

# Behaviour & Discipline Policy

## Sidmouth Primary School

Policy reviewed and adopted  
by the Board of Trustees

**Spring Term 2 2023**

Version

**V4**

Date of next review:

**Spring Term 2 2024**

Responsible Committee:

**Local Governing Body**

Monitoring:

**Trust Board**

Related Policies

**Safeguarding Policy  
Attendance Policy  
PSHE Policy**

Where is this policy  
published?

**School Website**

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## 1 Thrive Charter

### Thrive Mission Statement

*Inspiring pupils to thrive in life*

### Thrive Values<sup>1</sup>

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.

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

### 3 Mission Statement

3.1 Thrive is a co-operative community of schools, working together to provide the best possible standards of education, enabling children to become responsible and articulate citizens, with a local, national and global perspective. We try to demonstrate co-operative ethical values in everything we do:

- we believe in being open with colleagues in our schools and beyond;
- we act with honesty and integrity, working in a professional and respectful manner in our dealings with everyone;
- we act with social responsibility;
- we treat everyone with respect, care and sensitivity;
- we support staff to develop their capacity for self-help and to take responsibility for their own actions.

### 4 Aims and objectives

4.1 At Sidmouth Primary School, we believe it is important to ensure that everyone feels valued, respected and is treated fairly. This policy outlines the way in which all staff and children can work together in a supportive way to promote an environment in which everyone feels happy, safe and secure and to become positive, responsible and increasingly independent members of society. We reward good behaviour as we believe it will develop an ethos of kindness and cooperation in addition to promoting the Thrive values which underpin our curriculum and school life.

### 5 Approaches to behaviour management

5.1 All staff work with children to reinforce good behaviour and this should always be expected and valued. This positive behaviour management is based on the principle that recognising and rewarding good behaviour raises self esteem and promotes a positive attitude. Our class charters remind the children of the expectations of the classroom and the wider school. When a reward is given, it is made clear why positive signals are sent to other children besides the recipient. Dojo points will be awarded and linked to the learning muscles:

- Concentration
- Don't give up
- Be cooperative
- Be curious
- Have a go
- Use your imagination
- Keep improving
- Enjoy learning

5.2 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 such as verbal praise and dojo points. When dealing with misbehaviour it should be remembered that it is the behaviour not the child that is unacceptable. Staff are fair and consistent and firm rather than aggressive and avoid idle threats. It is important to avoid confrontation, and always challenge the behaviour and not the child.

5.3 Where possible, unacceptable behaviour is dealt with immediately by the adult responsible for the child. Behaviour choices are discussed with them and any sanction for minor misbehaviour is immediate and of short duration.

## 6 Classroom behaviour

- 6.1 Teachers establish clear expectations of behaviour in their classrooms ensuring the children's understanding and compliance with the rules by following our 3 overarching aims (the right to be safe, the right to learn and the right to be respected) which are displayed in all areas of the school. All staff look for opportunities to praise individuals and groups whenever they are demonstrating appropriate behaviour. This can be in the form of verbal praise, non-verbal such as thumbs up, dojo points and messages home.
- 6.2 To create and sustain a positive, supportive and secure environment, teachers and support staff will:
- be well prepared for every lesson;
  - keep everyone interested and occupied;
  - extend and motivate pupils;
  - mark all work constructively;
  - keep an attractive clean and tidy classroom;
  - maintain interesting displays;
  - expect full class listening when addressing the group;
  - not accept shouting out/ unauthorised movement out of seat (age and need appropriate)

## 7 Inappropriate Behaviour

- Children who are not conforming to classroom expectations should be reminded firmly and calmly of the need to conform to the rights and responsibilities;
- If a pupil continues to behave inappropriately, his/her name should be written on a list on the teachers' desk. If the pupil stops behaving inappropriately, the teacher should praise the correct behaviour and remove name;
- If a pupil continues to behave inappropriately, move the child away from the group for a short period of 'calm time' to reflect upon his/her actions (This should be within the classroom). If the behaviour continues children then need to be sent to their phase leader;
- Upon his/her return, avoid any negative comments like, 'I hope you are not going to...' etc. as this only serves to reinforce a negative expectation;
- Children who continue to demonstrate inappropriate behaviour are then sent to the Assistant Headteacher to be dealt with in a restorative way. The child will then return to the classroom, be welcomed and given a chance to show good behaviour and praised for their effort to behave well. If they continue with inappropriate behaviour the assistant head will determine further sanctions as appropriate. This may be that the Deputy Head or Executive Headteacher will be involved;
- Children who continue to behave inappropriately will need an individual child's behaviour plan and/or success card (criteria for each individual child should be on the child's success card and created with Mrs Moore), if one is in place, Miss Magda, the phase leader or SLT should be sent for.

