



Behaviour and Discipline Policy **Including EYFS**

Lady Lane Park School & Nursery

1. Introduction

Our policy reflects the DfE guidance, in particular 'Preventing and Tackling Bullying' (DfE, 2017), 'Use of Reasonable Force' (DfE, 2013) and 'Keeping Children Safe in Education' (DfE, 2024).

This policy should be read in conjunction with the policies listed below:

- Non-discrimination and Inclusion
- Safeguarding and Child Protection
- Anti-Bullying
- Complaints

2. Aims and Expectations

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.

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.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all students fairly and apply this behaviour policy in a consistent way.

This policy aims to help students grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the schools is situated and to society more widely.

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.

3. Rewards and Sanctions

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

- teachers congratulate students; move children up our reward charts in the classroom
- teachers give students merits;
- we give merits to students, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- the Headteacher will give awards for outstanding work, attitude & behaviour
- we reward 'houses' as a collective group at different times of the school year;
- prizes at the end of the academic year;
- commendations (including postcards to parents);
- and more.

The school acknowledges all the efforts and achievements of students, both in and out of school.

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. The school rejects the use of corporal punishment.

- We expect students 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 students to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a student is disruptive in class, the teacher reprimands him or her. If a student misbehaves repeatedly, we isolate the student from the rest of the class until they calm down, and is able to work sensibly again with others.
- The safety of the students is paramount in all situations. If a student's behaviour endangers the safety of others, the class teacher stops the activity and prevents the student from taking part for the rest of that session.
- If a student threatens, hurts or bullies another student, the class teacher records the incident and the student is sanctioned.
- If a student repeatedly acts in a way that disrupts or upsets others, the school contacts the student's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the student.

The Use of Classroom Chart

All children start the day on Green, Stickers to be distributed at the end of the day – or during morning registration so that everyone starts their lessons on Green.

Stage 1 Low level behaviour Managed by the teacher- verbal reminder of expectations

Strategy- child remains on green (or above if they have already received a positive move on chart the colour they are on)

Stage 2 (repeated low level behaviour in one lesson/playtime) Managed by the teacher

Strategy- child moves to yellow on chart even if they were on a positive level of chart and class teacher encourage and recognise effort to amend behaviour with a move back up the chart , but not beyond pale blue, if no other incident in that lesson.

Stage 3 (continuous low level behaviour throughout several lessons/playtimes) Managed by class teacher with Deputy Headteacher support if required.

Strategy- child moves to orange- incident recorded in class behaviour log and child misses an amount of playtime that day (supervised by member of staff on duty) equivalent to their age in minutes. Twice in one week would also mean parents are spoken to by class teacher – by phone or in person. Pupils who have been moved to orange, may be rewarded by moving back up the chart for positive behaviour – but not beyond green.

Stage 4 (deliberate continued behaviour after all previous steps)

Strategy- Child moves to red and is given a **demerit**– Form Teacher contacts parents to request a meeting about behaviour. Present class teacher & parent – child to be present at end of meeting. Pupils given a demerit will miss 15 minutes of their next playtime. The Incident is recorded in class behaviour log and in whole school serious behaviour incident log. Removal of privileges will be determined with parents and class teacher and DH this may include Behaviour Support Plan or through the use of a Focus Card with targets specifically designed to meet the needs of that child and which will help them make to make the right choices.

MANAGEMENT OF BEHAVIOUR THAT BYPASSES THE DEMERIT WARNINGS AND GOES STRAIGHT TO THE DEPUTY HEAD PASTORAL FOR IMMEDIATE DEMERIT

- Bullying (verbal/physical/cyber bullying)
- Swearing
- Fighting/Violence directed to another person
- Theft
- Deliberate damage of property belonging to schools or another pupil (vandalism/graffiti)

The above list is not exhaustive and the Senior Leadership Team have the right to authorise an instant demerit for any behaviour (including and outside those above) they deem to be unacceptable.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the students and the teacher. In this way, every student 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 discusses these with the whole class at an appropriate time

The school 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all students attend school free from fear. Our anti-bullying policy has more details regarding this.

All members of staff are aware of the regulations regarding the use of force by teachers ('Use of Reasonable Force' (DfE, 2013). Teachers in our school do not threaten, hit, push or slap students (not use or threaten corporal punishment). Staff only intervene physically to restrain students or to

prevent injury to a student, or if a student is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of students.

4. The Role of the Class Teacher

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

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

The teacher treats each student fairly and enforces the classroom code consistently. The teachers treat all students in their classes with respect and understanding.

If a student misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each student.

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

5. The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all students in the school.

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

The Headteacher keeps records of all reported serious incidents of misbehaviour and sanctions. This includes the nature and date of the offence and the sanction imposed. The Headteacher uses the register to identify patterns of behaviour and address these.

The Headteacher has the responsibility for giving fixed-term suspensions to individual students for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a student. These are all recorded in detail.

6. The Role of Parents

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

We expect parents to support their student's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their student's welfare or behaviour.

If the School has to use reasonable sanctions to punish a student, we expect parents to support the actions of the school. If parents have any concerns about the way that their student has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in accordance with the Complaints Procedure.

7. The Role of the Proprietor

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the owner may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8. Drug and Alcohol-Related Incidents

It is the policy of this school that no student should bring any drug, legal or illegal, to school. If a student will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school secretary who will ensure a consent form is completed by the parent or guardian. Any medication needed by a student while in school must be taken under the supervision of the authorised member of staff.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any student involved will always be notified. Any student who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the student will normally be permanently excluded, and the police and social services will be informed.

If any student is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that student to be taken home.

It is forbidden for anyone, adult or student, to bring onto the school premises illegal drugs. Any student who is found to have brought to school any type of illegal substance will normally be punished by a temporary exclusion. The student will not be readmitted to the school until a parent or guardian of the student has visited the school and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated the student will be permanently excluded.

If a student is found to have deliberately brought illegal substances into school and is found to be distributing these to other students for money, the student will be permanently excluded from the school. The police and social services will also be informed.

Should the Headteacher judge that it is appropriate for the student to be required to leave, they will present the case to the owner or a director and request approval for this action to be taken.

9. Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. The school has a register of sanctions, and the Headteacher keeps a record of any student who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Headteacher to ensure that the school policy is administered fairly and consistently. Particular attention is paid to matters of racial equality. No student is treated unfairly because of race or ethnic background.

Date	Position	Name of Reviewer	Date of Next Review
August 2024	Headteacher	Mrs E Arnold	August 2025
August 2024	Proprietor	Mr A. Khan	August 2025