



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY
Behaviour and Discipline Policy

John 14:6 Jesus said, "I am the way and the truth and the life."

Our School believes in;

Enabling everyone to reach their full potential,
Developing a love for learning and a desire to achieve,
Encouraging everyone to become independent and confident, with a belief in themselves,
Promoting Christian values and respecting diversity.

Becoming Independent Successful Honest Open-Minded People

**"Good behaviour is a necessary condition for effective teaching and learning to take place
and an important outcome of education which society rightly expects."**

(Education Observed D.E.S)

Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

Aims

**For children to leave our school as honest, independent, successful, open minded people
and following the path that Jesus has laid out for them.**

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.



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- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Our purpose is:

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

The Senior Leadership Team's Role

The Senior Leadership Team (SLT) will monitor behaviour management in the classrooms and around the whole school. They will monitor groups and individual children who are a cause for concern. The Head of School (Lead Behaviour Professional) will regularly monitor behaviour records and report findings to the Governors. SLT may be given extra behavioural duties by the Executive Head teacher e.g. lunchtime duties. Two members of the SLT and a governor will attend 'back to school' meetings after exclusion.

Assertive Mentoring

'Attitude' is carefully tracked and reported to parents every half term. This includes attendance, punctuality, behaviour, effort, homework/reading and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

School Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and staff work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost. Any action however, will be with understanding and in keeping with that of a responsible parent.

These basic rules are simplified, known as 'Bishop's Rules', signed by all children and adults in school and displayed in all classrooms and corridors and regularly verbalised in EYFS and KS1.



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1) Bishop's Rules

- Show respect to everyone.
- Look after all equipment.
- Walk sensibly in school.
- Be honest.
- Best behaviour at all times.
- Treat others as you wish to be treated yourself.

2) Our Learning Laws

- Hands Up
- One Voice
- Be Still
- Best Work
- Straight Away

3) Our Line Up Code

- Walk to the end of the line
- **Leave space**
- Be still
- Be quiet
- Listen

We have specific rules being enforced on the grounds of health, welfare and safety

Food and drink

Other than packed lunches no food should be brought into school. If families wish they may bring birthday sweets/cake but this must not contain nuts. Children should bring a water bottle (still, unflavoured water) to school every day - they will have access to this throughout the whole day.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment.

Water re-hydrates the brain and quenches thirst; fizzy drinks and squash can have undesirable effects and are recognised as food by the brain. A choice of juice or water is available during lunch.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Staff are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE.

Reasons: rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

Hair

Extreme hair styles including shaved patterns, shaved lines, mohawks and mohicans are not allowed. Long hair should be tied back and must be tied back in PE.

Reasons: Extreme hairstyles are not conducive with a smart appearance. Free flowing long hair can easily be caught and tangled especially in the PE lesson and at play times.

PE Kit



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PE kits should stay in school and should only be taken home to be washed at the end of a half term. Appropriate clothing must be worn for all PE activity and stored in a drawstring PE bag.

Indoors: No jewellery, bare feet, shorts, T- shirt or vest

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors: Plimsols or trainers, shorts, T- shirt, (Tracksuit in certain conditions). No jewellery.

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

Plimsols/trainers should be in the PE kit all year round.

Reasons: Children need to wear them to get to the hall or they may wear them for games lessons inside if the weather is bad.

School Clothing

The school has a separate school uniform policy. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat shoes (not trainers) should be worn.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

Mobile Phones

Mobile phones can only be brought to school in **exceptional circumstances** and only with the prior permission of the Executive Head teacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the Head teacher in writing. Such requests will be considered by the SLT on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.



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Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

Behaviour Guidelines	Procedures
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Raised voices are not encouraged and should only be used on occasions when it is necessary i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the Head' as a sanction, as there is no guarantee that the child will arrive or that the Head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to another room, a member of the SLT should be sent for, preferably by another member of staff. If unavailable, the most senior staff member available should be called.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Executive Head teacher/Head of School should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school.

Children not behaving appropriately should be encouraged to do so, reminded of what is expected or face sanctions for repeated lapses.

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be used.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'.

Movement around School - Suggested Procedures for Large Groups

- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.



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- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (EYFS, KS1).
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

Two or three staff members are required to supervise playtimes, depending on ratio. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present at their designated place at 8.50am. At the end of the day, each staff member should greet the class at the outside door/on path to see them safely off the premises. Parents should remain at the bottom of the path. All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children and families from other classes. Whilst maintaining an overview of the play area and spotting potential problems before they escalate. No hot drinks should be taken onto the playground.

