



Leasowes Primary School
Behaviour and Discipline Policy



Date Approved: March 2020	Print Name: Jeff Smith
Date to be Reviewed: September 2021	Signed: Jeff Smith

1. School Ethos

Leasowes Primary School strives to provide an inclusive, learning rich environment where children feel safe to take risks to enable them to reach their full potential. Pupils are encouraged to take pride in their achievements and embrace change in a positive manner. Learners are inspired to embark on a lifelong learning journey to develop knowledge, skills and become well rounded individuals that flourish in our ever-changing society.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

2. Legal Framework

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Health and Wellbeing Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Complaints Procedures Policy
- Equality Policy
- Attendance Policy
- Online Safety Policy
- Acceptable Use Policy

3. Rationale

The term 'Behaviour' at Leasowes incorporates a wealth of attributes that include: learning behaviour, appearance, attendance, attitude, conduct and responsibility. Children need to live their school life through our 6 values of **Respect, Courage, Collaboration, Enjoyment, Aspiration and Love**.

Leasowes Primary School believes that behaviour is a shared responsibility. We expect all stakeholders, school staff, children, parents and governors to be committed to establishing a

learning environment which promotes positive behaviour and relationships of mutual respect based on a sense of community and shared values. We believe that children have the right to learn in an environment which is conducive to learning and promotes high levels of engagement. It is our primary aim that every member of the school community feels valued, respected and that each person is treated fairly. We believe that all stakeholders must take ownership of their behaviour. We are all responsible for our own actions.

4. Aims of the Behaviour Policy

- To outline rewards and sanctions and how they will be fairly, flexibly and consistently applied
- To define acceptable behaviour and to make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that result as a consequence
- To promote good and outstanding behaviour through a system of rewards which will encourage children to have high expectations and aspirations of themselves and others
- To promote positive behaviour, self-discipline and foster mutual respect for other people and the environment
- To enable pupils to become increasingly independent learners that develop a life-long love of learning
- To teach positive values and attitudes through the curriculum that celebrates difference and diversity.
- To provide clear, fair procedures to deal with inappropriate behaviour when it does occur
- To be fully supported by all stakeholders and to role model the correct manner in which we deal with situations

5. Expectations of the Behaviour Policy

- The school expects every member of the school community to behave in a caring and considerate way towards others
- To ensure children can see behaviours are dealt with consistently across the school
- Good behaviour is expected and rewarded. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour
- To reach high levels of self-esteem where children are happy, feel good and enjoy each other's company
- To enable children to deal with conflicts in a positive manner giving them the coping strategies to reach positive outcomes
- To help children understand consequences and impact of their behaviours on others
- For all stakeholders (staff, governors, parents, children) to work together to ensure a calm, safe, stimulating learning environment

6. Responsibilities

Children are expected to:

- Behave in an orderly, purposeful and sensible manner
- Show courtesy and respect to all members of the school and visitors
- Be thoughtful, kind and helpful to others
- Have a standard of appearance (uniform) demonstrating their readiness to learn
- Have positive attitudes and willingness to learn

Parents are expected to:

- Be aware of the school's behaviour policy and actively support it discussing any issues/problems with staff, Headteacher, governors in a respectful manner
- Fully support the home/school agreement
- Be polite and reasonable in dealings with school
- Show respect for others by being mindful and thoughtful when using social media sites

Staff are expected to:

- Set high standards of social behaviour by role modelling: politeness, being well disciplined, having an organised approach and embracing school based tasks with enthusiasm
- Listen to children, making it clear that their opinions and reactions matter and giving them time to talk through actions and responses
- Seek every opportunity to reinforce the behaviour policy through a positive approach, dealing firmly and fairly with those who do not maintain the high standards that is expected of them

Trustees are expected to:

- Refer all matters regarding discipline to the Headteacher
- Be familiar with and actively support the school's Behaviour Policy
- Follow the Governor and Trustee's code of conduct

7. Expected Behaviour

At Leasowes Primary School we expect pupils to:

- Be polite and courteous to all people at all times
- Show respect, kindness and consideration for others
- Appear smart and ready to learn, wearing the correct uniform at all times
- Have an excellent attitude to learning
- Take turns and behave fairly in all situations
- Keep the school tidy
- Look after school property, their own and that of others
- Behave sensibly and move around the school safely at all times
- Listen to others and try to understand differing points of view
- Allow others the opportunity to learn by managing their own distractions
- Aim high and complete all tasks/activities to the best of their ability

8. Unacceptable Behaviour

The following behaviours are unacceptable:

- Leasowes do not tolerate behaviour, including low level constant disruptive behaviour, that impacts on others learning or safety
- Physical or verbal bullying
- Behaviour which shows disregard for property and could damage schools, their own or that of others property
- Use of rude or abusive language, which includes swearing and use of offensive words
- Anti-social or aggressive behaviour directed at others e.g. hurting other physically or threatening them, this includes towards children and staff
- Anti-social or aggressive behaviour directed at others particularly on the grounds of race, culture, gender or ability
- The playing of rough and dangerous games
- Poor attitude to learning
- Poor appearance
- Use of social media to discuss school matters, children or staff (including texting)

The staff has, with pupil involvement, established rules that clearly define the high standards of behaviour and the positive ethos that we expect in the school environment.

NB The Behaviour Policy is designed to positively deal with unacceptable behaviour, ensuring that the children understand right from wrong. The staff will support children and parents to resolve any matters arising. However, when all policy options have been exhausted, the school will then be forced to refer to the **Exclusion Policy**.

9. Behaviour in Assembly

- Children will enter and exit the hall in silence and listen to the music.
- Children will sit crossed legged on the floor.
- Children should show respect for the person leading the assembly as well as for others that are listening and participating in the assembly.
- Different values will run as themes across assemblies and these will be the basis for other assemblies, including class assemblies that run across the week.

10. Behaviour at Playtimes

- Children will be dismissed from classrooms for playtime.
- Children are expected to walk to the playground in a safe and orderly manner. During playtime no children should be in the school building unless supervised by an adult.
- Children who would like snacks from the kitchen must queue sensibly and as soon as they have received their snack exit the building to the playground safely.
- Behaviour on the yard should be respectful of others, safe and sensible. Children demonstrating any of the unacceptable behaviours listed should expect to receive a sanction in line with our school behaviour strategies.

11. Pupils with Special Educational or Emotional Needs

The school has a highly successful SEN (Special Education Needs) department that caters for the needs of pupils that are identified as needing more support. Children from time to time may need intervention from external agencies and every effort is made to ensure we follow recommendations to ensure progress is made in all areas of education, this includes behaviour. Targets for SEN children set as part of their PSPs or part of their EHCP will be personal to the specific child and may not always follow the Behaviour Policy.

Leasowes Primary School has invested in the HOPE (Helping Our Pupils Emotionally) programme since September 2016. We have 3 trained members of staff who will be available to support and run interventions for pupils that find emotional wellbeing difficult. This may be a long or a short term intervention e.g. dealing with bereavement, parental separation.

12. Rewards

At Leasowes Primary School we celebrate learning, good behaviour and good attitudes towards learning. We believe that a positive approach to behaviour and attitude helps learners to have high expectations and aspirations of their own and others behaviour. Rewards can be demonstrated in a number of ways such as:

- Staff acknowledge and congratulate children
- Verbal praise
- Stickers, tokens, class based incentives
- House points
- Sending to another class for praise
- Sending to the Headteacher, Deputy Headteacher, Phase Leaders or other staff for praise
- Postcards home
- Well done certificate
- Acknowledgements in celebration assembly for out of school achievements
- Class attendance award
- Headteacher award stickers
- Governor award stickers
- Half termly 'Activities Afternoon' where children who have shown consistently good or outstanding behaviour get to choose from a range of activities on the last afternoon of the school term, e.g. art activities, forest schools activities, football, ICT, 'movie and munch' (film and popcorn), games etc.

