



# Behaviour and Discipline Policy

*Believe, Achieve, Celebrate*

## Behaviour & Discipline Policy

### Reviewed:

Date	Revisions	Made By
08/10/21	Section on searching and Confiscation	Michelle Woodhouse
12/07/22	General Procedures and steps	Michelle Woodhouse and Stephanie Taylor
31/10/23	Role of the Academy Council	Michelle Woodhouse

**Review date: October 2024**

## **Statement of Intent**

Thurnby Mead Primary Academy intends that every member of the Academy community feels valued and respected, and that each person is treated fairly and well and without prejudice or discrimination.

### **Aims and Objectives**

Our values are built on mutual trust and respect for all. The Academy behaviour policy is therefore designed to support the way in which all members of the Academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The Academy Behaviour Policy is based on promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the Academy community in aiming to allow everyone to work together in an effective and considerate way.

From Foundation stage onwards all pupils are encouraged to;

- Behave in a considerate way towards all members of the Academy community
- Understand that all children are treated fairly and that the behaviour policy is applied in a consistent way with unconditional regard for all children
- Recognise support offered to pupils is in proportion to their needs ensuring equity for all
- Recognise that the Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation and raise a pupil's own self esteem.
- Understand that the Academy aims to help children to grow in a safe and secure environment, and to become positive, responsible, understanding and increasingly independent members of the Academy community

## **School Rules:**

- 1. Be Respectful**
- 2. Be Safe**
- 3. Be Ready**

## **School Culture:**

- 1. Wonderful Walking**
- 2. Wonderful Welcomes**

### 3. Character Education

#### Character Education

We adopt the Route to Resilience Character Education for our children. Character Muscles vocabulary is displayed in all classrooms years 1-6.

We embed Character Education throughout our school culture, behaviour policy, PSHE lessons and wider curriculum.

The weekly character muscle is highlighted in all classes and Character Champion Board. Character muscles are referred to throughout school, with staff actively seeking out children displaying specific Character Muscles and rewarding and praising them. Using the language explicitly is a key part of our approach. Character Champions of the week are invited to dine at the Top Table on Fridays with a member of staff.

#### Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- We adopt a 'Good to be Green' behaviour system for our DSP and follow warnings and amber and red cards throughout the school.
- Children collect star dojos which are accumulated towards a badge which they receive in our celebration assembly. Children work their way through rounds of badges to eventually become a School Ambassador.
- All staff congratulate children; follow the house star dojo reward system and each week we nominate a child from each class to receive a certificate linked to a character muscle that the child has used during the week. These certificates are presented in our weekly Celebration Assembly.
- Distribute house star dojos to children either for consistent good work or behaviour and we also acknowledge outstanding effort or acts of kindness.
- Our Parent/Carer celebration assembly to which parents of award-winning children are invited, takes place every month.
- Every week the 5 highest star dojo scoring children from each class will receive a star ticket. The tickets are posted into a box and a ticket is drawn and a prize is awarded in singing assembly as a more regular reward.
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The Academy employs a number of sanctions to encourage the Academy rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Good to be green card system

Restorative Reflection Time at Playtime/Lunchtime (as immediate as possible)

Report system

The class teacher discusses the reward/ sanctions with each class and works at building relationships with their pupils during the first two weeks of the new Academy year as is planned in the PHSE scheme at work. In this way, every child in the Academy knows the

standard of behaviour that we expect in our Academy. If there are incidents of anti-social behaviour, the class teacher discusses these with the relevant children.

We recognise that many children in Foundation have only an emerging understanding of the concepts in our Behaviour system. To encourage the growth of this understanding and therefore ensure that the behaviour in this key stage is gentle, thoughtful, kind, honest and respectful, staff praise these attributes and explain when actions are not following these rules. We believe that this constant and consistent explanation and identification of positive qualities will encourage such growth. To reinforce this House Star Tickets, stickers and certificates are awarded to children and recognition given in assembly of success. Postcards are sent home to parents to invite them to celebrate their child's success. Children who make wrong choices are always reminded of the rule they have broken and staff take time to explain consequences at an age appropriate level. We are always willing to support parents who come to us for advice and support over behaviour issues.

The Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Children are referred to our behaviour mentor for red card behaviours. Our behaviour mentor supports the children to understand their behaviour and the consequences. We also see it as an important part of the restorative process, that children have the opportunity to talk about their behaviour and make amends where necessary.

In the event of any homophobic, racist, sexual harassment or sexual violence incidents, we take prompt action and refer children to our behaviour mentor and DSL.

- Children are separated immediately
- Learning Mentor is informed immediately
- All incidents are recorded onto CPOMS
- DSLs meet to discuss the incident
- Parents are informed, along with the police or social care as appropriate
- On-going support and education is put into place for both the perpetrator and the victim
- Supervision is offered to staff members to support their well-being
- A risk assessment is carried out, taking into account the victim's well-being and wishes
- The risk assessment is shared with staff and parents
- **If staff are alerted to sexualised images on children's devices, the police are contacted and the staff member **does not** view the images.**

We do everything in our power to ensure that all children attend the Academy free from fear.

Our PSHE and RSE curriculum teaches children about healthy, respectful relationships. We see this as underpinning our behaviour policy.

On occasions we may need to use physical intervention. We promote the use of de-escalation techniques and only use physical restraint for children who are displaying dangerous behaviour which may harm themselves or others. Only trained staff are able to use these methods. Staff support children following a restraint, to help them to understand their actions and the reasons staff had to intervene. We pay high regard to both children and staff having a period of recovery and restoration following a restraint.

## **The role of all staff**

It is the responsibility of all staff to ensure that the Academy rules are enforced in class, and that the children behave in a responsible manner at all times.

All staff in our Academy have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child equitably with respect and understanding.

Staff also understand that:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work
- Everyone is here for a purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make mistakes sometime and we are willing to admit if we are wrong
- Challenging behaviour is normal where children are learning and testing the boundaries of acceptable behaviour

All staff will always avoid:

- Humiliating – it breeds resentment
- Shouting – it diminishes you
- Over- reacting – the problems grow
- Blanket punishments – the innocent will resent them
- Over punishment – never punish what you can't prove
- Sarcasm
- Leaving pupils outside rooms

All staff will always:

- Keep calm
- Listen
- Be positive
- Build relationships
- Carry out any consequences that have been issued
- Be consistent
- Address challenging behaviour
- Always apply Academy rules

If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher follows the guidelines set out in the behaviour system. The class teacher may seek help and advice from the Learning Support Mentor/SENCO.

The class teacher and the Learning Mentor will liaise about the appropriate support the child may need.

The class teacher reports to parents about the progress of each child in their class, in line with the whole–Academy policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child, after discussing this with the Phase Leader.

## **The role of the Principal**

It is the responsibility of the Principal, under the Academy Standards and Framework Act 1998, to implement the Academy behaviour policy consistently throughout the Academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the Academy.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour using CPOMS.

The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Fixed term exclusions above 5 days and permanent exclusion decisions are only taken after the Academy governors have been notified.

## **The role of Parents**

The Academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at the Academy.

We explain the Academy rules in the Academy prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the Academy. We strive to build a supportive and positive relationship between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the Academy has to use reasonable consequences to support a child, parents should support the actions of the Academy. This may also involve parents signing report cards or attending daily meetings. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Phase Leader. If a resolution can not be reached, the parents may be referred to the Principal and then onto the Academy Council. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The role of Academy Councillors**

The Academy Council has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Academy Councillors support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the Academy behaviour and discipline policy, but Academy Councillors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

## **Fixed-term and permanent exclusions**

Only the Principal (or the acting Principal) has the power to exclude a pupil from Academy. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one Academy year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a pupil, the parents will be informed immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Academy Council. The Academy informs the parents how to make any such appeal.

The Principal informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Academy Council itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

## **Monitoring**

The Principal monitors the effectiveness of this policy on a regular basis. She also reports to the Academy Council on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Academy keeps a variety of records of incidents of behaviour. The Principal records those incidents where a child is referred to her on account of a behaviour incident. This is recorded on CPOMS. We also keep a record of any incidents that occur at break or lunchtimes. All staff are trained on how to add incidents on CPOMS.

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Academy Council to monitor the rate of suspensions and exclusions, and to ensure that the Academy policy is administered fairly and consistently.

## **Review**

The governing body reviews this policy every two years. They 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.

## STAR HOUSE TICKETS AND LANYARDS

As a child enters our Academy they are assigned to a House and colour. They are given a lanyard in that colour. Lanyards are to be worn at the celebration assemblies, when the children have started to collect badges. They are not to be taken home until the end of year six.

Every class has a star dojo account from year 1-6.

Every time a child collects 70 star dojo points, they receive a badge. The children's names are collected and their parents are invited to the Celebration Assembly, where they will see their child receive a badge. The badges accumulate as follows:

70 star dojo points	green star badge
140 star dojo points	yellow star badge
210 star dojo points	red star badge
280 star dojo points	blue star badge
350 star dojo points	green merit badge
420 star dojo points	yellow merit badge
490 star dojo points	red merit badge
560 star dojo points	bronze enamel badge
630 star dojo points	silver enamel badge
700 star dojo points	gold enamel badge
770 star dojo points	excellent work badge
840 star dojo points	ambassador

Any children that total 840 points will become Ambassadors for the Academy.

The aim is that this system will run over their Academy life and that the children will keep their badges on their lanyards as they go through Academy. This will be reviewed at the end of each year to see if it is more appropriate running it over a different period.

Our Reception class have a different reward system which involves children collecting star tickets and stickers. This ensures that they are rewarded more instantly for their achievements. Their star tickets are counted up and go towards a 'star badge' (see above). In Nursery, stickers are used as an instant reward for their achievements. They are also able to put their photo onto a 'Superstar' board for the day.

## LUNCHTIMES

Lunchtime supervisors are follow the behaviour system. No one should be left inside without adult supervision. Inappropriate behaviour at lunchtime will result in the child being sent to the Learning Mentor. She will follow the same warning and consequence card system as exists in class. Persistent inappropriate behaviour may result in alternative provision or exclusion at lunchtimes.

Inappropriate behaviour will be reported via the lunchtime supervisors to class teachers. The child remains on Red Card for the rest of the day. If they misbehave again they are sent to the Principal and are put on White report.



## REPORT SYSTEM

This is a five-day monitoring sheet split into the sessions for each day. A child on report must have each session (including playtime and lunchtime) signed by appropriate member of staff. The Principal and Learning Mentor make the decision about who is on report.

When a child is placed on report parents are always informed by telephone, in writing or in person. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home. Learning Mentors keep completed reports. A failed red report may lead to an internal exclusion, exclusion at another Trust Academy or a fixed term exclusion. The Principal, or in her absence the Deputy Principal can take the decision to exclude a child. In the absence of both Principal and Deputy Principal another senior member of staff may decide to exclude a child. The LA National Exclusion Guidelines are followed at all times.

## RACIST INCIDENTS

We take a no tolerance view to racism. All incidents are recorded, reported and investigated according to the Academy's Racist Incidents Recording, Reporting and Investigating Procedures.

## GUIDELINES ON INTERVENING IN FIGHTS / DISPUTES

Through the implementation of this policy we expect fighting to be an extremely rare occurrence. However if a child does lose his / her temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Our first duty is to prevent any harm to any pupil
- We need to set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- Verbally to move other children away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the fight
- It is Academy policy to intervene and physically prevent a pupil from hurting him / herself or anyone else (see the Academy's Positive Handling policy)
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story
- We will always listen to children.

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the Academy building and possibly out of Academy grounds unless this provokes the child to run further. If a child is no longer on Academy premises parents will be contacted. If they are not at home the police will be informed that a pupil has left Academy and is at risk

## GUIDELINES ON SEARCHING & CONFISCATION

Any searching of a pupil should be discussed and agreed by the Principal or DSL first.

