

Behaviour & Discipline Policy

Priory Primary School

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning to mean growing in knowledge, self-reliance and in responsibility towards others*. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

3 Aims and Expectations

- 3.1 These aims are for our whole school community – children, staff, governors and families:
- To develop independent, enthusiastic and creative learners with skills for life;
 - To provide a welcoming, happy and safe environment, where learners are confident to take risks and can flourish;
 - To deliver an authentic curriculum, which provides opportunities for challenge and aspiration, preparing children for the future;
 - To build a community based on mutual respect, where everyone takes responsibility for their own actions and behaviour choices;
 - To celebrate diversity and promote tolerance, developing learners as global citizens.
- 3.2 Priory Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. Accessibility Plans will be drawn up to cover a three year period.
- 3.3 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 fairly and well. We are a caring community, whose values are built on 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.
- 3.4 The school has a number of school rules, aimed at encouraging good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 3.5 Our primary aim is to encourage children to want to do well as part of a sense of achievement rather than purely for extrinsic reward.
- 3.6 We treat all children fairly and apply this behaviour policy in a consistent way.
- 3.7 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 3.8 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, to help children achieve their full potential by positively encouraging good behaviour and discouraging unacceptable behaviour.
- 3.9 This policy applies to behaviour throughout the school day including playtimes and lunchtimes and will be applied consistently by all members of staff.

4 Code of Behaviour

4.1 The school has a Code of Behaviour, which is applied consistently by all members of staff. Flexibility is used in the use of rewards and sanctions to take account of individual circumstances. We have a set of school rules to promote good behaviour. All children are aware of the school rules and they are displayed prominently around the school. The commitment arises out of discussion and consultation with pupils and the Junior Leadership Team and is worded positively to emphasise good behaviour. (See appendix1)

4.2 Unacceptable Behaviour

Violence, harassment (racial, sexual or other), vandalism, rudeness and bad language are all examples of unacceptable behaviour and will not be tolerated in our school. All staff will rigorously oppose such behaviour and endeavour to promote a positive ethos.

4.3 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff will only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

4.4 Some of our staff have been trained in positive and protective handling strategies through Team Teach.

4.5 Anti Bullying Statement

The school has an Anti Bullying Statement which is prominently displayed around the school and was arrived at after discussion with all pupils within the school. It states:

“Bullying is **deliberately** and **repeatedly** doing or saying something that hurts or upsets someone else. If you are being bullied, tell an adult.”

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we intervene immediately to stop any further occurrences of such behaviour. Issues are addressed throughout the school using the JIGSAW programme and Circle Time activities. It is very difficult to eradicate bullying but we do everything in our power to ensure that all children attend school free from fear.

5 Rewards

5.1 Teaching and learning within the classroom environment is affected by the standards of behaviour accepted. We recognise that, in the majority of instances our children consistently behave in an acceptable manner. Our school aims to reward all children when they make the right choices.

5.2 This positive behaviour management is based on the principle that recognising and rewarding good behaviour raises self esteem and promotes a positive attitude. This in turn results in higher standards of work and, consequently, higher attainment.

5.3 Whilst it is not always possible to ignore unacceptable or disruptive behaviour, staff always try to acknowledge and praise those children who demonstrate acceptable behaviour. This has a positive and influencing effect on other children and can be achieved in a variety of ways. These may include:

- Stickers used as a reward;
- Verbal praise for individuals, groups or the whole class;
- House points being awarded.

- 5.4 If a child is rewarded in any way for good behaviour, this reward should not be removed in the event of subsequent unacceptable behaviour.
- 5.5 The school uses these positive behaviour strategies to encourage acceptable behaviour. Rewards focus attention on good behaviour and are encouraged by all members of staff. When rewards are given it is made clear why, so that positive signals are sent to other children besides the recipient. Rewards are cumulative, accessible to all children, and result in certificates and medals awarded during Praise Assemblies.
- 5.6 A weekly Praise Assembly is held to celebrate both achievement and effort in learning and behaviour for learning. Star Learner certificates and medals are awarded each week and are chosen linked to the learning muscles. This is inclusive as it not only rewards those children who show an improvement in their behaviour, but recognises those who always conform to expectations.

6 Sanctions

- 6.1 When dealing with misbehaviour it should be remembered that it is the behaviour, not the child that is unacceptable. Staff are fair and consistent, firm rather than aggressive and avoid idle threats. We ensure that we are in possession of all the facts and listen to all sides of a dispute. A clear distinction is to be made between minor and more serious misdemeanours and also between “nuisance” behaviour and acts that are deliberately anti-social, immoral, dangerous or illegal.
- 6.2 Where possible, unacceptable behaviour is dealt with immediately by the adult responsible for the child. In discussions, a child is reminded of the choices open to them and of the need to make the right choices. Any sanction for minor misbehaviour is immediate and of short duration.
- 6.3 Classroom behaviour - teachers have many strategies to counter unacceptable and disruptive behaviour through positive behaviour management. However, there may be times when children will need reminding of the consequences of continued unacceptable behaviour. The following guidance outlines the steps to be taken:
1. If a child misbehaves:
 - An initial offer of support is given;
 - If this is accepted, and the behaviour changes, we move forward.
 - If the behaviour continues, additional strategies will be offered to encourage a change in behaviour.
 - If there is no change, a consequence will be put in place that is related to the behaviour that we need to change/stop.
 - Once the consequence has been completed, normal classroom practice resumes.
 2. If a child continues to be disruptive:
 - the class teacher may send that child to another teacher within the same phase group for “time out”;
 - The Phase Leader should be informed of any problems;