The class teacher will decide if children are not allowed to attend due to poor behaviour. Children who do not attend the activity afternoon will catch up with learning that they have missed due to poor behaviour.

13. Behaviour Strategy – Dealing with Inappropriate Behaviour

The main behaviour strategy that Leasowes Primary School follows is guided by the principle of 'Good to be Green'. This strategy acknowledges positive behaviour but also follows a process if unacceptable behaviours occur. However, Leasowes expects 'good' behaviour and therefore has adapted the strategy so that it recognises outstanding behaviour. Our aim is for all stakeholders to demonstrate outstanding behaviour.

14. Outstanding Behaviour

Outstanding behaviour is all of the expected behaviours and the following:

- displays curiosity and a love of learning
- consistently super smart appearance
- drives own learning and shows independence of thought
- going above and beyond by continuing learning at home
- being a positive role model that has an impact on other children and the classroom environment

Children who display outstanding behaviour will be given a raffle ticket to place into the 'Outstanding Learning' box. The phase leader will keep this box. Every half term anyone who has gained a raffle ticket will get an outstanding behaviour certificate and have the chance to win a prize. On the last day of every half term the certificates will be presented and a raffle ticket will be drawn. There will be one prize for EYFS, KS1, Lower KS2 and Upper KS2. The more raffle tickets the children earn the better the chance at winning a prize. All outstanding behaviour is rewarded with a certificate that is celebrated in end of half term/term assembly.

15. The Values of the School

Across the school year six core values and attitudes are taught:

Respect
Courage
Collaboration
Aspiration
Enjoyment Love

These values are explicitly taught and focused on during our assembly themes. Our aim is to develop a good understanding of what each value means and what it looks like in action, both around school and in society. Within our six core values we learn about other principles and values which underpin our thinking e.g. within respect, we also think about tolerance, thoughtfulness and understanding. Our core values support children to become well rounded individuals that are able to flourish in our ever-changing society.

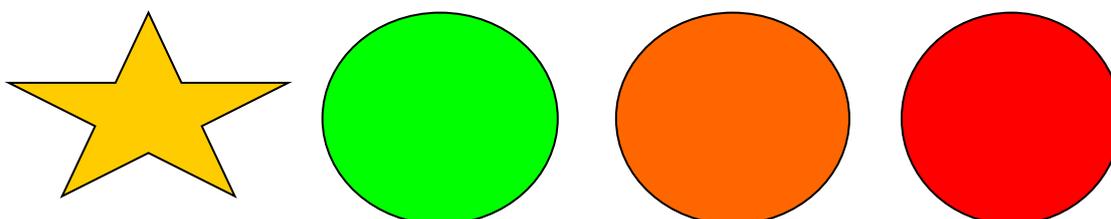
16. Our Leasowes Charter

The children have decided the statements that form our Leasowes Charter. These statements will be used across the whole school and be referred to consistently when dealing with positive and negative behaviour:

Look smart, act smart
Active listening, active learning
Always work hard and be proud
Have the courage to challenge yourself
Always have kind hands, kind feet and use kind words

17. How the Behaviour Strategy is Displayed

In each classroom the behaviour strategy will be supported with a visual display.



Each day the children will start on green, they will be encouraged to move to the gold star by demonstrating outstanding behaviour. Gold and green are expected behaviours and the children will stay on those colours and receive rewards stated earlier if they do so. However, if the children find managing their distractions difficult or begin to display unacceptable behaviours then the following sanctions will be applied:

Before moving to orange Phase 1 behaviours usually dealt with by class teacher	Orange	Red
<p>Several techniques will be used to encourage a child to stay on green behaviours e.g.</p> <ul style="list-style-type: none"> • redirect attention • proximity - standing near to • non-verbal signs • the 'look' • rule reminders • spotting good role models to point out expectations • giving choice • group responsibility • tactical ignoring of behaviour • verbal reminder <p><u>If child chooses to change their behaviour then they will move straight back to green</u></p>	<p>If 'green' techniques fail then orange techniques are used a warning:</p> <ul style="list-style-type: none"> • Child moves their name from green to orange • moved seat • minutes of playtime lost while catch up on lost learning <p><u>If child chooses to change their behaviour then they will move straight back to green</u></p>	<p>If behaviour continues after moving from orange and using the techniques to encourage positive behaviour fail then movement to red could result in the following sanctions depending on frequency and severity:</p> <ul style="list-style-type: none"> • minutes of playtime or lunchtime lost to catch up work • visit the phase leader • behaviour recorded • visit Deputy Headteacher • parents informed at the end of the day or by telephone • visit Headteacher

<p>Phase 1 Behaviours Usually dealt with by classroom teacher</p>	<p>Positive strategies used as part of the management in the classroom</p>
<ul style="list-style-type: none"> • teasing or name calling • talking out of turn • shouting out • avoiding work/ wasting time • being noisy • arguing • stopping others from working • inappropriate comments • put downs • constant fiddling • inconsiderate behaviour • graffiti on books/files • chewing • incorrect uniform <p>Children regularly demonstrating phase 1 behaviours will be recorded on School Pod, our behaviour monitoring system (Quick access) allowing SLT (Senior Leadership Team) to monitor frequency</p>	<ul style="list-style-type: none"> • redirect attention • proximity - standing near to • non-verbal signs • the 'look' • rule reminders • spotting good role models to point out expectations • giving choice • change of activity • group responsibility • tactical ignoring of behaviour • move seat/review seating plan • keep behind at end of lesson • loss of minutes from playtime or lunchtime to catch up learning • peer support or role models • use of self esteem
<p>Phase 2 Behaviours More serious behaviour may need involvement by phase leaders or SLT</p>	<p>Strategies to be used to manage behaviour</p>
<ul style="list-style-type: none"> • not responding to positive strategies • consistent low level behaviour • interfering with other property • interfering with the learning of others • refusal to follow instructions • use of inappropriate language • leaving the room without permission • play fighting • throwing objects • dangerous/unsafe behaviour • repeated unkind behaviour to others • lack of respect towards adults • persistent poor attitude • persistent absence <p><u>Incidents must be logged onto School Pod and incident sheets completed</u></p>	<ul style="list-style-type: none"> • time taken from play and lunch time to catch up on work and learning time • written apology • removal to another class • apology to staff • behaviour report card – this will be shared with parents and kept in children's file • making up for missed work • individual behaviour contract with incentives • parental involvement • individual behaviour plan • involvement from EWO (Education Welfare Officer) • involvement of other agencies • removal from after school extra curricular clubs • unable to take part in other after school activities e.g. school discos

Phase 3 Behaviours

Behaviours which would require the involvement of the Senior Leadership Team and may result in fixed term or permanent exclusion

Serious behaviours – incident sheets must be completed and recorded on School Pod

- fighting
- vandalism
- intentional injury to another student
- persistent argumentative behaviour
- swearing at staff
- threatening behaviour towards staff
- racial abuse
- stealing
- physical abuse
- verbal abuse to staff
- sexual abuse
- bullying
- leaving the school without permission
- spitting at another person
- bringing weapons/drugs onto the school premises
- bringing the school into disrepute
- inappropriate use of technology and social media

Strategies to be used to manage behaviour

- work with parents
- behaviour report
- internal exclusion (to be documented on child's file and organised by SLT)
- isolation within school
- removal from all extra-curricular activities including school discos
- Headteacher referral
- timetable modification
- Governors discipline committee
- EWO involvements
- CAMHS involvement
- relate
- IBP (individual behaviour plan)
- fixed term exclusion
- referral to inclusion panel
- pre-permanent exclusion meeting
- referral to Pupil Referral unit
- police involvement
- managed move
- permanent exclusion

This is not an extensive list and exceptional circumstances may result in a different route of behaviour management and intervention

NB Verbal or physical abuse towards staff will not be tolerated, in the very rare cases where this happens Trustees will be involved and could result in parents/carers not being allowed onto school premises. (Please refer to **Exclusion Policy**) Advice from the police may be sought.