Any member of school staff can search a pupil for any item with their consent.

Written consent is not required – staff may ask a pupil to turn out their pockets or to let them look in their bag, and if the pupil agrees, staff may go ahead.

If staff suspect the pupil has a **banned item** in their possession and they refuse a search, an appropriate consequence will be given.

### **The Principal, DSLs or SLT may search a pupil without their consent.**

This type of search will only be carried out if there are 'reasonable grounds' for suspecting a pupil may have a **prohibited item** in their possession.

Reasonable grounds may include:

- Hear other pupils talking about the prohibited item; or
- Notice a pupil behaving in a way that causes you to suspect they're concealing a prohibited item

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
  - Commit an offence
  - Cause personal injury or damage to property

Other items include items which are:

- Banned by the Academy's rules, **and**

- Been identified in the rules as an item which may be searched for such as mobile phones.

Where possible the searcher will be the same sex as the pupil being searched, and another staff member **must** be present.

However, staff can search an opposite sex pupil and/or search without a witness present if:

- There's a risk that serious harm will be caused to a person if they don't conduct the search immediately, **and**
- It isn't reasonably practicable to summon another member of staff.

## Carrying out searches

### Clothing

The searcher may not require the pupil to remove any clothing other than outer clothing (i.e. clothing not worn next to the skin or immediately over underwear).

Intimate searches can only be conducted by a person with more extensive powers (e.g. a police officer).

### Bags

These can only be searched in the presence of the pupil and another member of staff, except if:

- There's a risk that serious harm will be caused to a person if they don't conduct the search immediately, **and**
- It isn't reasonably practicable to summon another member of staff.

### Use of force

Staff can use reasonable force when conducting a search for prohibited items.

### Confiscation

Weapons or items which are evidence of an offence should always be passed to the Police.

Alcohol, tobacco and cigarette papers and fireworks should be retained and returned to parents.

Controlled substances should be **stored in a locked cupboard and delivered to the police as soon as possible.**

If staff are not sure of the legal status of a substance but have reason to believe it may be a controlled drug, it should be treated as such.

### Stolen items

If the items are valuable or illegal, they should be delivered to the police as soon as possible.

If they're low value, items may be returned to the owner or retained or disposed of if returning them is not practicable.

Pornographic images should be disposed of, **unless staff have reasonable grounds to suspect that their possession constitutes a specific offence (i.e. it is extreme or child pornography). In this case, they should be delivered to the police as soon as reasonably practicable.**

## **Electronic Devices**

If during a search staff find an electronic device, you may examine its data or files. The Principal, DSL or SLT may delete files – if there is a good reason to do so and:

- The device is prohibited by school rules, or
- Staff reasonably suspect it has been, or is likely to be, used to:
  - Cause personal injury or damage to property.

A 'good reason' to examine devices or erase data or files is if staff reasonably suspect that data or files on the device in question have been, or could be, used to:

- Cause harm.
- Disrupt teaching.
- Break the school rules.

