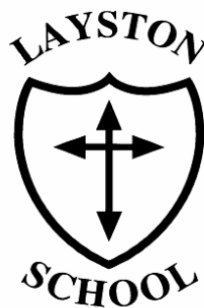




Layston C of E First School



Loving to learn, Learning to Love. For every child a chance to shine

Behaviour and Discipline Policy

Reviewed July 2022
Next Review due July 2023

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in .

It is due for review in (up to 12 months from the above date) by the Governing Body.

Signature:

Date

Head teacher

Signature:

Date.....

Chair of Governors



1. INTENT

We want all children and their families to feel welcome and involved at Layston First School. Each child has a right to expect support and action to ensure their safety and happiness. We are committed to equal opportunities and inclusion; every member of the school community has the right to be able to realise their full potential in a secure, safe and enriching learning environment. We are a caring community. Our values are built on our school's Christian Foundation and we show trust and respect for all. Our 'Christian Values Education' programme is led through the adoption of a half termly value (e.g. compassion, forgiveness, justice) introduced explicitly in collective worship and developed through PSHRE and RE teaching in the classroom and discretely across the school day when opportunities arise.

Because education is a partnership between home and school, we have written this policy so that all of us can work together to improve our understanding of children's behaviours. We hope our therapeutic behaviour policy will be commonly understood and consistently applied. The National Curriculum value underpins everything we do: 'Children and young people should value themselves, others, society and the environment.'

All behaviour is communication. To describe behaviour we use the terms 'pro-social', that which is helpful to myself and those around me, and 'anti-social', that which is destructive to myself and those around me because it is difficult, offensive or dangerous. Dangerous behaviour is where there is a significant risk of injury to ourselves, other people, damage to property or committing a criminal offense.

Pro-social behaviour and appropriate discipline are essential if effective teaching and learning are to take place. This policy explains what we expect from children, parents and members of staff, the ways in which we work to achieve our intent, how we act when things go wrong and the liaison needed between home and school if we are to succeed in teaching pro-social behaviour and internal discipline. The school promotes and rewards pro-social behaviour, as we believe that this will develop a healthy atmosphere of kindness and cooperation. In school, staff will focus on preventative and de-escalation strategies. This is achieved through knowing our children and what they are telling us through their behaviour.

Staff and parents are also made aware about the effect trauma can have on a child's behaviour and how best to respond, through training or the school Wellbeing section of the school website.

We intend:

- To provide an environment in which children and staff feel happy and secure, work hard and take an interest in all that we offer;
- To establish positive relationships with all children so they know they can trust adults;
- To teach children to reflect on their behaviour and to learn self-control (internal discipline);

- To deal therapeutically with incidents of difficult or dangerous behaviour (including bullying), whether physical and/or verbal in line with our Step On training;
- To teach children politely and fairly so that they learn to be polite and fair;
- To teach children to respect other people, their property, beliefs, feelings and differences;
- To uphold and promote the British Values of democracy, the rule of law, individual liberty, the services and systems for living in Britain, and the mutual respect & tolerance of different faiths, beliefs and cultural traditions;
- Wherever possible and appropriate, to include children in agreeing with teachers what is pro-social behaviour, and any consequences of anti-social behaviour;
- To praise and reward quality work, as well as pro-social behaviour and attitudes;
- To involve parents in all aspects of school life, including their children's behaviour;
- To promote self-esteem, confidence, autonomy and self-discipline;
- To be transparent about what pro-social behaviour looks like and the expectations we have for behaviour at school;
- To help the children reflect, repair and restore after episodes of anti-social behaviour.

Because all behaviour is communication, we seek to teach pro-social behaviour formally and informally throughout the school day.