18. Incident Logs and Recording of Incidents

Phase leaders will be responsible for monitoring and analysing behaviour incidents and reporting back at Senior Leadership Meetings. Deputy Headteacher and the Headteacher will monitor and analyse whole school behaviour, recorded by the person/s witnessing the behaviour on School Pod. These records will be used if behaviour becomes frequent and as evidence to support sanctions/consequences.

19. Confiscation

Confiscation is a lawful disciplinary penalty. School have the right to confiscate items that are deemed inappropriate for school or may cause harm to others. If items are confiscated, teachers/staff must fully explain to the child why this has to happen. Items will be stored safely and returned to the child or via the parent. Leasowes will seek advice from other agencies (e.g. police if items are deemed to be harmful - drugs or weapons. In these cases, refer to **Exclusion Policy**)



Leasowes Primary School

Microsoft Teams Code of Conduct for Children

Aims of the Code of Conduct

As part of the remote learning provision, teachers will provide video lessons that can be accessed through Microsoft Teams. These will not be 'live' to ensure that there is some flexibility for families with more siblings, and to support parents working from home. In order to engage and ensure contact between home and school during periods of remote learning, Teams will also be used for live 'Registration and Feedback' sessions. In these sessions, the teacher will first and foremost have daily contact with the children. They will explain the tasks set for the day and provide feedback from the previous day's tasks, addressing misconceptions if necessary.

To maximise the potential of Microsoft Teams as a tool for teaching and learning, all members of the school community will be expected to adhere to the below code of conduct.

General use of Microsoft Teams

- We remember to be polite and respectful, ensuring that the language we – and others in our household in the background – use is appropriate.
- All behaviour expectations in school will be mirrored in our behaviour on Microsoft Teams. We will show our values in action by being respectful of others.
- We will select a quiet area of the home to join Microsoft Teams calls from. Where possible, this should be a living space and not a bedroom.
- We will only join Microsoft Teams meetings via the school email address provided for us.
- We will wear appropriate clothing when joining a video-enabled Microsoft Teams call.
- We will only join Microsoft Teams calls with permission (and supervision, if appropriate) from a parent/guardian.
- We are not allowed to make our own recording/take photographs of a Microsoft Teams call or session, or re-post any session content to any social media or internet platforms.
- We will continue to follow the rules regarding use of technology as outlined in the school's Pupil Acceptable Use Agreement.
- Pupils should inform an adult if they see anything online that makes them feel uncomfortable.
- We will leave the session when indicated to do so by the teacher.

Use of Technology

- We will ensure we join Microsoft Teams calls with our audio turned off.
- We will only 'unmute' ourselves when instructed to by our teachers.
- The chat box function will only be used by children without access to a microphone.
- Any comments added to the chat will be supportive of the discussion directed by the teacher.
- The team's message board will be used to reply to threads established by the teacher unless instructed otherwise.
- We ask someone's permission before uploading photographs, videos or any other information about them online.
- We will use the 'hands up' function to make it clear to our teachers that we wish to contribute to the discussion and will wait until called on to unmute and speak.

Expectations of Behaviour/ Related Sanctions

Expectations of conduct on Microsoft Teams is supported by [Leasowes Primary School Behaviour Policy](#). The expectations of behaviour for children in school is expected when engaging with remote learning out of school. During periods of remote learning, teachers will continue to give rewards for exceptional learning and associated behaviours, for example raffle tickets, house points and presentation awards. Similarly, teachers will be guided by the behaviour policy when sanctioning inappropriate or poor behaviour through Microsoft Teams:

- Children will be given a **first warning** for inappropriate use of the technology or behaviour on Microsoft Teams.
- A **second warning** will be given if this behaviour persists.
- On the **third warning**, the child will be removed from the Microsoft Teams call for a two minute time-out. When this time has passed, they will be invited to re-join the chat.

- If behaviour continues to persist upon readmittance, the child will be removed from the call and a phone-call to parents will be made following the end of the class meeting.