidance - Exclusion from maintained schools, academies and pupil referral units in England - September 2017*.

Fixed-term exclusion

For some third stage or fourth stage incidents, it may be necessary to enforce a fixed-term exclusion. Although incredibly rare, the Headteacher may determine that the behaviour is deemed serious enough to warrant this sanction,

Permanent exclusion

Permanent exclusion would only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; or where allowing a pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

It would take into account a number of factors:

- Physical behaviour
- Verbal aggression
- Impact on other pupils in the school
- Impact on staff in the school
- Detrimental to the child to remain in the school

Please see below a direct quote from the DFE Exclusions Guidance (page 8):

Any decision of a school, including exclusion, must be made in line with the principles in administrative law i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

5. Covid-19

All children who attend the school during the partial/phased re-opening will have the code of conduct explained to them in detail (see code of conduct attached). It is important that all children understand how to keep themselves, their peers and all members of staff safe at all

times throughout the school day in various settings (corridors, classrooms, lunchtime, playground, drop off and collection).

It may take the children some time (especially the younger members of the school) to become accustomed to the new expectations and therefore it is important that all members of staff are providing the children with constant reminders of the code of conduct throughout the day.

If a child is **deliberately** breaching the agreed code of conduct, the individual will be reminded of the importance of following the aspects within the code of conduct. If the **deliberate** behaviour breaches continue, this will be escalated and the parents will be notified and may be invited to discuss how school and home can work together to modify behaviour. All **deliberate** breaches of the code of conduct will be recorded on the low-level concerns online document or a yellow behaviour form which will be monitored by the senior leadership team on a daily basis.

If, following parent intervention, the **deliberate** behaviour breaches continue and we cannot guarantee the safety of the child, other children or members of staff, we may have to consider placing the child in isolation for an agreed period of time.

As a last resort and if a child **persistently** and **deliberately** breaches the code of conduct where we cannot guarantee the safety of all members of the school community, exclusion may be necessary. Under these circumstances, current legislation will be adhered to.

Appendix A

Class DOJO is a whole school system used by all classes. This has a number of purposes. The primary purpose is to keep parents informed about what is happening in the classroom and any upcoming events. It is also a great place to find photographs of special events and activities that have happened in class. We use class DOJO as a way of rewarding positive behaviours. Each child has their own avatar and works towards earning points to exchange for various classroom rewards. Classes decide on these collectively. The core principles which children work towards are:

Being helpful
Listening

Being kind
Teamwork

Good manners
Working hard

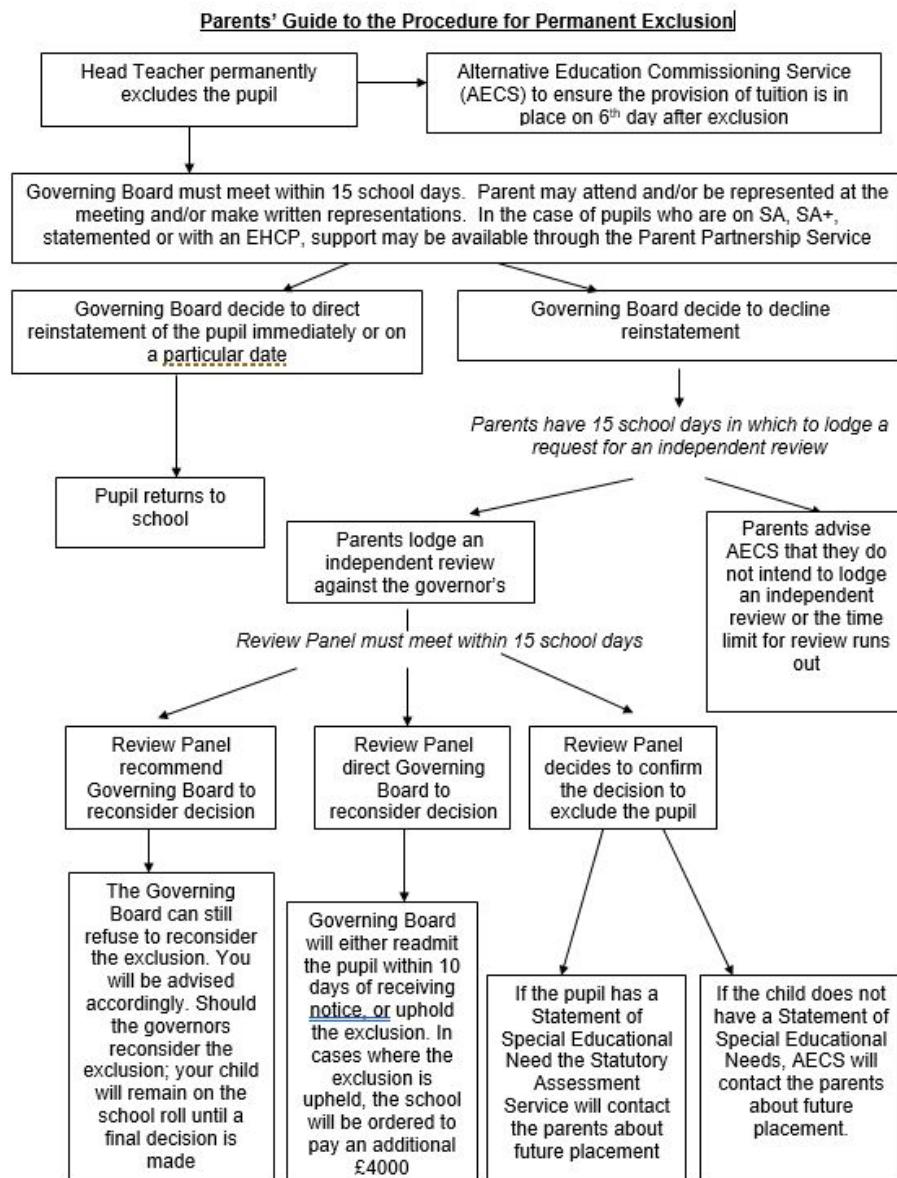
Appendix C

Examples of support we offer pupils:

- Circle time/PSHE discussions
- Class discussions
- School Council
- Extra-curricular clubs
- Playtime equipment (large apparatus and small games) chosen by the pupils
- Sharing assembly where work and behaviour is celebrated publicly
- Dojo time where the children can choose an activity as a reward demonstrating positive behaviour and attitudes to learning.
- Learning mentoring
- 6s and 7s/9s, 10s, 11s
- Lego therapy
- Year 6 adult learning buddies
- Year 6/reception buddies
- Zones of regulation
- Behaviour Plans (when required)
- Learning Mentoring (when required)
- External counselling or play therapy

Appendix D

Parents guide to the procedure for permanent exclusion



The exclusions process

- Headteacher makes the decision to exclude
- Headteacher informs parents/carers about the exclusion-without delay, detailing the type, length and reasons for the exclusion
- Headteacher informs the parents in writing of their right to make representations about the exclusion to the governing body and how the pupil may be involved in this
- ECCs model letters are used for this purpose
- Inform the Local Authority the same day, by use of a referral form, of the exclusion followed up by more detailed information within the next four days.
- Provide systems for work to be set for the child to undertake at home during a fixed exclusion
- Headteacher notifies the governing body of a permanent exclusion/fixed term over 5 days
- Headteacher notifies the local authority of a permanent exclusion/fixed term over 5 days
- Headteacher notifies the local authority and governing body if the exclusion results in a pupil missing a public exam or national curriculum test.
- The governing body has a duty to consider parent's representations about an exclusion. The consideration of an exclusion decision may be delegated to a designated sub-committee consisting of at least 3 governors, These may be governors for a neighbouring school to ensure impartiality,
- The following parties must be invited to the meeting: parents, headteacher, representative from the local authority
- Following the meeting the governing body (usually via the clerk) must notify parents, the headteacher and the local authority of their decision and the reasons for their decision, in writing an without delay
- The parents must be notified of their right to appeal to an Independent Review Panel
- The full governing body should be informed (at its next meeting) that the Pupil Discipline Committee has met and the outcome of the meeting recorded.

