

**Foston and Terrington CE Federation and Stillington  
Community  
Primary School  
Behaviour and Discipline Policy**

*Foston and Terrington Behaviour and Discipline policy is informed by Christian values which underpin every aspect of our community's life and work, including our curriculum. These values are rooted in the teaching of Jesus Christ. Central to our policy are St Paul, the apostle's words, from a letter written in Galatians.*

*Stillington Community Primary School's Behaviour Policy is informed by the shared values across the collaboration of schools.*



**Love, Learn and Grow Together**

**Commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity, rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control' (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff building an ethos where all can flourish.**

**At Stillington Community Primary School our commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity is rooted in the core values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. These core values are fostered in the pupils and staff building an ethos where all can flourish.**

## The Purpose

This policy has been drawn up in consultation with pupils, staff, parents and governors and is in line with current legislation. The Governing Body recognises that it is their responsibility to ensure that, through the head teacher, good behaviour and discipline are maintained at Foston and Terrington Federation and Stillington Primary School.

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Our school culture ensures that pupils can learn in a calm, safe, and supportive environment and protect them from disruption.

### **Our Behaviour and Discipline Policy aims to:**

- Foster a positive and compassionate environment in which children can flourish and reach their full potential
- Develop in our children a sense of self-discipline and acceptance of responsibility for their own actions
- Promote telling the truth, taking responsibility and accountability
- Encourage pupils to have respect for rules, laws and all forms of authority
- Create the conditions for an orderly community in which effective learning can take place, whereby there is mutual respect between all members
- Ensure that the school is a safe environment for all pupils and staff
- Develop relationships based on respect, generosity, integrity and trust between all members of the school community
- Raise awareness of desired behaviours by celebrating and rewarding occasions when our core values of **love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control** have been demonstrated

### **As a community we will:**

- Build stronger relationships
- Experience what it means to live as a member of an open, generous and forgiving community
- Benefit from a calm and secure environment
- Be fully involved in regular reviews of our behaviour policy
- Model forgiveness and the possibility of restoration and a new beginning in our relationships
- Clearly convey behaviour expectations

### **We will promote Good Behaviour through:**

- We will have reflection areas focussing on the core values in school
- Values Champions are celebrated in special mention assemblies.
- Verbal praise and positive comments: Praise and positive comments etc. will be given readily. All staff will be encouraged to comment on good behaviour using our 'Values language' in order that children understand and relate their behaviour to our values
- Half termly sharing assembly to celebrate consistent good behaviour / work

All pupils will have the opportunity to regularly link their experience with our core values of **love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control** through our RE curriculum, assemblies, PSHE curriculum and our restorative approaches.

## Roles and Responsibilities

### **A whole-school approach to behaviour**

We ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave the response to misbehaviour and the relationships between staff, pupils and parents.

### **The Role of School Leaders**

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them.

### **The role of teachers and staff**

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

### **Pupil support**

Across the federation and collaboration there are designated staff who have the roles of supporting pupils with additional needs where those needs might be behaviour. These include:

Our Pastoral Lead: Mrs Allon

Our SENCO: Miss Stringer

Leaders will monitor behaviour incidents in school and put actions in place to prevent child-on-child abuse and will response to incidents of such abuse.

### **Systems Used**

In school we use Cura Safeguarding software to log and monitor any behaviour incidents. It is the role of the DSL, DDSL and pastoral lead to monitor these incident

in school. All staff are provided with a login to report incidents and will receive training.

### Staff induction

School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be allocated an induction mentor when they are first appointed at school and will receive support and guidance on the behavioural expectations within school. There will also be regular training for staff on behaviour.

School leaders will also consider any appropriate training required for specific roles within school.

### School systems and Social norms

#### **School Rules**

Pupils are made aware of the school rules and are expected to adhere to them. These are:

Be kind and respectful  
Listen and learn  
Be safe

Every new family receives a copy of our rules. Parents are expected to discuss the importance of this with the child.

