

BEHAVIOUR, DISCIPLINE AND ANTI-BULLYING POLICY

This policy was approved by Governors on 16th January 2025 and will be reviewed annually.

1 Aims and expectations

1.1 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. We are a caring community, whose values are built on mutual trust and respect for all within the context of Christian belief and practice.

1.2 This *Behaviour, Discipline and Anti-Bullying Policy* (hereafter referred to as the *Behaviour Policy*) is 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 and allows us to produce caring, well-educated, well-behaved and law-abiding citizens who show respect for others, for other people's property, for the environment and our heritage.

1.3 The school's code of conduct is based on our six Christian values: thankfulness, peace, faithfulness, respect, forgiveness and hope. We promote good relationships so that everyone in the school community can work together effectively.

1.4 Good behaviour enables teachers to teach and children to learn in a safe and happy environment. The school expects every member of the school community to behave in a considerate way towards others.

1.5 We aim to treat all children fairly and individually and apply our behaviour policy in a consistent way. This includes children with special educational needs and disabilities who may need an alternative approach.

2 Good Behaviour

2.1 The school promotes and rewards good behaviour and citizenship in the belief that this will develop an ethos of kindness and co-operation rather than merely deter anti-social behaviour.

2.2 Expectations

PUPILS should:

- Be considerate, kind and honest;
- Be tolerant and show understanding of others;
- Be co-operative, respectful and polite at all times;
- Act positively and responsibly;
- Show self-discipline and become increasingly independent;
- Work to the best of their ability;
- value our differences [in terms of appearance, religion, ethnicity, skills, etc.].
- respect and respond favourably to the school's Christian Values and British Values.

All adults, regardless of role, should:

- Model, and expect, **high** standards of behaviour;
- Ensure pupils **act sensibly** in class and around the school;
- Regularly discuss expectations of behaviour with the whole class, key stage and school reminding them of the code of conduct as well as their 'own class code' of good behaviour;
- Treat all children consistently and fairly all of the time.

- Deal with any problems children may have in a caring and sensitive manner.

PARENTS should:

- Discuss expectations of behaviour with their children;
- Support the aims of the school in helping to manage the behaviour of **all** pupils;
- liaise and work with the school to address any poor behaviour displayed by their child(ren).
- follow school policies

2.3 Rewards

2.3.1 We try to motivate pupils to behave well through 'praise and rewards'. This can raise self-esteem and self-respect and shows that their individual contribution is valued.

Rewards may include:

- Giving verbal praise immediately to acknowledge good behaviour;
- Awarding house points, stars, smiley faces, stickers, a 'good work' stamp;
- Asking pupils to show their good work to another teacher, another class or the Headteacher;
- 'Spotlighting' at our 'STARS' assembly by: celebrating consistently good work and/or behaviour; acknowledging outstanding effort; highlighting acts of kindness and good examples to others; commending achievements outside of school [e.g. music, dance, sporting certificates];

3 Negative Behaviour

3.1 We expect children to try their best in all that they do. However, part of growing up is learning how to 'get it right' and learning from our mistakes. Children are supported to develop strategies for self-regulation so they start to make better choices about their behaviour.

3.2 Unacceptable behaviour

This includes:

- Rudeness – verbal and facial gestures
- Aggression – physical [e.g. spitting, biting, hitting, kicking] or verbal
- Showing a lack of respect by not listening to others.
- Disobedience to a reasonable request
- Foul language and gestures
- Taking another person's or school's property/belongings without their consent
- Bullying [see separate policy attached to this document]
- Causing wilful damage to school property
- continues unauthorised absences

3.3 Teachers and support staff *may* discuss incidents of unacceptable behaviour with their classes or groups during PSHE 'Jigsaw' sessions – this helps to develop listening skills and respect for others' opinions and feelings. The school also occasionally accesses the SEAL (Social and Emotional Aspects of Learning) programme to deliver specific themes in PHSE lessons and collective worship. This reinforces positive behaviour, makes them think about their actions and feelings and gives them strategies for dealing with different behaviours in a variety of settings.

3.4 Sanctions: The school employs a number of sanctions to enforce the school's code of conduct, and to ensure a safe and positive learning environment. Sanctions are used, in proportion to the offence, to dissuade pupils from negative behaviour. Sanctions are consistently applied so that children know what the consequences of their actions will be.