Efforts will be taken to ensure that the location/room for the meeting (usually at school) is suitable for those attending and is not overly formal. The meeting will be arranged at a mutually convenient time for the parents (within reason). The meeting should give parents the opportunity to have their views heard and for parents to hear the views of the school. (Appendix D shows the guidance for parents)

Appendix E

Reasons for exclusion

The DfE list provides descriptors of reasons for exclusions. This should be used as a guide when completing exclusion paperwork.

- PP- Physical assault against a pupil
 - Includes:
 - Fighting
 - Violent behaviour
 - Wounding
 - Obstruction and jostling
- PA- Physical assault against an adult
 - Includes:
 - Fighting
 - Violent behaviour
 - Wounding
 - Obstruction and jostling
- VP- Verbal abuse / threatening behaviour against pupil
 - Includes:
 - Threatened violence
 - Aggressive behaviour
 - Swearing
 - Homophobic abuse and harassment
 - Verbal intimidation
 - Carrying an offensive weapon
- VA- Verbal abuse / threatening behaviour against an adult
 - Includes:
 - Threatened violence
 - Aggressive Behaviour
 - Swearing
 - Homophobic abuse and harassment
 - Verbal intimidation
 - Carrying an offensive weapon
- BU- Bullying
 - Includes
 - Verbal bullying
 - Physical bullying
 - Homophobic bullying
 - Racist bullying
- RA- Racist abuse
 - Includes:
 - Racist taunting and harassment

- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

- SM- Sexual misconduct

Includes:

 - Sexual abuse
 - Sexual assault
 - Sexual harassment
 - Lewd behaviour
 - Sexual bullying
 - Sexual graffiti

- DA- Drug and alcohol related

Includes:

 - Possession of illegal drugs
 - Inappropriate use of prescribed drugs
 - Drug dealing
 - Smoking
 - Alcohol abuse
 - Substance abuse

- DM- Damage

Includes:

 - Vandalism
 - Arson
 - Graffiti

- TH- Theft

Includes:

 - Stealing school property
 - Stealing personal property (pupil or adult)
 - Stealing from local shops on school outing
 - Selling and dealing in stolen property

- DB- Persistent disruptive behaviour

Includes:

 - Challenging behaviour
 - Disobedience
 - Persistent violation of school rules

- OT- Other
 - Includes incidents which are not covered by the categories above, this category should be used sparingly.

Appendix F:
Timescales for exclusions

Number	Action Taken	Number of school days
1	The Headteacher should, as far as possible, establish the facts of the behaviour in question	On the day of the incident or as soon as possible afterwards
2	Notify the parent and send letter	Same day as decision to exclude
3	If exclusion is for more than 5 days, or permanent, Headteacher notifies the discipline committee and LA	Immediately
4	Parents should indicate whether or not they intend to make representations to the discipline committee	Not specified in guidance
5	Response by the Headteacher to the parent's request to access the child's curricular or education records	As soon as possible but within 15 school days
6	The clerk to the discipline committee convenes a meeting to consider whether or not to uphold the Head teacher's decision for all exclusions over 15 days and at parents request for 15 days or under. As far as possible this should be at a time and place convenient to all parties. Written statements should be circulated in advance of the meeting.	For an exclusion of between 1 and 15 days the committee must meet between the 6 th and 50 th day (only if the parent requests a meeting) For an exclusion over 15 days the committee must meet between the 6 th and 15 th day.
7	The discipline committee should notify the parent and the LA of their decision and their reason in writing	Within one school day
8	Parent's notification of the appeal against the disciplinary committee's decision to uphold a permanent exclusion	Within 15 days of the clerk's notification of the decision
9	Independent Review Panel meets to consider the parent's appeal	Within 15 days from the parent's receipt of the notice. (In exceptional circumstances the LA has the discretion to extend the period)
10	Clerk to the Independent Review Panel sends out notification of the decision to all parties	By the end of the second school day after the appeal hearing.

Further links

[Exclusion from maintained schools, academies and pupil referral units in England \(September 2017\)](#)