Staff on the playground should take their class out on time, other classes should remain safely inside until the duty staff are present. Other staff should ensure that children do not go out onto the playground unsupervised and do not congregate in small areas e.g. outside toilets in KS1. Upon hearing the bell at the end of break, children will stop what they are doing, stand still and remain quiet. Upon the second bell a member of staff on duty will direct classes inside. Children walk to their rooms. Staff send children in a class at a time, ensuring there is no running or congestion. Individual children or classes who repeatedly run or behave inappropriately at the end of playtime should be made to practice walking in during their own time and not during learning time. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of 'smileys'.

In suitable weather conditions the field may be used at playtimes – children must have identified bubble areas. This is the decision of SLT.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances' teachers remain responsible for the supervision of their own classes. They may decide to work through or allow an indoor playtime with suitable, quiet activities provided for children.



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Children may use the memorial garden during playtime and lunchtime. This is a quiet area. Children should not be running or playing games. Children doing this will be asked to leave the area.

Playground procedures (see also Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, staff should supervise their own children. Children should be well informed at the beginning of playtime by their teachers if they need to wear a coat or not. Children are not allowed back into school during playtimes unless they have permission. Children are not allowed to remain in the building unsupervised. Children with Trusted Pupil Status and Librarians are allowed inside at lunchtime. Mini Leaders and Bishop Buddies are also able to collect apparatus from their designated space.

Community areas such as 'Boggle', reading nooks, the prayer space and the spirituality area can be used at playtime. The sensory room may also be used by children who require a space to calm down and reflect.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight and only be used on the designated areas of the playground or field. In poor weather staff on duty will decide if football is appropriate. The top of the playground is a 'football free zone' although invasion games such as netball/basketball may be played. Any misuse of playground equipment will lead to confiscation.

Any poor behaviour at playtime should be dealt with by the staff on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the office staff who are all first aid trained.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Detention Duty Procedures

Detentions take place at playtimes and lunchtimes. The focus of the detention is for children to reflect on their behaviour. Staff should arrive promptly for their duty and should record detentions using the electronic record. Staff should be sensitive to the needs of the children in detention and talk to them about positive next steps.

Early Years Outside Procedures and Supervision

In Early Years the outside area is used throughout the school day as a learning area. Outdoor learning is timetabled and planned.



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Staff should ensure that children are taking part in learning and are safe. If children are not learning or not keeping themselves or others safe they should be given a verbal warning and then sent inside if they continue.

Children should wash their hands before going back inside the classroom.

A risk assessment of the outdoor learning areas will be completed at the start of each day as part of 'setting up' and the risk assessment sheet signed by that member of staff.

Behaviour Guidelines	Rewards
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It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

It is important that the giving of rewards and sanctions is consistent across the whole school.

Rewards

1) General

- Favourable comments can and should be entered on pieces of work, (see Feedback and Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- Children will visit the Head of School or Executive Head award for their Gold, Silver or Bronze awards. Rewards consist of pens, pencils balls etc and time with an adult e.g. playing a board game.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Bishop Buddies, School Council, Mini Leaders.
- Children can be recommended by their teacher for 'Trusted Pupil Status'. Trusted pupil status cards can be received from the Executive Head, Head of School or Assistant Head. They will issue the card and record names.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) Whole School Reward System: 'Smileys'

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps.



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Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded, a Smiley can never be deducted

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:

Any noteworthy behaviour	1 Smiley (recorded on class chart)
10 Smileys	Teacher commendation: (recorded on individual achievement card)
100 Smileys	Bronze Award
200 Smileys	Silver award
300 Smileys	Gold award

When an award is achieved children receive a prize from the corresponding treat box. Prizes increase in value from Bronze through to Gold. Prizes have been chosen by the School Council. In addition to physical prizes there are also opportunities for children to have a treat with a member of staff e.g. playing board games.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

3) Certificates

Successes will be recognised in a weekly '**Going for Green**' Celebration assembly. This is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Certificates will be completed by the teacher; these will be pre signed by the Head of School. A text message to inform parents/carers. Teachers will inform office staff which children need text messages via email by lunchtime on Friday.

4) Team Points

Children throughout school are placed in 3 teams to encourage a sense of belonging and co-operation with others. They are given to children as a reward for good group, paired, class, team or sport team activities. Team points are displayed in each class room. They will be collected and totaled at the Friday morning briefing and shared at the Green Assembly. The team point display is in the school hall. They will be displayed using a star indication system. The winning team each half term will be rewarded with an extra playtime.



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Behaviour Guidelines

Sanctions

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, Executive Headteacher, Head of School, Deputy Headteacher/LBP, Inclusion Manager and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child**.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

Classroom teacher to use normal strategies:

e.g. Polite but firm requests, warnings. Consider repositioning, separating etc.

Behaviour Letters

In the majority of cases letters regarding behaviour will be sent home via the child. Parents will be informed their child has a letter via same day text. Please inform the office as soon as possible.

