

# Hampton Lucy C of E Primary School and Nursery

*Love one another. As I have loved you.*

*John 13:34*

## **Behaviour and Discipline Policy**

### **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 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 supportively, resolving any issues in a restorative way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way, however we recognise that some pupils have additional needs, which may require adaptations to the way the policy is applied.
- 1.5** 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.
- 1.6** 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 anti-social behaviour.

### **2 Rewards and sanctions**

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
  - teachers give children house points;
  - all classes have an opportunity to lead in Sharing Assembly where they are able to show examples of their best work;
  - each term the 'Hampton Lucy Peace Prize' and cups celebrating behaviour are awarded.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. We celebrate achievement in a Sharing Assembly. This selection process is based upon the Cups and Trophies criteria detailed on our website and evidenced based input from the teaching staff at Hampton Lucy School.
- 2.3** The school bases its behaviour policy on a restorative approach, working towards children taking responsibility for their own actions and considering the impact of their choices on others. We have a number of school rules, to ensure a safe and positive learning environment. The details of how we encourage positive behaviour is outlined below.

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- We expect children to respect others and not let their behaviour get in the way of other children's learning. We expect children to listen carefully to instructions in lessons and to behave in ways that does not disrupt the learning of others, using positive reinforcement to encourage this. If they do not do so, we remind them of the three steps.
- Step one they are reminded of the class rule.
- Step two they are issued with a warning.
- Step three they have thinking time in a suitable place.
- A restorative discussion is held to discuss what happened, the effect it had on all involved and to create a plan to reduce the chances of this behaviour being repeated.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil or member of staff, the class teacher deals with it initially and reports it when necessary to the headteacher. A restorative approach is taken to resolve the problem, with all parties being listened to and being part of the decision making about how the situation could be resolved and any sanctions that need to be put in place.

**2.4** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

**2.5** 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 everything in our power to ensure that all children attend school free from fear.

**2.6** All members of staff are aware of the regulations regarding the use of force by teachers. *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to themselves or another member of the school community, 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.

### **3 Children with Special Educational Needs or Disability**

Children with additional needs may need adaptations to be made to our normal behaviour system to allow them to flourish. Advice from external agencies is sought and acted upon. The class teacher, in conjunction with the head teacher, may put in a system of additional rewards or supervision to ensure that all children remain safe and able to work without distraction. The school aims to work in partnership with parents to support their children.

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

**4.1** 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.

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- 4.2** 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.
- 4.3** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 4.4** 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 headteacher.
- 4.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- 4.6** 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.

## **5 The role of the headteacher**

- 5.1** It is the responsibility of the headteacher 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 headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4** The 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 headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **6 The role of parents**

- 6.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them. Parents and children are asked annually to sign a home school agreement.
- 6.3** 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.
- 6.4** 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, as outlined in the complaints procedure document, they should initially contact the class teacher and or the headteacher. If the concern remains, they should contact the school governors. If these

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discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **7 The role of governors**

**7.1** 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 headteacher in carrying out these guidelines.

**7.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **8 Fixed-term and permanent exclusions**

**8.1** Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

**8.2** If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the 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.

**8.3** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

**8.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

**8.5** The governing body has a Disciplinary and Complaints Panel which is made up of between two and three members. This panel considers any exclusion appeals on behalf of the governors.

**8.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

**8.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

### **9 Monitoring**

**9.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**9.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents on the STAR chart. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour, using the STAR approach (recording the Setting, Trigger, Action and Response). We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to the class teacher or the headteacher and are recorded in the same way.

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- 9.3** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 9.4** 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.

## **10 Review**

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

This policy was reviewed by the governing body September 2023  
To be reviewed September 2025