#### **Restorative Practice (see appendix 1 for questions)**

This demands a positive policy encouraging appropriate attitudes through rewards and praise. We aim to prevent unacceptable behaviour rather than to react to it with restorative sanctions. The school uses restorative approaches to deal with any negative behaviour. This works by a neutral facilitator focusing attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone given the same opportunity to speak. The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability.

By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed. It not only allows the "harmer" to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in any way by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each

other in the future. This gives them a personal stake in the success of the contract. Through the use of restorative practices, participants:

- Develop - truth telling skills, responsibility, accountability
- Learn about - real impact of actions, consequences
- Are able to - make amends, show remorse, change behaviour, agree a way forward

### **Inclusion**

As a school, we understand that a child's behaviour may be a reaction to personal circumstance, a diagnosed condition, or a specific learning need. We actively seek to understand and support each and every child through giving behavioural targets, working with families and involvement of outside agencies where appropriate.

### **Rewards and Sanction**

#### **Whole School Approaches**

In each class there is a traffic light system in place that can be used by all staff members. The

Rainbow – raffle ticket for a prize

Purple – sticker / house point

Green – daily starting point

Amber – warning (5 mins play)

Red – warning (10mins play)

House points will be rewarded for good behaviour / hard work and totalled with the collaboration schools. A termly celebration will be held for the winning house.

During celebration assembly a certificate will be awarded to a child from each class. There will also be certificates given to celebrate children who have shown the school values.

#### **Individual Class Systems**

Each class can have their own reward systems running alongside the whole school system. These will be determined by the children and the class teacher e.g. beads in a jar, golden time, prizes for individual achievement or effort etc.

## Sanctions

Low level behaviours	Mid-level behaviours	High level behaviours
Chatting to classmates during lesson input, quiet work, assembly etc.	Ignoring a staff member's request	Persistent refusal to comply with a staff members request
Touching/playing with equipment at an inappropriate time	Hitting/pushing another pupil in response to being pushed first	Unprovoked violence towards anyone in school
Moving around the classroom at an inappropriate time	Calling another pupil names/shouting in response to provocation	Swearing
Pushing in front of peers in the line	Disrupting a lesson/game to the extent others cannot working/playing	Destruction or damage to property (schools or pupils)
Running in school	Deliberately misusing classroom equipment	Refusal to remove themselves to another classroom at a staff members request
Taking equipment from another pupil	Persistent misuse of playground equipment	Using racist or homophobic language or comments against disabled people
Calling another pupil a name	Persistent breach of playground rules	
	Not engaging with staff members attempts to resolve a problem/argument between pupils	

### Low-Levels of Behaviour

1. Verbal warning
2. Move the child's name to orange on the traffic lights
3. Move the child's name to red on the traffic lights
4. If pupil loses a whole playtime it is recorded in cura and parents are informed
5. If pupil loses 3+ playtimes in any half term class teacher will invite parents in to discuss behaviour

### Mid-Level Behaviours

1. Verbal warning
2. Move a child to another class for the remainder of the lesson
3. Record the incident on cura and inform parent
4. If pupil loses 3+ playtimes in any half term the pastoral lead and class teacher will invite parents in to discuss behaviour

## High-Level Behaviour

1. Immediately escorted to the HT/AHT/Senior Teacher
2. Pupil given time to calm down
3. HT/DHT/Senior Teacher will discuss the incident with the pupil using a restorative approach
4. Pupil will then work away from the other children for a fixed period of time as decided by HT/DHT/Senior Teacher
5. Incident recorded on cura.
6. Parents informed and a behaviour plan reviewed or written with relevant risk assessment

## Pupil transition

The children are introduced to the behaviour systems, rules and routines at the start of each academic year. The checklist for routines can be found in Appendix 2. The whole school approach to behaviour will ensure this is integrated throughout the school learning environment. For children transitioning within the school year, these will be shared upon arrival.