CLASSROOM LOW LEVEL DISRUPTION	MORE SERIOUS INCIDENTS
<p><u>Step 1 (class teacher)</u> Give a verbal warning. Give and record first tick in 'Behaviour Log' and say the agreed phrase '<i>This is your final warning. Do you understand?</i>'</p> <p>FROM NOW ON NO MORE WARNINGS TAKE ACTION.</p> <p><u>Step 2 (class teacher)</u></p>	<p>Blue cards are for physical offences and green cards for verbal offences or refusal.</p> <p><u>Step 1(class teacher)</u> First card issued –1 detention and the relevant letter/text sent home.</p> <p><u>Step 2(class teacher)</u> Second card issued – 2 lunchtime detentions and the relevant letter/text sent home.</p>



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<p>Give a second tick. Child escorted to designated class Child to spend the rest of the session. 2 tick letter/text sent home</p> <p>IF BEHAVIOUR IMPROVES RETURN TO CLASS</p> <p><u>Step 3 (Assistant Head)</u> For a regular offender:</p> <ul style="list-style-type: none"> • Complete a 'Behaviour Assessment Profile'. • Discussion with Assistant Head. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents informed by letter/text signed by Assistant Head that behaviour is a cause for concern. • Parents discuss concerns agree targets/support. 	<p><u>Step 3 (Assistant Head)</u> Third card issued – up to half a day/full day working alone without causing disturbance. This will mean the child is excluded from all in school activities during this time.</p> <ul style="list-style-type: none"> • Record who, when, why and store in behavior folder • Parents informed by letter/text/phone call. <p>For a regular offender:</p> <ul style="list-style-type: none"> • Complete a 'Behaviour Assessment Profile'. • Discussion with Head of School, Executive Head, and Inclusion Manager to consider support. Initiate closer monitoring i.e. frequency monitoring, time sampling etc. • Parents informed by letter/text/ that child's behaviour is causing serious concern. • Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc. • Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.
<p style="text-align: center;"><u>Step 4 (Executive Head/Head of School Teacher)</u> <i>Persistent low level disruption continues or a fourth card is issued.</i></p> <p style="text-align: center;">Behaviour Support Programme (On Report)</p> <ul style="list-style-type: none"> • Teacher must complete a Behaviour Assessment Profile to identify areas of strength and concern. • A half or full day seclusion working alone without causing disturbance. This will mean the child is excluded from all in school activities during this time. • BSP Meeting with parents/child to agree the way forward. Clear/realistic targets for behaviour agreed (maximum of three). • Clear rewards/consequences identified for success/failure (including possible exclusion). • Daily feedback to child and parents via report card • Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc. • Consider Statement of Special Needs. • Consider CAF. • BSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly <p style="text-align: center;"><i>If targets are achieved remove from BSP. If BSP failed, move to Step 5.</i></p>	
<p style="text-align: center;"><u>Step 5 (Executive Headteacher/Head of School))</u> <i>Persistent low level disruption continues or a fifth card is issued.</i></p> <p style="text-align: center;">Behaviour Contract A last step before exclusion</p> <ul style="list-style-type: none"> • Clear specific rules which the child must uphold in order to remain in school. • Further sanctions an immediate consequence of breaking the contract. • Reviewed weekly. • Parents, Chair of Pupil Discipline Committee and where necessary outside agencies. <p style="text-align: center;"><i>If behaviour improves return to BSP If not move to Step 6.</i></p>	



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Step 6 (Executive Headteacher/Head of School and Governors)

Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child and parents will attend a 'Return to School' meeting with the two members of the SLT and a Governor, to discuss expectations and targets. Child stays on Contract for a minimum of 2 weeks.

*If behaviour improves remove from Contract to BSP. If not move to **Step 7**.*

Step 7 (Executive Headteacher and Governors)

Fixed Long Term Exclusion (up to 45 days per term)

- Parents, Chair of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school child and parents will attend a 'Return to School' meeting with two members of the SLT and a Governor, to discuss expectations and targets. If reinstated child stays on Contract or BSP for a minimum of 10 weeks.

*If behaviour improves remove from BSP. If not move to **Step 8**.*

Step 8 (Pupil Discipline Committee)

Permanent Exclusion

- Parents, Chair of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If reinstated child stays on Contract or BSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances a fixed term or permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Carrying an illegal drug;
- Carrying an offensive weapon;



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- Serious deliberate damage to school property.
- Deliberate, persistent coughing on others.

Troubled children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for EHCP and those in public care.

There may also be children who are anxious about being in school because of COVID-19; this may also affect the correct choice of behaviour.

For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Sticker Chart (for KS1 and less mature KS2 children).
- Behaviour Reports (for KS2).

Both result in use of school 'smiley' system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

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Reviewed:	March 2022
Next review:	September 2022



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Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem or we can give them a positive experience which will build their self-esteem.

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words