## **Evidence related to an offence**

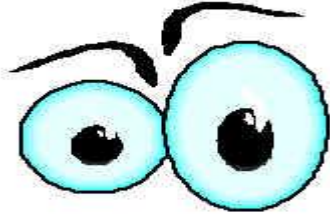
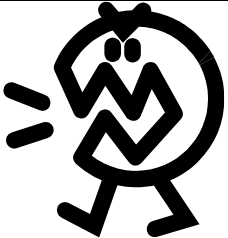
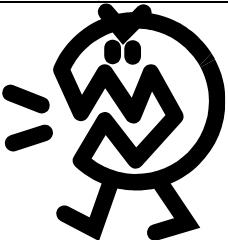
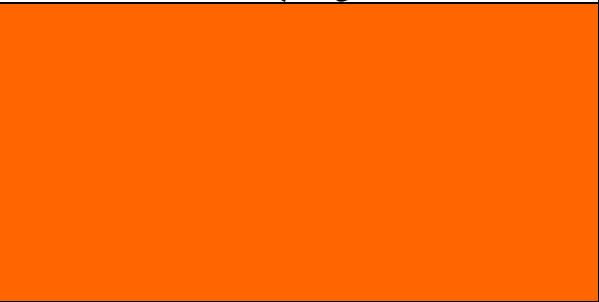
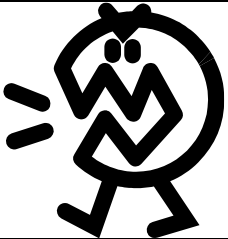
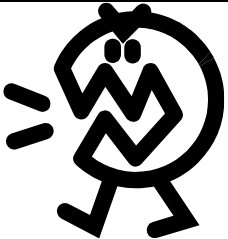
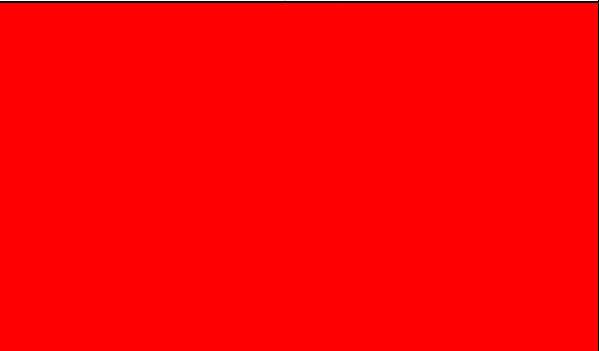
If staff have reason to believe that the device contains evidence in relation to an offence, it must be given to the police as soon as reasonably practicable.

If the device, data or files related to the offence, **DO NOT** delete these before handing the device over.

## **Reporting searches to parents**

There is no obligation to inform parents before a search takes place, and there is no requirement for their consent to search their child. However, parents will be informed as a matter of courtesy and fostering of collaborative relationships.

There's no requirement to make or keep a record of a search but incidents where items are found, will be recorded on CPOMS.

	<p><b><u>Step 1:</u></b> A warning look</p>
	<p><b><u>Step 2:</u></b> 1<sup>st</sup> verbal warning</p>
	<p><b><u>Step 3:</u></b> 2<sup>nd</sup> verbal warning</p>
	<p><b><u>Step 4:</u></b> Amber card 5 mins reflection time with teacher</p>
	<p><b><u>Step 5:</u></b> 1<sup>st</sup> verbal warning</p>
	<p><b><u>Step 6:</u></b> 2<sup>nd</sup> verbal warning</p>
	<p><b><u>Step 7:</u></b> Red card 10 mins reflection time with Behaviour Mentor</p>

## Flowchart of procedures for a pupil on report

- **If you receive 2 Red cards in 1 week = White report**

### **On White report**

A white report requires a Teachers signature at the end of each day. Parents must be informed by telephone or in person by the class teacher/Phase Leader. The reason for being on report must be written on the report card. The child cannot attend any out of school clubs. The Learning Mentor will check in everyday with the child and the report must be signed by the Principal at the end of the week.

Reports should be kept by the teacher in a discrete location and not shared amongst the class.

## **Flowchart of staff involvement in Behaviour incidents**

1. Amber cards – recorded onto CPOMS by the staff member issuing the card. Teacher to inform parent at the end of the day. Reflection time spent with the class teacher or Phase Leader.
2. Red cards - recorded onto CPOMS by the staff member issuing the card. Teacher to inform parent at the end of the day. Reflection time to be spent with Phase leader or Learning Mentor.

This report is to monitor  
your behaviour

Thurnby Mead Primary Academy

The reason for this report:

WHITE REPORT

Name:

Date:

A completed report needs to be taken to the Principal BEFORE the child can finish their report

	9.00-10.00	10.00-10.45	BREAK	11.00-12.15	LUNCH	1.15-2.15	2.15-3.15	Teacher signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

A verbal warning will be given before a fail. If a fail is given a reason needs to be recorded.