## Preventing recurrence of misbehaviour

We will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations.

Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

System are in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. Examples of interventions schools can consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- pupil support units
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early

contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where we have serious concerns about a pupil's behaviour, we will consider a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children).

### Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

### Use of Reasonable Force

In order to keep children and adults safe it may on occasion be necessary for staff to employ reasonable force strategies. This will only be carried out following the guidance published by the government entitled [Use of Reasonable Force In Schools](#) July 2013 published by the government. Examples of when reasonable force may be used are listed below:

- 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 in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

All occasions where reasonable force is used will result in the following:

- Be recorded on Cura with a description of the incident
- Parents will be notified
- If required a behaviour risk assessment be put in place if not already agreed with parents
- Appropriate staff will undertake restraint training and refresh every 3 years and others will ensure compliance with the use of reasonable force guidance

### [Absconding from the school site](#)

If a pupil is suspected of leaving the school site without permission: -

1. The member of staff will alert the Headteacher or, in their absence, the deputising teacher and any second adult.
2. If the child appears to be missing but there is no evidence that he/she has left the site, a quick but thorough search of the site will be conducted before the parents/police are informed and the search widened.
3. If there is no doubt that the pupil has absconded, the school will contact the pupil's parent(s)/carer(s) to inform them and call the police unless a prior agreement is in place with parents. Staff will not chase the pupil as this could lead to the pupil wandering further afield, acting impetuously, or causing a traffic accident. However, professional judgement will be deployed, and consideration given to the age of the child, the given situation and the relationship between the child and adult as to whether they follow at a safe distance.
4. If the child is within an easy distance of the school, staff will use relevant strategies based on their knowledge of the child whilst being aware that that the child could be in a heightened emotional state. Parents will be called to come to school if required. If absolutely necessary, staff would use positive handling techniques to keep the child safe and return them to the school premises.
5. All parents will be informed at a time deemed suitable by school staff to ensure ongoing safety of all children. The police will be informed if there has been damage to school &/or neighbouring property.

Please also refer to the School Anti-Bullying Policy document, Equalities scheme and LEA Exclusion Policy documents.

Parents and pupils have been consulted and their views have been incorporated into the review of this policy.

## Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Please see the specific policy that can be found on the school website.

## Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. We will also collaborate with the local authorities to promote good behaviour on school transport.

## Banned Items

In school there are items which are prohibited and include: weapons, eg knives; alcohol; illegal drugs; stolen goods; tobacco products, eg cigarettes; indecent images; fireworks; anything that has been, or is likely to be, used to cause injury or commit an offence. The school doesn't need your child's consent to search them if they think your child has prohibited items. These can be confiscated, normally 2 members of staff should be present during a search.

In line with Equalities Act 2010

Policy Reviewed: November 2022

Agreed by staff: November 2022

Review Date: September 2023

## Appendix 1

### Restorative Questions

What will happen?

What were you thinking at the time?

What do you think about it now?

What have you thought about it since?

How has this affected you?

Who has been affected and in what way?

What has been the hardest thing for you?

How could things have been done differently?

What do you think should happen now?

## Appendix 2

### Checklist of routines

Have I taught the children a routine for:

- coming into and leaving the classroom at the start and end of the day?
- what to do during registration?
- what to do if they are late?
- showing that they are ready for learning at the start of the lesson?
- distributing and collecting resources?
- moving around the room?
- understanding the levels of noise expected for different activities?
- moving from one activity to another?
- what to do when they are stuck, before asking an adult for help?
- showing they need help from an adult?
- getting an adult's attention?
- getting work marked?
- what to do if they have finished an activity and have time to spare?
- asking to leave the classroom?
- asking to move to a quiet area if needed?
- clearing up?
- eating and drinking in the classroom?
- leaving the classroom at break or lunchtime?
- lining up at lunch time

Other: