



St Luke's C.E. Primary School

Behaviour & Discipline Policy

Langport Avenue

Longsight

Manchester

M12 4NG

This policy complies with Section 89 of the *Education and Inspections Act 2006* (<http://www.legislation.gov.uk/ukpga/2006/40/section/89>.)

1. Aims and expectations

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7** At St Luke's CE Primary, we have adopted the Restorative approach. The most important part is the emphasis of the school as a listening culture, the way adults talk and listen to children is very important. The children need to understand that everybody will have their say and everybody will be listened to and respected. Circle Times are a very important part of communication in the school and we try and have at least one circle time in each class every week. Pupil voice is important in all interactions, School Council, Eco Council etc.
- 1.8** We do expect children to be courteous to all members of staff and to each other and to respond promptly to instructions given by adults. By giving children responsibility and a chance to make decisions, we try to build self-esteem and the foundation of good citizenship.

2 Rewards and punishments

- 2.1** We praise and reward children for good behaviour in a variety of ways:
 - Staff congratulate children.
 - Staff give children stickers/notes to take home.
 - Direct contact on DoJo with parents.
 - We distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

- All classes have an opportunity to lead an assembly where they are able to show examples of their work through class assemblies.
 - Each week we have a Golden Jumper assembly where we celebrate success. Two children in each class are nominated weekly to be the golden child.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.
- 2.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or give them minutes. Minutes are given to children in multiples of 5, and children have to give up some of their playtime to do their minutes.
 - If a child is disruptive in class, the member of staff reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. This may be recorded in the school's Discipline Book. If this is the case, parents will be contacted immediately and the child misses their dinner/playtime for a specified period depending on the a) behaviour or b) repeated poor behaviour. In extreme circumstances, an after-school detention will be put in place in negotiation with parents – parents will be informed 24 hours in advance.
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the member of staff stops the activity and prevents the child from taking part for the rest of that session.
 - If a child threatens, hurts or bullies another child, the member of staff records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. This kind of behaviour may be recorded in the school's Serious Incident Book. This will result in a letter home, a meeting with the parents/carers and the child spending time in another class for 1 or 2 days. It may also result in a temporary seclusion/exclusion. These incidents will be recorded in the Serious Incident Book.
 - We believe in early intervention to prevent poor/anti-social behaviours escalating and therefore parents are contacted to discuss any repeated low-level behaviours. These meetings initially take place with class teachers. With SEND or vulnerable pupils, the SENDco will also be involved and meet with parents. Where necessary, meetings will take place with the headteacher.
 - Each child is an individual therefore any behaviours and sanctions will take into account the Safeguarding, SEND and Health and Safety policies where relevant and appropriate.
- 2.4** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher/other member of staff discusses these with the whole class during circle time.

2.5 The school does not tolerate bullying of any kind. Bullying will be logged in the Serious Incident Book. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We will contact parents immediately and put in place strategies to eradicate bullying. We will support the victim and put in place strategies to improve the behaviour of the perpetrator.

2.6 Use of Reasonable Force: In accordance with DfE Guidance [Use of Reasonable Force](#) (DfE reference 00295-2013)

In certain circumstances physical intervention will be necessary for e.g.

- Where pupils refuse to follow instructions a reasonable level of force will be used
- Where pupils are at risk of harm to themselves/others restraint may be necessary

In these cases the member of staff will employ professional judgement to determine whether in the situation physical intervention is required.

3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding. We therefore expect that all staff will interpret policies on an individual basis with each child especially those with additional needs that affect their behaviour such as ASD and ADHD. We may have to treat some children individually to ensure we have managed their behaviour fairly. This could involve pastoral behaviour plans, individual behaviour support plans and/or individual applied strategies. Any differences to the application of this policy for these children will be conducted in consultation with parents/carers, school and relevant agencies.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself by warning the child and then giving minutes. The child has to give up some of their playtime to do their minutes. If the misbehaviour continues, more minutes are added (5 minutes at a time). However, if misbehaviour still continues, the class teacher seeks help and advice from a senior member of staff or the head teacher. For children in the Foundation Stage, the child will be given a warning. If the misbehaviour continues, the child is brought away from the activity to another activity. If further intervention is required, the child then has to work alongside an adult and if necessary, the child will be sent to sit quietly for 2 to 5 minutes to a quiet area.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker.

3.6 The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the head teacher

- 4.1 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.
- 4.2 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.
- 4.3 The head teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents/carers

- 5.1 The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 5.3 We expect parents/carers to support their child's learning, 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 immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions in regards to a child, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should contact the head teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1 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.
- 6.2 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.

7 Fixed-term and permanent exclusions

- 7.1 **We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units***

(DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

- 7.2** 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.
- 7.3** If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents/carers 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.
- 7.4** The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- 7.6** 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.
- 7.7** 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 LA, and consider whether the child should be reinstated.
- 7.8** If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a member of staff.
- 8.2** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Action taken will be at the discretion of the head teacher and other agencies would be informed as appropriate.
- 8.3** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Action taken will be at the discretion of the head teacher and other agencies would be informed as appropriate.
- 8.4** If the offence is repeated, action taken will be at the discretion of the Head teacher and other agencies would be informed as appropriate.

9 Monitoring and review

- 9.1** The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2** The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.3** It is the responsibility of the governing body to monitor the rate of suspensions and 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 the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.4** **The governing body reviews this policy yearly. 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.**

10.1 Connected policies

- Safeguarding
- SEND
- Health & Safety
- [Use of Reasonable Force](#)
- Equalities
- [Keeping Children Safe in Education](#)

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