These include:

- using small group interventions and whole class work to reflect on pro-social and anti-social behaviour and teach social skills (e.g. meeting and greeting, please and thank yous, sharing, conflict resolution, apologies and forgiveness);
- using naturally occurring opportunities throughout the school day to develop empathy towards others and develop the language skills needed to express their feelings and needs (e.g. holding doors open for others, sharing equipment and toys, talking and listening respectfully to each other);
- using our therapeutic approach by choosing consequences rather than punishment. This allows children to learn how to manage and regulate their own emotions and teaches them to resolve conflicts appropriately and learn internal discipline. For example, instead of sitting in silence and just missing 5 minutes break time, the 5 minutes will be used by the adult to reflect upon the child's choices and the consequences of these choices and to teach pro-social behaviour options;
- using positive phrasing and behaviour scripts where necessary;
- allowing time for children to calm down and regulate their emotions before engaging in restorative and reflective work;
- using restorative and reflective work with a trusted adult after episodes of anti-social behaviour.

2. BEHAVIOUR

At Layston First School, we promote the idea of internal discipline through:

- Fostering high quality relationships and knowing our children
- Role modelling
- Consistency
- Using scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness
- Using Step On training materials
- Using only appropriate and necessary physical intervention.

We teach all our children 'Our 3 Golden Rules'.

- I am ready to learn and allow others to learn.
- I am thoughtful, kind and polite to everyone.
- I look after my school and everything in it.
(This is often summarised for the children as kind hands, kind feet and kind words.)

We encourage all our children to take responsibility for their own behaviour and support them by providing the resources and time to practise pro-social behaviours. We also enable children to put mistakes right and support them to decrease incidents of anti-social behaviour. This links to our Christian Value System where compassion, justice and forgiveness underpin our relationships with each other.

We have agreed that pro-social behaviour involves:

- Trying our best and asking for help;
- Making safe and healthy choices;
- Listening to others and responding respectfully;
- Treating everyone and everything with care;
- Sharing and being kind to others;
- Being polite and having good manners;
- Using kind hands, kind feet and kind words.

We have clear rewards and consequences linked to behaviour which encourage children to make socially appropriate choices and deter anti-social behaviour.

We have a consistent and fair approach throughout the whole school, whether adults or children.

3. REWARDS AND CONSEQUENCES

Informal Rewards:

- A nod, a smile, a thumbs up, a high five;
- A private word of praise;
- Stickers & raffle tickets;
- First out to play/lunch;
- Sharing work with other staff.

Formal rewards:

- Star of the Week award;
- Golden Pencil or Golden Ruler award;
- Values award for someone who has demonstrated one of our Christian Values;
- Token system for pro-social behaviours when moving around the school and out-of-class times;
- Lunchtime award 'Diner of the Week';
- 'Buddy of the Week';
- Head teacher/Deputy Head teacher awards;

Certificates are awarded by the head or deputy head teacher and a text sent to parents notifying them of their achievement. It is hoped parents will follow up with praise for such accomplishment.

4. WHOLE SCHOOL CONSEQUENCES

We need to ensure anti-social behaviour is not a barrier to learning. If children show anti-social behaviour, they know there will be consequences that relate to the behaviour (teaching them the pro-social behaviours) as well as opportunities for restitution and forgiveness. We use the Step On Roots and Fruits model to understand behaviours and Anxiety Mapping to support those whose behaviour needs individual differentiation. For these children we will plan an Individual Risk Reduction Plan in consultation with the SENDCo, class teacher, external professionals, parents and of course the child.

Layston have categorised anti-social behaviours and have sorted them into three groups:

A. Low-level Anti-social Behaviour

Low level

Including: chatting, calling out, swinging on chairs, wandering around classroom, talking when others are talking, disruptive fussing and fidgeting, making noises, interrupting/distracting others, making faces/gestures, unnecessary tapping of equipment.

B. Mid-level Anti-social behaviour (record on Behaviour log)

Mid-level

Including: repeating any of the above when asked not to, pushing/shoving, mild kicking/hitting, answering back/mumbling under breath, spoiling own or someone else's work, name-calling, refusing to follow instructions, throwing rubbers/small objects, put-downs, the occasional mild swear words.

C. High-Level Anti-social Behaviour (these incidents must always be recorded on Behaviour log or CPOMS)

High Level

Persisting in any of above (mid-level) having been asked to stop, leaving classroom without permission, spitting, stealing, intense hitting/kicking/punching/biting to cause deliberate hurt, fighting, throwing objects to hurt someone, racism, homophobic abuse, sexism, bullying, breaking/damaging property on purpose, extreme swear words (the f and c words).

Systems to implement consequences:

- Each class has a discrete place to keep track of consequence reports (child's initials). This is purely memo for staff and child to remember there is a consequence to their anti-social behaviour. There will be **no sad face or cloud** which adds an emotional response to the behaviour, as this is not in line with a therapeutic response to behaviour.
- Each class has a calm down area, where children have space to reflect and calm down, this will always be followed up with a teaching of the pro-social behaviour by an adult.
- In the outside area the children use a bench and sand timer, this will always be followed up with a teaching of the pro-social behaviour by an adult.

5. Ladder of Consequence for Anti-social Behaviour

Stage	Sanction	Consequence
1	Warning - name written on post it	Low level behaviour - pupil told clearly they have a warning.
2	Loss of 2 mins of own time	Low level behaviour continued. Line added next to name. Time missed from break/golden time to be used to educate child on pro-social behaviours.
3	Loss of 4 mins of own time	Low level behaviour continued. Another line added. Time missed from break/golden time to be used to educate child on pro-social behaviours.
4	Loss of 6 mins of own time	Low level behaviour continued. Another line added. Time missed from break/golden time to be used to educate child on pro-social behaviours.
5	Loss of 8 mins of lunchtime	Low level behaviour continued. Another line added. Time missed from break/golden time to be used to educate child on pro-social behaviours.
6	Loss of 10 mins of lunchtime <u>and</u> 5 mins of golden time	Repeated low level behaviour. Time missed to be used to educate child on pro-social behaviours.
7	Time out space in class - loss of another 5 mins golden time	Mid-level behaviour - pupil given 5-10 mins time out with a timer. Time missed from break/golden time to be used to educate child on pro-social behaviours.
8	20 minutes reflection at lunchtime with member of SLT, a further 5 mins golden time lost. Parent informed face to face or via email/telephone conversation.	Mid-level behaviour continued with no marked improvement. Time missed from break/golden time to be used to educate child on pro-social behaviours.
9	30 minutes reflection at lunchtime, a further 5 mins golden time lost. Parent informed and meeting with parent planned.	Mid-level behaviour continued with no marked improvement. Time missed from break/golden time to be used to educate child on pro-social behaviours.
10	Sent to Head teacher, parents informed preferably by telephone, otherwise email or text. Part of morning or afternoon out of class to keep others safe, under supervision within school.	High level behaviour - child forfeits the right to learn with their peers for a set period. Pro-social behaviours taught with senior member of staff. Behaviour recorded on CPOMS
11	Internal exclusion - parents informed by telephone followed up in writing. This is reported anonymously and termly to the governing body.	Repeated high level behaviour or serious incident (decided on by the Leadership team).

Educating on pro-social behaviours during time lost

A variety of age appropriate strategies can be used from puppets and Lego therapy in the earlier years, to comic strips, BLOBS figures, therapeutic sand tray work and feelings cards (available in each classroom), to conversations, role play and reflection used with older children.

Break & Lunchtimes

All responses and consequences to anti-social behaviour at break and lunchtimes will be therapeutic as in line with our STEPS training.

Any yellow/red card given will be accompanied by an age appropriate and brief explanation of why they have received the yellow/red card. A second yellow card will be accompanied by a warning that if they continue they will receive a red card. A red card incident will be recorded on CPOMS, class teacher and parents will be informed and a discussion about their behaviour choices will and how to move towards pro-social behaviours will happen.

Yellow Card	Red Card
<p>=rough play</p> <p>=unkindness</p> <p>=intentionally dropping litter</p> <p>=persistent low-level unsafe behaviours e.g. running around climbing frame when asked not to, rushing past younger/smaller children, carelessness</p> <p>Yellow card = discussion about their behaviour, why it is not ok and what they should do instead</p>	<p>=dangerous behaviour</p> <p>=bullying</p> <p>=2 yellow cards and ignoring adult request to change behaviour = red card for next incident of anti-social behaviour</p> <p>Red card = Sit on bench for Time Out to de-escalate situation & provide time to calm down, followed by discussion about their behaviour. Recorded on CPOMS and CT & SLT alerted.</p>

6. PHYSICAL INTERVENTION

Physical Intervention (PI) at Layston School

Physical Intervention (PI) is defined as any touch whatsoever, whether it be guiding a child in PE, holding a hand, a high five or interventions used to prevent a serious accident.

All staff have agreed that these are appropriate forms of Physical Intervention for Layston School:

- 1) A high five or gentle hand on shoulder or top of arm for good work;
- 2) Shaking hands when receiving an award;
- 3) A loose hold when holding hands walking inside or outside of school, but hand holding is to be initiated by the child;
- 4) A brief side-ways hug (arm around shoulder) if initiated by child - no intimacy or cuddling is acceptable;
- 5) Open or closed mitten guiding during everyday school life e.g. PE or drama, steering a younger child in the right direction or guiding a child to a place of safety;
- 6) *Emergency PI to prevent serious injury to themselves, another person or property.

All PI is to be done in an open way and is never secretive, neither should it make either person feel uncomfortable or intimidated. All PI is to be accompanied by talk e.g.

"Well done, that was awesome!"

"Super job!"

"That was really thoughtful..."

"Are you ok?"

"Let's go this way..."

"Excuse me, can I move past you?"

"Name, stop, that is dangerous!"

"I can see you're upset. Let's go and talk about this..."

SEND & PI - We recognise that not all children are ok with even gentle PI, such as those on the autistic spectrum. All staff will ensure they know the pupils well enough to make these judgements.

*Emergency PI for safety:

In line with the law we will only use physical restraint that is different from what is named above in the event of danger and then it **MUST** be "reasonable, proportionate & necessary". We will NEVER hold anyone in a way which has a negative impact on breathing (basket holds), pain is caused as a direct result, or where the person feels violated. Staff will refer to their Step On training.

7. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Some children with very specific difficulties find it hard to understand and meet the expectations laid out in this policy. In such situations we differentiate and adapt our approach in an appropriate way and according to our Step On training to help the individual child to achieve success and learn pro-social behaviours. We also seek to gather and implement advice and support from specialist services if needed and this is reviewed regularly, through an Individual Risk Reduction Plan. We support these children with teaching emotional regulation through the support of external professionals and counsellors.

8. THE ROLE OF STAFF

"The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey." Angela Wadham 2009

Children can expect staff:

- To listen to them and to acknowledge their point of view;
- To be polite and to address them in a calm tone of voice;
- To value all aspects of their achievements;
- To be fair and consistent;
- To ensure that their environment is safe;
- To discuss things that go wrong. We want children to understand why some things are wrong and why we have rules;
- To create a calm, safe and positive environment in the classroom and playground, where learning can take place;
- To treat each child as an individual;
- To see each day as a fresh start;
- To de-escalate difficult or dangerous behaviour by using the following script:
 - Child's name, I can see something has happened...
 - I am here to help.
 - When you're ready come and talk to me and I will listen.
 - Well done, come with me and we'll find somewhere safe to talk...

9. THE ROLE OF THE HEAD TEACHER & BEHAVIOUR LEAD

- It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Teachers keep records of all reported serious incidents of misbehaviour using CPOMS, and these are reviewed regularly by the head and deputy head teacher. Less serious behaviours are recorded on the year group Behaviour Logs on the school server.
- The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For dangerous behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

10. CPOMS

All staff will record behaviour incidents on the CPOMS system. Incidents are added by logging in to CPOMS and clicking on 'Add Incident' in the top right of the bar. The incident should be recorded clearly and precisely using non-judgemental language and recording as far as possible the child/ren's exact words and/or actions. All incidents of anti-social behaviour should be thoroughly investigated by the adult recording and where possible speaking to witnesses. Witnesses are named but not tagged as this results in a record of anti-social behaviour appearing on their records, even though they were just a witness. The categories for recording in Behaviour include Offensive Behaviour, Racist Behaviour, Difficult Behaviour and Dangerous Behaviour. All staff MUST ensure they tag SLT members in all incidents logged to ensure that close monitoring is enabled.

It is also possible to log incidents of behaviour that may be a cause for concern around mental health and well-being. These are located in Behaviour Related Log, SEMH.

Minor incidents around behaviour are recorded in the class behaviour logs on the school system.

11. THE ROLE OF PARENTS

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

- We expect parents to support their child's learning which includes their behaviour and the development of their internal discipline, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents promptly if we have concerns about their child's welfare or behaviour.
- We expect parents to support the actions of the school when we are dealing with anti-social behaviour. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the head teacher. The school's behaviour policy is the plan for the majority of children. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- For a small minority of children we may develop an Individual Risk Reduction Plan to formalise and make explicit differentiated practice, and this would involve the SLT, SENDCo, class teacher, external professionals, parents and the pupil. It is expected that ALL staff will be aware of any IRRP and follow it.

Ways That Parents/Carers Can Help

- Read and support this policy. Let your child know the standard of behaviour you expect - and how you expect them to do their best.
- Please do not encourage your child to retaliate at school. We are committed to showing them other ways of sorting out difficulties and arguments.
- Help your child to be on time and to remember anything they need for school (book bag etc.).
- Read emails, newsletters and other letters that come home from school so that you can talk to your child about what is going on. Keep updated by visiting our website at www.layston.herts.sch.uk .
- Contact the class teacher if you are worried by anything your child tells you about school before it becomes a problem. Similarly, if any problems arise at home which may affect your child, it would help us to know.
- Be positive with your child and praise them for the pro-social behaviours they show at school as well as at home.

11. THE ROLE OF GOVERNORS

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

12. FIXED - TERM AND PERMANENT EXCLUSIONS

- We do not wish to exclude any child from school, but sometimes dangerous behaviour may make this necessary in order for us to make adjustments to the environment and IRRP.
- The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance in "*Statutory Guidance on School Exclusions September 2012*), available on www.education.gov.uk .
- We refer to this guidance in any decision to exclude a child from school.
- Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

13. MONITORING AND REVIEW

- The head teacher and deputy monitor the effectiveness of this policy on a regular basis, through observing practice, monitoring CPOMS and behaviour logs and talking to staff to ensure all responses to behaviour are therapeutic and in line with policy. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of anti-social behaviour. The class teacher records minor classroom incidents in the class Behaviour Log. More serious incidents are recorded on CPOMS and SLT alerted. MSAs and staff on duty also keep a record of any incidents that occur at break or lunchtimes. Anything requiring an intervention due to anti-social behaviour or any injuries as a result of anti-social behaviour should be recorded on CPOMS and SLT and class teacher alerted.
- Lunchtime supervisors (MSAs) give written details of any first aid related incident in the incidents book that we keep in the office texts are sent home for any injury to the head, including the face.
- The head teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.
- The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Resources for supporting positive pro-social behaviours

1. Hertfordshire STEP On toolkit (training material available).

Mrs Betley (Deputy, DDSL, SENDCo & MHLead) and Mrs Strachan are certified trainers within school.

2. www.feelbrave.com. Activities for exploring emotional intelligence, positive psychology and challenging feelings with children.

3. Margot Sutherland - work on neuro-linguistic understanding of children's behaviours, especially Conversations that Matter and Best Behaviour DVD's.

4. Mrs Betley (Deputy, DDSL, SENDCO & MHLead) is also trained in Protective Behaviours Level 2 and is an Advanced Drawing and Talking practitioner.