6.4 If, despite the above actions, the child persists in the disruptive behaviour then intervention by the SENDCo and outside agencies may be necessary. This usually takes the form of a PSP (Pastoral Support Plan) devised during a team meeting which should include the parent, the child, the SENDCo and, if possible, the class teacher. Parents should be kept informed of a child's behaviour if there is cause for concern.

Records of all actions, letters and meetings must be maintained.

6.5 In exceptional circumstances, if the misbehaviour is persistent and has shown no signs of improvement, the child may be referred to the Head of School who may make the decision to contact the parents again, and/or that a period of suspension is necessary. The decision to suspend, and the period of suspension, is at the discretion of the Executive Headteacher.

6.6 There may be occasions when some of the above points may be omitted, particularly in the event of a serious misdemeanour. Serious incidents will include:

- Serious verbal or physical abuse ;
- Theft;
- Damage to property. In these instances, the class teacher should report to either the Head of School or the Executive Headteacher who may take further action.

7 Suspension and Permanent exclusion

7.1 The school aims to keep the number of suspensions to a minimum. Only when all other avenues have been exhausted, will suspension be considered an option and will be at the discretion of the Executive Headteacher.

7.2 All pupils who appear to be at risk of suspension will have a Pastoral Support Programme (PSP) drawn up by the SENDCo after discussions with the class teacher and phase leader. This may form part of a Pupil Passport. The programme will contain clearly identified targets, success criteria and strategies and will be reviewed on a regular basis.

7.3 In very exceptional circumstances it may be appropriate to exclude a pupil for a "one-off" serious offence. This would include:

- Serious actual or threatened physical violence against another pupil or a member of staff;
- Sexual misconduct;
- Carrying dangerous items/weapons;
- Racial harassment;
- Serious verbal abuse towards a member of staff.

7.4 Only the Executive Headteacher has the power to suspend a pupil from school. The Executive Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a suspension 'in the first instance' into a permanent exclusion, if the circumstances warrant this.

7.5 If the Executive Headteacher suspends a pupil, they will inform the parents immediately, giving reasons for the suspension. At the same time, the Executive Headteacher makes it clear to the parents that they can, if

they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- 7.6 The Executive Headteacher informs the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.
- 7.7 The governing body itself cannot either suspend a pupil or extend the suspension period made by the Executive Headteacher.
- 7.8 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.9 When an appeals panel meets to consider suspension and/or exclusion, they consider the circumstances, any representation by parents, and whether the pupil should be reinstated.
- 7.10 If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

8 The Role of the Class Teacher and Support Staff

- 8.1 It is the responsibility of the class teacher to ensure that the school rules are followed in their class.
- 8.2 All staff 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.
- 8.3 The class teacher and support staff treat each child fairly and treat all children in the school with respect and understanding.
- 8.4 The class teacher, with support from the SENDCo, liaises with external agencies, as necessary, to support and guide the progress of each child. These agencies may include:
 - The Educational Psychology Service;
 - SENSS;
 - Social Services;
 - Early Help Intervention;
 - School Health Plus;
 - Headstart.
- 8.5 Termly, 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.

9 The Role of the Lunchtime Supervisors

- 9.1 The high expectations of behaviour continue over the lunchtime period.
- 9.2 A large range of lunchtime equipment is available, in addition to playground markings and lunchtime clubs. Children who are gainfully occupied in lunchtime activities are much more likely to exhibit good behaviour.

- 9.3 The person with responsibility for lunchtime arrangements is the Senior Midday Supervisor. She is responsible for the deployment of midday supervisors and the day to day organisation of lunchtime arrangements.

10 The role of the Executive Headteacher

- 10.1 It is the responsibility of the Executive Headteacher, 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 Executive Headteacher to ensure the health, safety and welfare of all children in the school.
- 10.2 The Executive Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 10.3 The Executive Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

11 The Role of Parents

- 11.1 The school works collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at school.

12 The Role of Governors

- 12.1 The governors support the Executive Headteacher in carrying out these guidelines.
- 12.2 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

13 Monitoring

- 13.1 The Executive Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- 13.2 The Executive Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

14 Public Sector Equality Duty

- 14.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:
- eliminating discrimination;
 - advancing equality of opportunity and;
 - foster good relations across all characteristics

- 14.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation.
- 14.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Priory Primary School adheres to these statutory regulations.

15 Person Responsible

Updated Summer 2024

Head of School

To be reviewed Summer 2025