## 8 Lunchtime and Playtime behaviour

- 8.1 Behaviour during lunchtime and playtime should be consistent and follow school policy. Verbal praise will be given whenever examples of good play behaviour are seen, moving back into school and on returning to the classroom after break. Again good routines are paramount. If inappropriate behaviour is demonstrated during playtimes or lunchtimes, then the following should be adopted:
- Talk calmly to the children about their behaviour, suggest they play somewhere else or if needed have a five minutes cooling off time with the staff member on duty or in the packed lunch hall;

- Report any persistently inappropriate behaviour / accidents to the class teacher at the end of lunchtime via the white sheets so that they can deal with it restoratively (either whole class or small circle as appropriate.);
- Serious incidents during lunchtime, e.g. fighting, should be referred to Mrs Stark in the first instance. However, if staff use the smile technique then these instances should be reduced S scanning M movement I interact L learn through play E encourage

8.2 At the end of lunchtime and playtime, when the whistle is blown, all supervisors and teachers will be outside and will be responsible for making sure the children line up sensibly, efficiently and enter school safely.

## 9 Parental involvement

9.1 As a cooperative school community we regularly inform parents about the children's behaviour, positive or otherwise. This occurs in many ways:

- Daily informal interaction;
- Telephone call;
- Text message via Arbor;
- Merit certificates;
- Consultation evenings;
- Requested meetings.

9.2 Any concerns that a parent may have with regard to the wellbeing of their child should be discussed in the first instance with the child's class teacher.

## 10 Serious Situation Procedure

10.1 Whenever a child exhibits persistent behaviour in the classroom that is not modified by the steps in the behaviour policy, a member of SLT or pastoral support staff will remove the child from the classroom.

10.2 In extreme cases, physical contact may be needed in order to remove a child from a serious situation. Staff must then follow the school's 'Positive Handling Policy'. In all such cases, a standard record of the incident and action taken will be added to the pupil's CPOMs record. Children who may need regular Positive Handling will have their own Positive Handling plan.

10.3 In the event of persistent serious situation procedures being activated for a particular child, a Pastoral Support Programme will be initiated with the SENCO. This will consist of:

- Assessment of the pupil's overall behaviour;
- Completion of appropriate behaviour checklists;
- A 'Success Card' with clear criteria established in consultation with the pupil, and any sanctions carried out against the child should be with reference to these criteria;
- A pastoral support plan monitoring sheet completed;
- An individual plan for behaviour.

10.4 Where this programme proves unsuccessful in modifying behaviour in the long term, the Head of School, the Executive Head and the Chair of Governors will be informed to consider future action. This action may consider, for example, the involvement of other agencies or suspension under the terms of the existing policy. The law, as described in detail in DfE Circular 10/99, allows both suspensions and (permanent) Exclusions. Executive Headteachers can exclude a pupil for up to 45 days in a school year on a suspension. Exclusion is an

acknowledgement that the school can no longer support the pupil effectively. It would not be usual to exclude a child permanently for a 'one off' or first offence, yet this is permitted under the DfE guidance

## 11 Searching Children

11.1 The Head of School and staff authorised by her have a 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. Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- lighters or matches;
- Fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used
  - i) to commit an offence;
  - ii) to cause personal injury to or damage to the property of, any person (including the pupil)

11.2 Executive Head, Head of School, Assistant Head Teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for such as mobile phones.

## 12 Confiscation

12.1 School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

## 13 Schools' obligations under the European Convention on Human Rights (ECHR)

13.1 Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

13.2 The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

## 14 Pupils' conduct outside the school gates

14.1 What the law allows:

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

14.2 The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

- Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

14.3 Taking part in any school-organised or school-related activity, travelling to or from school, wearing the school uniform or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

14.4 At Sidmouth Primary School, reported or witnessed incidents that occur outside the school gates will be dealt with as though the incident had taken place in school.

## 15 Public Sector Equality Duty

15.1 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

15.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation.

15.3 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 Sidmouth Primary School adheres to these statutory regulations.

## 16 Person Responsible

Policy reviewed: Spring 2 2023

Responsibility: Executive HeadTeacher

Next review date: Spring 2 2024



## Appendix 1 Behaviour Stages

### Step 1 All Staff

Positive thanks to children, maybe acknowledge with a sticker, smile or verbal praise and role model excellent behaviour. If a child does not conform to expected behaviour then remind them firmly and calmly of the need to conform to the rights and responsibilities.

### Step 2 All Staff

If the child continues to show inappropriate behaviour, write their name on the behaviour paper on the desk and then re-do step 1. Positively praise the child when they readjust their behaviour and remove their name from the list.

### Step 3 Class Teacher

If a child continues to show inappropriate behaviour and has been through the above steps, move the child to a different position in the class. Reflection area to do their work or a time out area to reflect and calm for a few minutes. Child then returns to class position and the process begins again.

### Step 4

If the behaviour continues at this stage the child should be sent to their phase leader for a reflection of their behaviour. This should be limited in time and the child should be reintegrated to the classroom as soon as possible.

### Step 5

Children who continue to demonstrate inappropriate behaviour are then sent to the Assistant Head to be dealt with in a restorative manner. The child is then welcomed back into the classroom and given the chance to show good behaviour and praised for their efforts.

### All Classrooms require:

- A displayed rights and responsibilities poster;
- Calm work area;
- Reflection time spot/space with timer, may have a teddy/stress ball/fidget toy to help calm and distract (age and stage appropriate);
- Excellent routines and expectations expected from the start of the academic year;
- Good day notes, stickers, dojo's, jobs, text...a smile

This policy must be read in conjunction with Sidmouth Safeguarding, anti-bullying and racist policy