Minor offences (for example, where the behaviour is low-level disruption in class which does not directly affect others) will be dealt with by the class teacher. The child may be given 'thinking time' at break or lunchtime to reflect on their actions and see the situation from the *victim's* point of view and helped to see that there was a better course of action to take. They may be asked to stay in and complete work set or it can be sent home.

Serious offences (for example, where a pupil directly affects the learning and safety of others in the class or perceived '*bullying*' is happening) and/or repeat offenders will be sent to the KS1 / KS2 Leader (as applicable). Their behaviour will be recorded on CPOMS and relevant staff (eg safeguarding lead and Headteacher) will be alerted. Discussion time about the child's behaviour will take place and they may be removed from their own class for a short while.

Very serious offences (for example, either physically or verbally harming other children, blatant disregard for adults and rules or lesson disruption where the child dominates to an extent that the lesson has to be stopped) the child *may* be sent straight to the Headteacher based on the child(ren) concerned.

For these offences, the behaviour will be recorded on CPOMS, relevant staff will be alerted and the child will be spoken to by the Key Stage Leader, sent to the Headteacher and then parents will be informed at the earliest opportunity by the Headteacher. Procedure will then be followed to work closely with the child and parents to resolve this behaviour. Following a course of action, exclusion could result but this would only be a final course of action once all other solutions and support had been explored.

In some cases, children may be excluded from school trips if their behaviour is deemed bad enough. The parent of the child concerned may be asked to accompany their child on the trip to ensure the child's behaviour is acceptable. This decision will be made by the teacher leading the trip in consultation with a member of the SLT.

3.4.2 In carrying out sanctions, staff must (and in extreme circumstances with the child's parents):

- Make it clear why the sanction has been applied;
- With the child, try to identify underlying causes of bad behaviour;
- Help the pupil to understand how sanctions can be avoided in the future;
- Devise a plan of action which encourages more positive behaviour from the child;
- Show disapproval for the child's *behaviour* [not the *child*];
- Avoid group punishments which can breed resentment.
- In extreme cases seek specialist help from outside agencies [e.g. BOSS, WTT, education social worker, Healthy Minds etc.]

3.5 It is impractical to contact parents every time their child misbehaves. During the school day, qualified teaching staff operate in a Christian context '*in loco parentis*' and in accordance with the aims of the school. As such, any adult (particularly the Deputy and Headteacher) can speak to any child about any matters concerning behaviour and bullying without requesting the parents'/carers' permission. With clear boundaries and trust between pupils, parents and staff, we believe our high standards of behaviour can be upheld.

4 Use of Force

4.1 All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself and/or others. The actions that we take are in line with government guidelines on the restraint of children. Staff, when necessary, are trained according to guidance; the latest positive handling/team teach training for 10 nominated staff took place on 23rd January 2024.

5 Fixed-term and permanent exclusions (please see 'exclusion policy' for breakdown of procedures).

5.1 Behaviour which may give rise to a fixed-term or permanent exclusion includes:

Showing blatant disregard for the authority of staff over an extended period which in this school is 6 weeks;

Bringing onto the school premises and using any item capable of causing harm [e.g. a knife];

- Intentionally causing harm to others through physical, verbal, emotional abuse over a prolonged period of time (6 weeks).

5.2 Only the Headteacher (or the Deputy Headteacher) can exclude a pupil from school. A pupil can be excluded for one or more fixed periods, for up to 45 days in any one school year. The Headteacher can exclude a pupil permanently or convert a fixed-term exclusion into a permanent exclusion, if necessary.

5.3 If exclusion [permanent or fixed term] is considered the only option, the Headteacher [or Deputy Headteacher in his absence] will:

- inform the parents immediately and give reasons for the exclusion;
- make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body and make it clear how they go about this;
- Inform the LA and Governing Body.

5.4 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

5.5 The Governing Body's discipline committee [made up of between three and five members] considers any exclusion appeals on behalf of the Governors. These will not be party to any live disciplinary incident to maintain impartiality.

5.6 Before deciding whether a pupil should be reinstated, the above discipline committee will consider the following:

- the circumstances in which the pupil was excluded
- any representation by parents (and/or pupil, as appropriate)
- the viewpoint of the local authority.

