



Longwood Primary School



Pupil Behaviour and Discipline

Date	Review Date	Coordinator	Nominated Governor
July 2020	July 2021	SLT	Teaching and Learning

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the up to date relevant legislation. We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level mis-behaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We have in place calm areas specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. These areas are where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them. Pupils can remove themselves from a situation by using the "Time Out" cards and take themselves to a calm area as required.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead. We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.



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We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We understand that 'Head teachers and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item'. We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected
- To promote good behaviour by forging sound working relationships with everyone involved with the school
- To promote self-discipline and proper regard for authority among pupils
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others
- To maintain consistency in applying this policy
- To protect children from the risk of radicalisation and extremism
- To ensure compliance with all relevant legislation connected to this policy
- To work with other schools and the local authority to share good practice in order to improve this policy

Responsibility for the Policy and Procedure

Role of the Governing Body



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The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school
- responsibility to ensure that the school complies with this policy
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour
- responsibility for ensuring that the school complies with all equalities legislation
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents on the website
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body
 - discussing improvements to this policy during the school year
 - collate the thoughts of all pupils
 - reviewing the effectiveness of this policy with the Governing Body
- The Teaching and Learning Committee will:
 - visit the school regularly
 - work closely with the Senior Leadership Team
 - ensure this policy and other linked policies are up to date
 - ensure that everyone connected with the school is aware of this policy
 - attend training related to this policy
 - report to the Governing Body every term
 - annually report to the Governing Body on the success and development of this policy
 - have responsibility for the effective implementation, monitoring and evaluation of this policy
 - will ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school
- ensure all school personnel, pupils and parents are aware of and comply with this policy
- create an ethos that makes everyone in the school community feel valued and respected



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- promote good behaviour by forging sound working relationships with everyone involved within the school
- promote self-discipline and proper regard for authority among pupils
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour
- ensure school rules are displayed around the school and that all stakeholders know what they are
- ensure school personnel apply this policy consistently
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected
- model behaviour that she wants to see from school personnel
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- ensure school take individual children to the designated calming areas to talk about their concerns or worries or just to calm them down if something has upset or angered them
- with all members of the Senior Leadership Team will:
 - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
 - ensure pupils move around the school in an orderly manner
 - praise good behaviour
 - celebrate successes
 - take action if school personnel do not follow this policy
 - consistently inform parents of this policy
 - ensure school personnel praise good behaviour and work
 - ensure school personnel understand the additional needs of all pupils in their care
 - monitor the number of sanctions and rewards given by individual school personnel
 - have in place clear strategies for pupils who are likely to misbehave
 - ensure school personnel are aware of and apply our behaviour strategies
 - have in place support mechanisms for pupils with behaviour difficulties
 - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others
- recommend to the Governing Body the use of a parenting contract:
 - in cases of truancy/poor attendance
 - when a pupil has consistently misbehaved or has been permanently excluded or excluded for a fixed period
 - when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support



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- work closely with the Teaching and Learning Committee
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by analysing:
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline
- annually report to the Governing Body on the success and development of this policy.

Role of the Senior Leadership Team

The SLT will:

- lead the development of this policy throughout the school
- work closely with the Teaching and Learning Committee
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- work with the School Council
- monitor school support systems
- undertake classroom monitoring
- organise 'Peer to Peer Support'
- analyse the concerns from the 'Worry Boxes'
- track pupils through IEPs
- create links with parents
- liaise with external agencies
- review and monitor
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy
- maintain consistency in applying this policy throughout the school
- welcome pupils into the classroom
- have in place clear classroom routines
- maintain consistency in applying these routines
- encourage good behaviour and respect for others
- praise good behaviour and good work
- ensure all work is differentiated



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- apply all rewards and sanctions fairly and consistently
- work with pupils to compile a list of class rules
- display class rules
- work with pupils to compile and display a list of sanctions and rewards
- behavior board display (Clouds, Sunshine, Super Stars)
- promote self-discipline amongst pupils
- deal appropriately with any unacceptable behaviour
- stay calm when dealing with unacceptable behaviour
- apply any behavioural plans of individual pupils and ensure parents/carers are aware
- ensure support staff are aware of these plans
- be aware of and understand the additional needs of pupils in their care
- take individual children when a situation arises to the calming area to talk about their concerns or worries or just to calm them down if something has upset or angered them
- have in place and will refer to a visual timetable
- discuss pupil behaviour and discipline regularly at staff meetings
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline
- attend periodic training on behaviour management
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school
- ensure the health and safety of the pupils in their care
- identify problems that may arise and to offer solutions to the problem
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times
- show consideration to others
- talk to others without shouting and will use language which is neither abusive nor offensive
- listen carefully to all instructions given by the teacher
- ask for further help if they do not understand
- treat others, their work and equipment with respect
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school



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- obey all health and safety regulations in all areas of the school
- co-sign and abide by the Home School Agreement
- liaise with the school council to make suggestions about improving school behaviour
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy
- have good relations with the school
- support good behaviour
- sign the school's 'Home-School Agreement'
- ensure their children understand and value the meaning of good behaviour
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Sanctions and Rewards

Sanctions and rewards:

- have been devised by the School Council and approved by the Governing Body
- must be applied fairly and consistently across the school
- must not be degrading or humiliating to any pupil
- must be displayed in all classes

A system is in place to ensure that no child never misses out on sanctions or rewards

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Pupil Support

A number of pupil support systems are in place and are effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour

Good behaviour is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos.



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Outside Agencies

We have invaluable support for pupils who demonstrate behaviour issues from other professionals like the educational psychologist, educational welfare officer, school health nurse, Malachi Workers, Sickle Cell Team, Choices, CAMHs, AOT, Social Services

Incidents

All incidents of bad behaviour are recorded on Pupil Asset and are thoroughly investigated by SLT.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- Prospectus
- Website
- Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Written communications with home such as newsletters, text messages, emails
- Annual report to parents
- Headteacher reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Maintaining good order and discipline
 - Safeguarding pupils
 - The use of reasonable force
 - Dealing with bullying
 - Pupils at risk of alienation
 - Pupil support programmes
 - Searching, Screening and Confiscation
 - Equality
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction



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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the Teaching and Learning Committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:	P. James	Date:	July 2021
Chair of Governing Body:		Date:	