5.7 If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this decision.

6 Lunchtimes

6.1 We encourage good behaviour and acceptable social skills during lunchtime in a number of ways. Lunchtime adults are employed to help promote positive play by:

- Expecting from children the same high standards of behaviour as the teaching staff do; unacceptable behaviour is dealt with in the same way as if it was displayed in a lesson.
- Organising and joining in with play activities;
- Rewarding children who display good behaviour;
- Helping to settle pupils' differences and guide behaviour.
- Following the guidance in this policy

Sports and play equipment is provided;

- Separate play zones are available [according to weather, space and staff available - e.g. active play area, quiet area, football zone];
- Playtimes [and lunchtimes] are staggered so that the playground [and dining area] is not too crowded;
- Staff and support staff give clear guidance as to how pupils should behave during playtimes through PSHE, school, key stage and class assemblies and by other means, as appropriate.
- Information is shared between teaching staff and lunchtime helpers so that they can support 'vulnerable' children, noted on CPOMS.

6.2 If a child misbehaves during the midday break, *lunchtime staff* will:

- Deal with the child in accordance with the guidelines in this policy;
- Report to the class teacher if there is an opportune moment; MDS writes the incident up on CPOMS alerting the relevant staff members
- They will, if the issue is serious, refer the matter to the KS leader responsible for behaviour (KS1 – Mr Swain; KS2 – Miss Sheardown).
- In extreme circumstances, report the incident to the Deputy Headteacher or Headteacher, as appropriate.

6.3 Teachers may use sanctions [see above] if a child misbehaves at lunchtime. If the misbehaviour persists, the Headteacher [or Deputy in his absence] will inform parents that the child *may* be asked to go home for the lunchtime period if the misbehaviour continues. When both parents and school are satisfied that the child will improve his/her behaviour, they may return.

The role of the Headteacher:

- Implementing the school Behaviour Policy
- Ensuring the health, safety and welfare of all children
- Supporting the staff in putting the policy into practice and by setting the expected standards of behaviour
- Acknowledge records of all reported serious incidents of misbehaviour where a child has been sent to him
- Initiating fixed term exclusions for serious acts of misbehaviour
- Permanently excluding a child who has committed a very serious act or acts of anti-social behaviour
- Regularly monitoring the effects of this policy
- Reporting to Governors, when requested, on the effectiveness of the policy and suggesting to them recommendations for further improvement

7 The Role of Parents

7.1 Parents are asked to:

- Work in partnership with the school to ensure that children receive consistent messages about how to behave at home and at school;
- Help their child/ren to follow the expected codes of behaviour;
- Read and support the *Home School Agreement*. The agreement sets out expectations of staff, parents and pupils and has been drawn up in consultation with parents, staff and pupils;
- Be supportive of, and assist, in their child's learning;
- Be co-operative and constructive in discussing school matters with staff;
- Support the school's use of sanctions to counter negative behaviour of their own child and others' children;
- Follow the parent code of conduct

7.2 Raise any concerns about their child/ren in the following way:

- contact the class teacher to discuss the concern;
- If the matter is not resolved, contact the Deputy Headteacher and then the Headteacher;
- In exceptional circumstances, where discussions have not led to a resolution of the concern, parents can enter into the formal grievance or appeal process.

8 The role of Governors

8.1 The Governing Body:

- Sets down general guidelines on standards of discipline and behaviour;
- Reviews effectiveness of the guidelines;
- Supports the Headteacher in carrying out the guidelines;
- Monitors the rate of suspensions and exclusions;
- Ensures that the school behaviour policy is administered fairly and consistently.

8.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may be consulted by the Headteacher about particular disciplinary issues. The Headteacher must take Governors' views into account when making decisions about matters of behaviour. Both suspensions and permanent exclusions are carried out only after the Chair of Governors [or her representative] has been notified.

9 Background Documentation

This policy has been informed with reference to:

- Getting the simple things right. Charlie Taylor's behaviour checklist 2011.
- The Legal Framework for School Discipline
- www.teachernet.gov.uk
- Navenby School policies for PSHE and Citizenship, anti-bullying policy, complaints policy, exclusion policy & home school agreement

Policy Approved: Full Governors meeting 16th January 2025

Signed:

Chair of Governors: Mrs H Jerstice

Headteacher Mr C Elliott